

Drapers' Academy

Settle Road, Harold Hill, Romford, Essex RM3 9XR

Inspection dates

14–15 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The progress that pupils are making is not consistently good because the quality of teaching is variable across subjects.
- Recent changes introduced by school leaders have set the school on the right path, but there is more work to do before standards are good.
- Teachers' expectations are not routinely high enough for all pupils, particularly disadvantaged pupils and the most able. This limits progress.
- Leaders are now monitoring the quality of teaching and learning more closely. They recognise that this needs to improve further in order to improve pupils' progress and attainment.
- Not all teachers follow the school's assessment policy consistently. Consequently, not all pupils know how to improve their work or know what their grades mean.
- Leaders do not ensure that teachers follow literacy strategies consistently across the school. As a result, pupils repeatedly make the same spelling, punctuation and grammatical errors.
- Careers guidance is not effective enough. Pupils are not clear about their post-16 options.
- Attendance is below average. Too many pupils do not come to school as regularly as they should. Their absence is affecting their learning and progress.
- The numbers of fixed-term and permanent exclusions have increased substantially since the previous inspection and they are too high.

The school has the following strengths

- The school is improving. The principal has made several key appointments that have rapidly brought about change. Outcomes in English are much better than they were previously.
- Good teaching in mathematics, technology and art enables pupils to progress well.
- The school is calm and orderly. Pupils are polite to visitors, show respect for the school environment and conduct themselves sensibly around the site.
- The sixth form provides a good education. Teachers in the sixth form have higher expectations of their students and challenge them effectively to achieve their best.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that all teachers:
 - have consistently high expectations of all pupils
 - use pupil information to plan learning that challenges pupils appropriately, particularly disadvantaged pupils and the most able
 - follow the school’s policy to provide pupils with advice and guidance that helps them to improve their work and understand the grades they are given
 - encourage high levels of literacy, particularly spelling, punctuation and grammar, across all subject areas.
- Improve pupils’ personal development, behaviour and welfare by:
 - promoting consistent, positive attitudes to learning
 - addressing speedily any low-level disruption where it occurs
 - continuing to work with parents to improve pupils’ attendance
 - developing careers guidance so pupils understand clearly their post-16 options.
- Improve the effectiveness of leadership and management by:
 - evaluating the impact of the school’s work more sharply, and amending plans and strategies accordingly
 - further empowering middle leaders to take greater responsibility for the quality of provision in their areas and ensuring that they have the knowledge and skills to do this
 - embedding a culture of high aspirations and expectations of staff and pupils so that outcomes, across a wide range of subjects, improve.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Progress after the last inspection was too slow at first, largely as a result of turbulent staffing. However, since the appointment of the new principal in January 2015 and a restructuring of the senior leadership team, changes have been introduced which have halted the decline in pupils' progress. Pupils now make good progress in mathematics, and outcomes in English have improved. Although there is still significant work to be done across a range of subjects, the school is now on a more stable footing.
- Senior leaders, including governors, have an accurate understanding of the priorities which reflect the developmental needs of the school. However, the monitoring and evaluation of the success of these actions is not rigorous enough. For example, the regular learning walks are not linked to performance information so that leaders can adjust plans and interventions to ensure that they are fully effective.
- Not all leaders assess or review the effect of their actions and interventions on disadvantaged pupils' progress and attainment. Senior leaders have focused on interventions in English and mathematics. As a result, outcomes in other subjects for this group of pupils are inconsistent and their attendance remains low.
- Subject leadership requires improvement because there is inconsistency between the quality of teaching and learning across subjects. The stronger leaders monitor teaching and outcomes effectively and make adjustments where necessary. However, monitoring is not strong enough in science and the humanities, where leaders are not accelerating pupils' progress with sufficient urgency.
- Over time, leaders have not been consistent in their decisions about which subjects are taught and about which pupils are entered for examinations. More recently, a review has taken place, and pupils now have the opportunity to take the subjects that are most appropriate for their needs and abilities. It is too soon to see the impact of these changes on pupils' progress.
- The curriculum provision to develop pupils' spiritual, moral, social and cultural knowledge and their appreciation of fundamental British values is effective. Pupils explore issues relevant to modern Britain and the values that underpin British society. Less effective is careers education, information, advice and guidance in Years 7 to 11. Senior leaders are in the process of evaluating this aspect of provision.
- Leaders correctly identified improving the attendance of disadvantaged pupils as a priority. Pupil premium funding has been spent on staffing to address this issue and to help progress the learning of those who are underachieving. Last year, the school's sponsors also contributed additional funding to this issue. However, the attendance of this group of pupils did not improve last year and persistent absence remained high. Leaders have altered their plans as a result and cite several individual case studies where this funding has started to make a difference.
- Leaders have ensured that the Year 7 catch-up funding is used effectively. Clear strategies are in place, including the teaching of phonics leading to pupils making good progress in catching up with their peers in reading.
- Leaders have used the funding for pupils who have special educational needs (SEN)

and/or disabilities effectively. The support for these pupils is well matched to their specific requirements. For example, some pupils have access to yoga, gardening and a local farm to help with their well-being. The funding is having a positive effect on the progress and attainment of these pupils.

- Newly qualified teachers and those new to the school are enthusiastic about the quality of support and guidance they receive from their colleagues and more senior staff. One member of staff commented: 'The school is more than a school. It is a key part of the community.' Another spoke about how new staff had met a local historian as part of their professional development, so they can understand the local context.
- Senior leaders and middle leaders carry out performance management for teaching staff and targets set link to improving outcomes for disadvantaged pupils. Leaders set and review targets with staff. If these are not met, staff understand that this can affect their eligibility for pay progression.
- The sponsors, Drapers' Company of the City of London and Queen Mary University of London, are effective in supporting the school. The principal values the range of specialist support and advice on offer from the trust, which includes regular challenge by the multi-academy trust governing board, the local governing body and the school improvement partner.

Governance of the school

- Governance is effective and is a strength in this school.
- Governors are passionate about the school and its community and are supportive of the principal. They bring a range of relevant skills and experience, such as in finance and business, to their discussions.
- Governors have an accurate understanding of the school's strengths and weaknesses and have the appropriate skills and expertise to challenge school leaders effectively. Records of governors' meetings demonstrate that they are ambitious for the well-being and experiences of pupils. They also understand the importance of improving the quality of teaching across the school.
- Governors diligently fulfil all of their statutory duties, such as ensuring that all safeguarding procedures are in place and under regular review. They also ensure that performance management arrangements follow the school policy.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders ensure that all staff have appropriate and up-to-date safeguarding training. As a result, staff are knowledgeable about child protection procedures, the signs to look out for and how to report concerns.
- Leaders make timely referrals to the local authority social care services where necessary and keep an accurate record of conversations and actions. Senior leaders, including governors, check safeguarding records regularly and maintain comprehensive policies. Thus, the school takes timely, supportive and appropriate actions.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is variable across the school. This inconsistency is hindering some pupils, especially the disadvantaged and the most able, from making the progress they should.
- Teachers' expectations of what pupils can achieve vary considerably and, although sometimes they are high, too often they are too low. This means that the pupils find the work easy and, as a result, they 'switch off' and talk with friends. In science and humanities, for example, pupils' experiences are variable and, because of this, some pupils are frequently set activities that require them to work at a lower level than that of which they are capable. Where work planned by teachers does challenge pupils, for example in art, technology and mathematics, pupils make better progress in developing their skills, knowledge and understanding.
- In some lessons, pupils told inspectors that they did not know how to achieve particular GCSE grades. A scrutiny of pupils' books showed that the advice and guidance that teachers give to pupils to improve their work does not always follow school policy. The use of target setting is inconsistent, and pupils are not clear about their goals in all subjects. Some pupils do not have high enough aspirations as a result.
- The teaching of literacy requires improvement. Opportunities for pupils to develop their extended writing skills in subjects beyond English are limited. As a result, pupils lack confidence in writing at length for the more demanding GCSE questions. Teachers sometimes miss opportunities to notice and correct misunderstandings in spelling, punctuation and grammar. Pupils make repeated mistakes as a result.
- Not all teachers set homework as often as the school's policy sets out. Some pupils do not take the completion of homework seriously enough so they are missing out on opportunities to develop their learning further.
- Relationships between pupils and teachers are positive. Teachers have the interests of pupils at heart and pupils want to do well. Leaders are aware of the need to continue to raise teachers' expectations of pupils' behaviour, effort and achievement.
- Teaching assistants work well with individuals and small groups of pupils. They are well trained and knowledgeable. As a result, pupils who have SEN and/or disabilities are progressing well.
- The academy has made significant investment in training to improve teaching further. Teachers benefit from regular professional development sessions and have access to online training and further professional teaching qualifications and courses. Hence, teachers are keen to improve their practice and to learn from one another.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils can be compliant in lessons and dependent on the teacher as 'expert'. Not all lessons provide pupils with opportunities to develop their independence and resilience. Low expectations of what pupils are able to achieve mean that they are not routinely encouraged to develop as successful, independent learners.
- The school has invested in new exercise books, which contain motivational quotes and clear subject specific guidance. Pupils said that this has helped them to be more organised in their work. Teachers also said that pupils now take greater pride in their work than in the past. Most books seen by inspectors were well presented.
- Pupils' responses to incidents of bullying are variable. Pupils who made their views known said that they know someone who has been bullied and that it has been dealt with by staff. However, some pupils believe that staff could deal with such incidents more quickly. In the Ofsted parent survey, Parent View, a few parents echoed this view.
- Careers information, advice and guidance although strong in the sixth form, is less effective in the lower Years. In the Ofsted pupil survey, pupils expressed concern about the lack of clarity about their post-16 options.
- Pupils know how to identify dangers and remain safe online. Pupils are clear that everyone should be treated with respect. They believe that everyone is treated equally in the school, regardless of their background, religion or sexual orientation.
- The school provides effectively for the personal development and welfare of the small number of pupils who attend alternative provision.

Behaviour

- The behaviour of pupils requires improvement because attitudes to learning and concentration levels are not consistently positive.
- Pupils told inspectors that they believe that staff do not deal with behaviour consistently.
- As a result of raised expectations of pupils' behaviour, there has been an increase in the numbers of both permanent and fixed-term exclusions. Levels of both are now above average. Leaders have yet to assess the impact of this strategy on reducing incidents of unwanted behaviour.
- The attendance of pupils is below average. Levels of persistent absence are well above average and very high among disadvantaged pupils. Attendance is not improving consistently.
- The school can point to some notable successes of individual pupils whose attendance was exceptionally low, for example, through the work of the Oak Centre. When the school is able to work effectively with parents, case studies show that the attendance

of individual pupils often increases dramatically, sometimes from very low levels.

- In the main, pupils conduct themselves well during breaktimes and lunchtimes. They queue patiently and chat among themselves calmly as they wait to buy food from the canteen and refreshment areas.
- Pupils treat the school environment with respect and do not leave litter lying around.

Outcomes for pupils

Requires improvement

- Results in examinations in 2017 show that, overall, pupils attained standards that were closer to those of pupils nationally in English and mathematics than previously. The proportion achieving a GCSE grade 5 or better in English and mathematics was just below the national average.
- A legacy of weak teaching and unstable staffing has been detrimental to pupils' learning and progress. Although this situation is now a great deal better, pupils have a lot of ground to make up, particularly those in Years 10 and 11. Although pupils' progress is accelerating in English and mathematics, this is not the case for a number of subjects. Therefore, outcomes still require improvement. This reflects the inconsistencies in the quality of teaching across the school.
- In 2016, disadvantaged pupils' overall progress was in the lowest 10% of all schools nationally. This was not the case in 2017. The use of additional funding to help pupils catch up and understand examination requirements was successful. Outcomes in both English and mathematics improved. However, expenditure was not targeted at other subjects and, as a result, gains were not as marked in these.
- Pupils do not make enough progress in science, computing and the humanities subjects. This is because the work that is set is not challenging enough and does not prepare pupils well for their national examinations.
- The most able pupils, including the most able disadvantaged pupils, make less progress than other pupils in the school. In 2017, the most able pupils' progress overall was below average.
- Many pupils enter the school with reading and mathematics skills that are below the national averages. Leaders have ensured that the Year 7 catch-up funding is used effectively. Pupils talk appreciably of their phonics tuition, and their reading development has markedly improved. Year 7 pupils who struggled at the start of term to sound out words can now do so with confidence and their frequency of reading has also improved.
- Pupils who have SEN and/or disabilities usually make good progress across a range of subjects. This is because leaders and teachers identify and meet pupils' individual needs effectively.
- Leaders monitor closely the small group of pupils who attend alternative provision off site. Activities are appropriate for their abilities and interests.
- Pupils are progressing to education, employment or further training. However, only a third of Year 11 pupils achieve the grades to stay on at the school's sixth form.

16 to 19 study programmes

Good

- Achievement in the sixth form is rapidly improving. Examination grades in subjects have improved and, as a result, students' average point scores per entry have improved. They are now equivalent to national figures. In Year 12, students make significantly better than expected progress as demonstrated by AS level results. Students in Year 13 are making good progress. Higher expectations of what students can achieve challenge them to achieve their best.
- A small number of students who enter the sixth form without an appropriate pass in GCSE English or mathematics receive additional tuition to support them to improve. Due to this support, students generally secure a pass in these subjects.
- Teachers have good subject knowledge, which enables them to ask probing and challenging questions that make students think and work hard. For example, in a strong government and politics lesson, the teacher listened, questioned, exemplified and reshaped learning so that students benefited from a full and engaging discussion. This helped them to understand Margaret Thatcher's impact on the conservative party and on society at that time. Students were enthusiastic and articulate in the debate.
- Students benefit from well-resourced workshops and specialist facilities. For example, in design technology, students can experiment with 3-D printers, a vacuum foaming machine and a range of traditional tools and machinery. Students reported that the resources, along with the extra provision, such as culture days, provide enrichment to their learning experiences.
- Careers information, advice and guidance are stronger in the sixth form. Students benefit from a number of workshops, external speakers and bespoke individual input. As a result, they are well informed about university, apprenticeships and the world of work, and almost all progress into these options. The majority of students choose to study at university.
- Behaviour in the sixth form is good. Students are good role models for the younger pupils in the way that they conduct themselves around the site. Students enjoy the range of leadership opportunities provided by the school, such as those provided through the house system and through mentoring programmes. For example, a number of sixth formers have trained to deliver phonics support to younger struggling readers.
- Sixth-form leaders know the students well. As a result, they can intervene and readily give support when external factors may interfere with learning. They are also proactive; for example, they have set up a working party to look particularly at assessment and its use in the sixth form. They know that attendance could be better for a few individuals and are working hard to improve this. Overall, attendance is in line with the national average.

School details

Unique reference number	136090
Local authority	Havering
Inspection number	10037670

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1039
Of which, number on roll in 16 to 19 study programmes	120
Appropriate authority	Board of trustees
Chair	Tim Orchard
Principal	Darren Luckhurst
Telephone number	01708 371331
Website	www.drapersacademy.com
Email address	admin@drapersacademy.com
Date of previous inspection	14–15 November 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Draper's Academy opened in 2012 on the site of its predecessor school, King's Wood. Since then, it has increased the number of pupils on roll substantially. The school has just agreed to an entry of 210 for September 2018. It is now an average-sized secondary school.
- The academy sponsors are the Drapers' Company of the City of London and Queen

Mary University of London. Drapers' Multi-Academy Trust was founded in 2014. Drapers' Academy is the only secondary school in the trust. The other schools are: Drapers' Maylands Primary School, Drapers' Brookside Junior School and Drapers' Brookside Infant School. All academies are governed by one trust and a single board of directors. The directors are responsible for decisions relating to each academy such as decisions about the curriculum and staffing. Drapers' Multi-Academy Trust created a local governing body for each of its academies.

- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of pupils who have SEN and/or disabilities and those supported by education, health and care plans is below average.
- A small number of pupils follow individual education programmes, which involve the Oak Centre (a specialist resource base on site) and/or Lambourne End Farm.
- In the sixth form, academic qualifications are offered. There is no vocational provision.
- The school is involved with a local network of secondary schools which it reviews and evaluates for a variety of purposes, for example, pupil premium auditing. The school also works with the local primary schools that are part of the multi-academy trust.
- The academy meets current government floor standards, which are the minimum expectations for students' attainment and progress.

Information about this inspection

- Inspectors observed a wide range of lessons through learning walks and longer observations. A number of these were conducted jointly with school leaders. Inspectors also attended assemblies.
- Inspectors heard some Year 7 pupils read.
- Meetings were held with the principal, deputy principals, members of the governing body, the chair of the multi-academy trust, groups of pupils and staff, and the school's school improvement partner.
- A range of evidence was examined, including the school's self-evaluation and development plans, the systems to track pupils' progress and policies and records relating to behaviour and attendance. Inspectors also looked at safeguarding documentation and samples of pupils' work.
- Inspectors took into account of 124 responses to Parent View, Ofsted's online survey. In addition, the 50 responses to Ofsted's staff questionnaire and the 52 responses to Ofsted's pupil survey were analysed.

Inspection team

Liz Smith, lead inspector	Ofsted Inspector
Charlotte Robinson	Ofsted Inspector
Gerard Strong	Ofsted Inspector
Vikram Gukhool	Ofsted Inspector
Jeffery Quaye	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017