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Sir Pritpal Singh
Drayton Manor High School
Drayton Bridge Road
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Dear Sir Pritpal

No formal designation inspection of Drayton Manor High School

Following my visit to your academy on 18 April 2018 with Bruce Goddard, Ofsted Inspector, and Yvonne Chisholm, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was an unannounced monitoring inspection conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements and the management of behaviour at the academy.

Evidence

Inspectors scrutinised the single central record and other documents related to safeguarding and child protection arrangements, including: attendance records; risk assessments; minutes from governors' meetings; and records of the management of reported bullying and other behavioural incidents. Inspectors discussed the school's safeguarding arrangements and the management of behaviour with leaders, the chair of the governing body, staff, pupils and representatives of the local authority.

Inspectors made brief visits to lessons to observe pupils' behaviour and attitudes to learning. In addition, inspectors observed pupils' behaviour at breaktime and lunchtime and as they moved around the school.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

Drayton Manor is larger than the average-sized secondary school. The school has academy status and is a member of the West London Teaching Schools Alliance and the Leading Edge network of schools. There are currently 1,186 pupils on roll in Years 7 to 11 and 322 students in the sixth form.

The majority of pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is above the national average, as is the number of pupils who are eligible for free school meals. A higher proportion of pupils than the national average receive support for special educational needs (SEN) and/or disabilities.

Inspection Findings

Leaders and governors ensure that safeguarding and child protection procedures are in place to promote pupils' safety and prioritise their protection from harm. Discussions with leaders and staff, supported by documentation, indicate that safeguarding is part of the school's culture.

Staff training is effective. This includes training on the 'Prevent' duty. Staff are aware of potential risks to young people in the wider community. These include gang affiliation, child sexual exploitation and female genital mutilation. Staff demonstrate a clear understanding of the school's safeguarding procedures, including the importance of reporting any concerns they may have about a child's welfare. Referrals to external agencies are timely, record-keeping is robust and actions taken are monitored.

Pupils are confident that there are adults they can talk to if they have concerns. Pupils feel safe and can explain how the school helps them to learn to manage risks and keep themselves safe. This includes how to stay safe when using the internet and how to maintain a healthy lifestyle, both physically and mentally. Pupils feel safe from bullying and report that staff are swift to deal with any concerns that might arise.

Governors take an active role in scrutinising the school's processes in relation to safeguarding. The chair of the governing body meets with the designated safeguarding lead to review safeguarding practice. Minutes of governors' meetings show that leaders regularly report safeguarding matters to governors and that governors hold leaders to account.

Pupils are typically well behaved around school. They follow instructions from staff and respond appropriately. Pupils are polite and respectful to each other, staff and visitors. There is an appropriate level of staff supervision. Pupils move to lessons quickly and purposefully. In lessons, pupils display positive attitudes to learning.

Staff enforce effectively the school's high expectations of behaviour. Pupils easily understand the school's behaviour system. As a result, pupils reported to inspectors that, in the main, their lessons are free from disruption.

Leaders are robust in their monitoring of behaviour logs and exclusion records. As a result, they identify trends and patterns in behaviour and put appropriate support in place for pupils who display repeated challenging behaviour or for pupils who are behaving out of character. The school has an internal inclusion room, and pupils spend time there reflecting on their behaviour and completing age-appropriate work. Records and discussions with pupils indicate that the majority of internal exclusions are one-off occurrences. Leaders employ a range of effective strategies to support pupils in the management of their behaviour. As a result, fixed-term exclusions are consistently below the national average. Nonetheless, despite the range of support strategies, the high number of permanent exclusions is a cause for concern. The majority of permanent exclusions resulted from one-off incidents. Over a three-year period, the number of permanent exclusions has remained well above the national average.

Attendance overall is above the national average, including for disadvantaged pupils and those who have SEN and/or disabilities. Procedures for following up any absence and supporting pupils whose attendance is a concern are clear and effective.

Priorities for further improvement

- Reduce the number of pupils permanently excluded from the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Ealing. This letter will be published on the Ofsted website.

Yours sincerely

Carolyn Dickinson
Her Majesty's Inspector