

Inspection of Sanders Draper

Suttons Lane, Hornchurch RM12 6RT

Inspection dates: 10 and 11 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy and safe here. They appreciated being part of a school rooted in local history. Pupils enjoy collecting 'hero points' as rewards for excellent work and behaviour.

Pupils valued their small school community, where they are well known by staff and their peers. They enjoy caring, professional relationships with staff. Staff have high expectations of pupils' work and conduct. They give of their time to help pupils complete their work. Older pupils are positive role models for younger ones.

The school is a calm and orderly environment. Teachers consistently follow school systems to nip behaviour issues in the bud. The same is true of bullying. Teachers intervene quickly to prevent any problems from escalating. There is a zero-tolerance approach to bullying or discriminatory language in the school.

Pupils appreciated having a say in how the school is run, either through the school council or the student leadership team. These leadership opportunities help pupils to grow in confidence.

What does the school do well and what does it need to do better?

Leaders have planned an ambitious curriculum for all pupils. This includes those with special educational needs and/or disabilities (SEND). Teachers are well informed about the needs of individual pupils with SEND. They make helpful adaptations to their teaching and to resources. These help pupils to achieve in line with their peers.

In most subjects, the curriculum has been well thought through. Typically, teachers lay strong foundations of knowledge and build these up over time. For example, in mathematics, work on equations in Year 7 prepares pupils for simultaneous equations in later years. In English, pupils learned about the importance of literary context in Year 7. They build upon these important concepts each year. This careful sequencing helps pupils to build a deep body of knowledge in most subjects. Teachers give regular opportunities for pupils to revise prior learning, so that it is embedded.

In a small number of subjects, leaders are not as clear about what they want pupils to learn. Where leaders' curricular thinking is not as developed, pupils do not develop subject-specific knowledge and understanding in as much depth.

Teachers use assessment well. They check pupils' understanding throughout lessons. Pupils value the feedback that teachers provide. It helps them to improve their work. Pupils are not afraid to speak up if they do not understand. Teachers clarify any misconceptions should they arise.

Leaders have developed a culture of reading in the school. They have enhanced the school's library. In English, the books that pupils encounter are diverse and from a range of genres. There are opportunities for reading throughout the week. Leaders swiftly identify weaker readers on entry to the school. They provide the help that pupils need to catch up.

Pupils behave well in class and around the school. Disruption to learning is rare. Leaders ensure that the school's approach to behaviour is commonly understood and applied.

Leaders have started to provide more opportunities for pupils beyond the academic curriculum. There are sports and subject based clubs as well as go-karting and origami. Pupils who attended the writing club have had their work published. Rates of pupil participation in extra-curricular activities are variable. The school provides some opportunities for personal development but these are not coherently planned.

Pupils make suggestions about how to improve the school environment. They lead assemblies about topical issues, such as micro-aggressions. Older pupils have recently visited a local theatre. Pupils looked forward to the school's summer term production of 'Matilda'.

Pupils are well prepared for their next steps. They receive helpful, impartial advice about vocational and academic pathways.

Staff enjoy working at the school. Teachers at the early stages of their careers feel particularly well supported. Staff appreciated that leaders are caring and approachable. Leaders are considerate of their workload. The trust provides many opportunities for professional development for staff at all levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to recognise the signs that a child might be at risk of harm. They know about the local safeguarding risks to pupils. Staff report any concerns no matter how small they might seem. Leaders are rigorous in following up safeguarding issues. They are diligent in following up concerns with external agencies.

Pupils are taught how to stay safe. They understand consent and the risks associated with online relationships. The curriculum is adapted to ensure it meets pupils' changing needs. Pupils said that they could speak to any member of staff if they had a problem.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, recent changes to the curriculum are not fully embedded. As a result, pupils do not deepen subject-specific knowledge and learn as successfully as they could. Leaders should ensure that, in all subjects, they identify the key knowledge that they want pupils to know and remember and plan how that builds year on year.
- The school provides opportunities for pupils' personal development, but these are not coherently planned. Leaders must ensure that they offer a wide and rich range of experiences that closely reflect pupils' talents and interests. They must also ensure that pupils' participation rates are high.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	146309
Local authority	Havering
Inspection number	10255265
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	660
Appropriate authority	Board of trustees
Chair of trust	Joanna Wilkinson
Headteacher	Stuart Brooks
Website	www.sandersschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Sanders Draper converted to become an academy school in September 2018 when it joined the Success for All Educational Trust. When its predecessor school, Sanders Draper, was last inspected by Ofsted it was judged as requires improvement.
- The headteacher took up his post in September 2018.
- The school makes use of three registered alternative providers and one tuition service.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Year 7 upwards with information about approved technical qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with leaders responsible for curriculum, behaviour and attendance, personal development and safeguarding.
- Inspectors carried out subject deep dives in English, French, history, mathematics and technology. They met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils and looked at pupils' work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors evaluated the effectiveness of safeguarding, including through discussions with leaders, staff, pupils and governors.
- Inspectors took into account the views of parents, staff and pupils, including responses to Ofsted's online surveys.
- Inspectors spoke to members of the local governing body and the chief executive officer of the trust.

Inspection team

Lisa Strong, lead inspector	His Majesty's Inspector
Luke Stubbles	His Majesty's Inspector
Jeff Cole	Ofsted Inspector
Andrew Hook	Ofsted Inspector

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