

# The Sanders Draper School and Specialist Science College

## Inspection report

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<b>Unique Reference Number</b>	102341
<b>Local Authority</b>	Havering
<b>Inspection number</b>	286346
<b>Inspection dates</b>	25–26 April 2007
<b>Reporting inspector</b>	Lauren Ovenden HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	954
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Baglee
<b>Headteacher</b>	Ms Tess Blight
<b>Date of previous school inspection</b>	24 September 2002
<b>School address</b>	Suttons Lane Hornchurch RM12 6RT
<b>Telephone number</b>	01708 443068
<b>Fax number</b>	01708 457131

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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by three Additional Inspectors and one of Her Majesty's Inspectors of Schools.

## Description of the school

This is an average sized school with noticeably more boys than girls. Over four fifths of the school population are white British. The proportion of students with special educational needs is below average, although there are more students with statements of special educational need than normally found. The school has a resourced unit for deaf and partially hearing students. Attainment on entry to the school is average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Since the last inspection, the school has experienced significant change and high staff turnover. Standards have been maintained and are at the national average. There are areas with higher than average standards such as the proportion of students who achieve 5 A-G passes at GCSE and in some subjects. Students make satisfactory progress during their time at the school. The school recognises that boys do not attain as well as girls at GCSE and has begun to implement actions to address this, such as changes to the curriculum and to teaching and learning. It is too early to assess the impact of these actions on achievement and standards.

Overall, teaching and learning are satisfactory. Teachers demonstrate good subject knowledge and lessons are purposeful, enabling all students, including those with learning difficulties and disabilities, to make satisfactory progress. However, at times, learning is too passive and opportunities are missed for students to extend or check their understanding of the work covered. The curriculum satisfactorily meets the needs and interests of students.

The school places a high priority on the welfare of its students and those from the hearing impaired unit are very well integrated into the life of the school. Students' personal development and well-being are satisfactory, and many students make the most of good opportunities to contribute to the school community, as prefects and as part of the Listening Service. Students receive satisfactory guidance and the school has recently introduced a tracking system to monitor individual performance. Most students know what level they are working at; however, fewer know what they need to do to improve.

Since her appointment three years ago, the headteacher and her senior team have worked to establish a clear, shared vision for the school and the structures required to drive forward school improvement. They are well supported by the effective governing body. Systems for academic tracking are now used to identify potential underachievement by individuals. Systems for monitoring and evaluating the work of the school are in place; however, they are not always robustly and consistently followed through by subject leaders to accelerate the pace of improvement. The schools' science specialism is contributing to school improvement, through the sharing of best practice in teaching and learning and by supporting the development of good partnerships with local feeder primary schools.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What the school should do to improve further

- Raise boy's attainment at key stage 4
- Ensure that all students are actively involved in their learning and have a good understanding of what they need to do to improve
- Follow through identified actions more rigorously and consistently, particularly at middle management level.

## **Achievement and standards**

### **Grade: 3**

Students make satisfactory progress during their time at the school and achieve average standards. Students with learning difficulties and disabilities, and those who are looked after, make similar progress to their peers. Students make satisfactory progress between Years 7 to 9 and achieve average standards in English, Maths and Science at the end of Year 9. Whilst boys and girls make similar progress at key stage 3, the school has rightly recognised that girls attained significantly better than boys at key stage 4. The proportion of students achieving 5 or more A-G passes and achieving one pass at GCSE is above average. However, the proportion of students achieving 5 A-C passes at GCSE has declined over the past three years and is now average. Students achieve well in English, Maths and Science in Years 10 and 11.

## **Personal development and well-being**

### **Grade: 3**

The personal development and well-being of the students is satisfactory. Many students make a good contribution to the school community, as prefects or on the active student council, however opportunities to contribute to the wider community are more limited. They have a clear understanding of what they need to do to be healthy, and have sensible eating habits. The school recognises the need to enhance menu options and provide healthier food which is better value for money. Students' spiritual education is satisfactorily developed through the improved provision for religious education. The majority of students respect the views, values and beliefs of others and through links with a school in Cuba, develop a satisfactory understanding of cultural diversity. Their moral and social development is good.

The majority of students enjoy coming to school and attendance is satisfactory. Students generally feel safe in the school and behave in lessons and around the site. The school acknowledges that there is further developmental work needed in order to ensure all students feel safe from bullying and discrimination. Students satisfactorily develop the skills to prepare them for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, although inspectors observed some good and outstanding lessons. Teachers engage students' interest through their good subject knowledge and effective use of interactive whiteboards. Lessons are generally planned effectively to ensure there is a productive learning environment, and there are some good examples of teaching that takes into account the needs and interests of different groups. For example, in science use of national curriculum levels in student friendly language supports students to understand what they need to do to improve. However, planning does not consistently use the information about individual students, or link expectations to their prior attainment, to ensure that a range of activities challenge and enthuse students of all abilities. Students are often passive learners because teaching does not provide enough opportunities for them to extend their ideas or to check their understanding by discussing their work with peers. Some marking provides good guidance about how students can improve their work; however, it is inconsistent and the presentation of work, particularly of boys, is variable.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. As a consequence of the recent review, the curriculum is now better matched to the needs and interests of students, for example through the provision of courses that enable the more able to gain early accreditation and through improved links with a neighbouring secondary school. While links have initially been made with a local college to offer a construction programme, the vocational curriculum is very limited. Provision for literacy, numeracy and ICT across the school and for work-related learning are satisfactory. There are appropriate extra-curricular activities.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Recently improved tracking systems enable the school to identify students at risk of underachievement and action is taken to address this. However, assessment and tracking systems are not used consistently enough across the school to ensure learning is improved.

There is a good range of strategies to engage parents in the life of the school, for example, through improved guidance about student targets. There is excellent integration of students with hearing impairments, some of whom have accessed American Sign Language as part of the school links with a deaf university in Washington, USA. The school works well with partners to promote student welfare. There is satisfactory guidance to help students with their future choices.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher provides strong leadership and gives the school a good sense of direction resulting in a strong sense of valuing and including every student. The school makes better provision for all abilities of students than at the time of the last inspection. A competent and knowledgeable governing body undertake their role of 'critical friend' very effectively. They, together with the senior leadership team, have a realistic view of what needs to be done to maintain and improve standards. The school's improvement and development plan identifies many of the significant areas that need to be addressed in order to move the school forward. Systems to monitor the work of the school, although largely in place, are not consistently robust to accelerate school improvement. Actions identified, such as those to address the underachievement of boys, are not followed through consistently by all subject leaders. Since many newly introduced initiatives have not yet had enough time to work through, the capacity of leaders to ensure continued improvement is satisfactory. Day-to-day management of the school is good; the school runs smoothly and efficiently. Use of additional money associated with Science College Status has been well spent to enhance the quality of learning. Both facilities and resources in science and across the school are much improved. Principles of best value are applied thoughtfully to the purchase of services and resources.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

4 May 2007

Dear Students

Inspection of The Sanders Draper School and Specialist Science College, Suttons Lane, Hornchurch, RM12 6RT

Thank you for welcoming the inspection team to your school. We spoke with many of you at break times and in group discussions and appreciated your honest responses to our questions.

We agree with you that Sanders Draper School is a place where you are valued for your individuality and are treated with respect.

We judged the following as strengths of the school:

- The standards and the amount of progress you make in English, maths and science in Years 10 and 11
- The proportion of students who achieved 5 passes at A-G and who achieved one pass at GCSE last year
- The way different groups of students, such as those from the hearing impaired unit, get along with each other and work together in lessons
- The way the school is working with partners to help improve provision
- Teachers' knowledge of their subject and the way they provide clear structure to your lessons
- The contribution many of you make to the life of the school

To improve further we recommend that the school focus on:

- Improving the results boys achieve in Years 10 and 11, as there is a difference between how well boys and girls achieve.
- Get you more actively involved in your learning by giving you more opportunities to explore ideas and check your understanding with each other. Also, make sure that you are very clear about how well you are doing and what you can do to improve.
- To achieve this, we recommend that the school makes sure it follows up more closely on the actions they have undertaken to make sure that it is having the effect school leaders want.

On behalf of the inspection team, may I wish you all the very best for the future,

Lauren Ovenden HMI

Lead inspector