



Overall effectiveness

This report	Good 2	Last inspection Report	Good 2
The effectiveness of leadership and management	Outstanding	1	
The quality of teaching, learning and assessment	Good	2	
Personal development, behaviour and welfare	Good	2	
Outcomes for pupils	Good	2	

This is a Good school because:

- The leadership of the Academy is highly effective at all levels. Leaders have rigorously implemented a straightforward and uncompromising strategy for all pupils to make exceptional progress.
- The Governing Body is well informed and challenges the Senior Leadership Team effectively.
- Pupils and their parents are supportive of the Academy's vision and culture.
- The overwhelming majority of teaching is good or better. Most teachers have a consistent approach to their lessons due to expert leadership in Teaching and Learning. Pupils benefit from this and achieve very well. They receive excellent preparation for the next stage in their education and the world of work.
- All groups of pupils make good progress including the Most Able and those who are considered to be vulnerable.
- The Academy has outstanding systems for monitoring and evaluating all aspects of its work, particularly pupils' attainment, progress and reading ages.
- Pupils' behaviour around the Academy and in the vast majority of lessons is exemplary. They are eager to learn and contribute very well to lessons.
- Attendance is above average and pupils enjoy coming to Academy.
- Pupils have very good working relationships with their teachers; they are very well looked after and consistently demonstrate care and respect for each other. Pupils' social, moral, spiritual and cultural development is very good.
- The Academy's safeguarding arrangements meet requirements. There are very effective systems in place to protect pupils and keep them safe. Staff are extremely well trained in Child Protection procedures. Leaders are tenacious in their support for pupils who need the Academy's assistance.

It is not yet an outstanding school because:

- The teaching in a small number of subjects does not lead to pupils making the progress that they should.
- Not all teachers use their knowledge of what pupils already know and can do to move them on to the next level of learning.
- Teachers' formative evaluation of pupils work, does not always insist on high enough standards. Not all teachers check that pupils act on the advice they receive.
- There are not enough opportunities to write longer pieces that will stretch pupils' ability to use a wider choice of words and more complex sentences.



The context of Stratford School Academy

Stratford School Academy is situated in Forest Gate London Borough of Newham. Newham is the sixth most deprived Local Authority in England and the third most deprived Borough in London.

We are a mixed fully inclusive 11 – 16 academy with an integrated Autism provision. Currently 74.3% of our pupils are boys and 25.7% are girls. The high proportion of boys relative to girls is due to the proximity of two large all girls' schools and a number of small independent all girls' schools.

To all intents and purposes, we are a bilingual school with 90% of our pupils speaking a first language that is not English. However the overwhelming majority of these pupils are not literate in their first language.

Although the proportions of our pupils in each of the prior attainment bands are close to national norms, the reading age of our pupils is low: the medium reading age of pupils in year 7 is 9 years.

The Academy has just been rebuilt under the Priority School Building Programme and is currently expanding from 900 pupils to 1500 in Sept 2019. We have two sites, one in Grosvenor Road and one in Upton Lane each with the capacity to cater for 750 pupils. The two sites are run as separate mini schools ensuring that those services which are best provided on a small scale can be, while retaining the benefits of operating as a larger than average Academy.

The Academy believes in providing all its pupils with a broad and balanced curriculum. It has maintained a tradition of expecting all pupils to study a Modern Foreign Language up to the end of KS4. The Academy is also conscious of the 11 to 16 cohort: it must provide its pupils with the best possible 'passport' to post 16 education. We believe for the great majority of pupils their aspirations are best served by following GCSE courses and for this reason the Academy has placed teaching the EBacc subjects at the core of its KS4 curriculum.

Pupils (January 2016)

- Number on roll = 1006
- Free School Meals (Ever 6) = 519
- Pupils from minority ethnic groups = 977
- Languages spoken = 59
- Pupils whose first language is not English = 898
- CLA = 5
- Stability (the number of pupils at the end of year 11 who started with the academy in year 7) = 153
- Mid-phase Admissions (since September 2014) = 92
- Pupils on Academy Action, Action Plus or Statement = 152

Staffing (January 2016)

The Academy has:

- 72 full time equivalent teaching staff
- A pupil teacher ratio of 14-1 compared with a national average of 15-1
- 13 full time equivalent Teaching Assistants
- A pupil Teaching Assistants ration of 77-1



The effectiveness of leadership and management	Grade 1
<p>Leadership and Management is outstanding because</p> <p>The Head Teacher has articulated a clear vision for the Academy and is very well supported by highly skilled senior and middle leaders. Their work has led to a 13% improvement in the Academy's A*-C EnMa results in 2015. Leaders are committed to transforming the lives of the Academy's pupils and have developed a culture which ensures that pupils have the knowledge and skills to achieve high academic standards and access whichever route they choose for the next stage of their education. Within this culture, pupils behave well, are keen and able to learn.</p> <p>In his termly report, the Head Teacher provides a wide ranging evaluation on the performance of the Academy. It is given to Governors, Leaders and Managers. It provides information they need to accurately assess what is going well and what needs to be done next.</p> <p>Leaders and Governors have an accurate view of what they need to improve to meet their high expectations because of the monitoring systems they have been developed. Senior Leaders check the quality of teaching, marking and progress regularly and thoroughly. Where teaching needs to be stronger, leaders provide teachers with well-focused support and training that promotes improvement.</p> <p>Academy Leaders have developed a recruitment policy which has led to the successful recruitment of high-quality, motivated staff. Well-targeted training programmes have helped new teachers develop their skills rapidly. The quality of teaching is improving as teachers work together to develop an understanding of pupils' learning needs and plan to address them. Staff morale is high, as seen in the very positive responses to the staff questionnaire.</p> <p>Procedures for managing staff performance are rigorous and contribute well to improvements in teaching. Teachers are held accountable for the progress of pupils in their classes through highly effective testing and tracking systems. It is due to this focus, teaching is graded as good and improving.</p> <p>Senior Leaders have set very high expectations on what pupils can achieve. Departments successfully use the Academy's tracking of pupils' progress to identify those who need extra support. As a result, pupils make better than expected progress in the majority of subjects, including English, and Mathematics.</p> <p>Subject Leaders show insight and ambition. They work well together, and with colleagues from other academies to ensure that the Academy's practices are shared and developed. They have identified that teaching in the Academy needs to develop pupils' communication skills further and that the rigour and precision of the assessment of pupils' work needs to increase in order to make further improvements in pupil outcomes. The Subject Leaders have started to introduce these changes.</p> <p>Leaders, from subject teachers through to Senior Line Managers have understood the importance of the changes currently underway to the National Curriculum and the GCSE syllabuses. Due to this many have become examiners and moderators for the exam boards in order to better understand how the Academy needs to change in order for our pupils to continue to succeed academically.</p> <p>The Academy is a harmonious community. There is a strong commitment to promote equality of opportunity and ensure there is no discrimination. As a result, pupils display high levels of respect and support for each other during lessons and around the Academy. Pupils show consideration towards those of different faiths and cultures, their needs are taken into account and supported. The weekly theme for the Daily Reflections is clear evidence of all the things that we have in common, as well as the things that make us different are celebrated in all aspects of the Academy's life.</p> <p>Pupils' understanding of the British Values of democracy, tolerance and respect are very strong because these values are reinforced throughout the curriculum and in the pastoral support systems. During tutor time, pupils discuss each other's views about these values. There is an extensive extra-curricular and enrichment programme which is supported by the House Cup and exceptionally well attended by pupils. All of these activities help to develop pupils' spiritual, moral, social and cultural development exceptionally well.</p>	



The effectiveness of leadership and management Continued:

The Pupil Premium is put to good use and managed efficiently, so that there is no gap in the standards achieved by disadvantaged pupils and others. Year 7 Catch-up Funding is used well so that pupils who fall behind with their reading in primary school are helped to improve rapidly. Pupils who are disabled or who have special educational needs make good progress.

The curriculum is broad and balanced: it is closely aligned with exam board syllabuses in order to prepare pupils to achieve GCSE success in academic subjects. At KS3 all pupils learn to Cook, study Music, Drama and Physical Education in mixed gender groups and complete the Duke of Edinburgh bronze award. They learn to code in Computing, have dedicated Grammar lessons and a P.S.H.E programme which includes useful careers guidance. At KS4 all pupils study GCSE French or Spanish, Double Science, Humanities/Religious Education and English Literature and have the option of studying History, Geography, Further Additional Science, Computer Science and Statistics along with a wide range of creative and practical subjects. A small number of pupils who are unable to access a GCSE rich curriculum are provided with alternative progression routes to ensure they have an appropriate post 16 pathway.

Senior Leaders give a consistent and very high priority to Safeguarding and Child Protection so pupils are kept safe. They are fully aware of the context in which the academy operates and work closely with and receive regular briefings from other agencies charged with the safeguarding of children.

Parents' views of the Academy are very positive. The overwhelming majority of parents, when asked, would recommend the Academy to another parent.

Academy Leaders actively share good practice with other local schools and with partner through the Newham Association of Secondary Head Teachers, the North East London Teaching Alliance, the North East London Maths Hub and Partners in Excellence. An example of this work is how the Academy recently played host to two Maths teachers from Shanghai whose lessons were observed and discussed by Maths teachers from all over East London.

The Governing Body and Trust Board make a highly effective contribution to the overall leadership of the Academy. They effectively use the Governors' Open Day and the different committees to set the direction of travel for the Academy and monitor its progress. They are aware of the Academy's strengths and also areas which could be improved. They are ambitious and use their detailed knowledge of the Academy and professional expertise to challenge the Academy Leaders rigorously. They have given the Head Teacher permission to apply to become a sponsoring school and have recently changed their committee structures to better monitor and challenge the work of the Academy.

They attend regular training to ensure their own skills are fully up to date. Many of the Governors are parents of pupils at the Academy and are selected by the Trust. The Governors drew on the wealth of expertise within the Trust and have strengthened leadership capacity recently through changes to the makeup and structure of the Senior Leadership Team in order to manage the expansion.

Governors regularly check how well pupils are progressing and monitor the Academy's robust performance management systems to ensure that only good or better teaching is rewarded. Governors visit the Academy regularly to check how well policies are being implemented. They ensure that all statutory requirements are met, including those for Safeguarding and Child Protection. Governors ensure that Pupil Premium Year 7 Catch-up Funding is managed efficiently.

What needs to be done next

- Improve the management, supervision and guidance of staff to ensure that all are working efficiently and are following the Academy's systems for the benefit of its pupils.
- Look for and introduce teaching and curricular 'efficiency savings' thus allowing teachers to focus their work on those aspects of their practice that make the difference between teaching to a high or very high standard.
- Ensure that, through good management the Academy's teaching force is highly effective: that the right staff are recruited, that staff stay fit and healthy and, through good quality training and line management, teach lessons to a high standard as a matter of course.



Quality of teaching, learning and assessment

Grade 2

Teaching learning and assessment is good because

- The overall quality of teaching is good and improving, this has ensured that pupils have made good progress in the majority of subjects throughout the Academy. The Academy's Learning Walks show the great majority of pupils demonstrate high levels of cognitive engagement with their lessons.
- The best teaching is rooted in a model of delivery known as Direct Instruction and a clear understanding of pupils' starting points. The Academy has a simple set of guidelines based on this model which provides a framework to ensure all lessons are at least good. All teachers are expected to follow these guidelines and lesson observations and teacher training days are focused on developing expertise in their use.
- Teachers have good subject knowledge and use their expertise to co-plan well-structured and purposeful lessons and sequences of lessons which are carefully aligned with the requirements of the GCSE in the subject being taught.
- Departments have established an effective climate for learning, where pupils have positive attitudes to their work in almost all classes and subjects. The great majority of pupils are interested and fully engaged in their learning. When teaching is most effective, pupils are given work that is demanding and that makes them think carefully about how to find the correct answer. However, teachers sometimes allow pupils, including the most able, to work on tasks that are too easy for them. In response to this there are now guidelines setting out the level that work should be pitched at in each year. These are closely monitored by Heads of Department and their Line Managers.
- Teaching in each department is planned to ensure that all pupils are taught the right thing at the right time in the right way and that their progress is assessed systematically and moderated against the work of their peers. Due to the systematic shared practice teachers work together to develop a shared pedagogy which has benefitted all pupils.
- A broad curriculum ensures that pupils are well equipped with basic skills in Literacy and Numeracy and promotes their spiritual, moral, social and cultural awareness very successfully. A wealth of enrichment activities and special events broaden pupils' experiences, celebrate their achievements, and help them to believe that all things are possible. Pupils are, therefore, well prepared for the next stage in their education and for their future lives as citizens of a modern Britain.
- Additional adults, known as TAs and HLTAs, provide good support for pupils, especially those who are who have an identified special educational need or disabled. They encourage these pupils to try to think hard and to work out solutions to problems for themselves before seeking help. This approach has enabled these pupils to achieve as well as their peers over the last 2 years.
- Reading is taught effectively through a wide range of programmes targeted at individual groups of pupils. Statistics reveal that 90% of our pupils speak English as an Additional Language and may not speak or read in English at home. Consequently reading ages are low on entry, averaging 9 years in year 7. The Academy tests and monitor reading ages regularly (at least once a year) to ensure that all year 7 pupils have a reading age which allows them to access the curriculum and that all year 11 pupils have a reading age of at least 14 (the reading age we believe is needed to get a C grade at GCSE). Those pupils who do not achieve these benchmarks receive time limited interventions planned by the Literacy Coordinator and delivered by specially trained teachers, the EAL Service, the SEN Service and the English department. In 2015 43% of year 11 pupils received intervention and of those only 3 ended the year with a reading age of less than 14.
- Teachers have positive relationships with their pupils and support them well in their learning. As a result, pupils have the confidence to attempt the guided practice and independent study provided for them. Departments monitor pupils' work carefully to check they are making progress and provide support for any who are falling behind. As a consequence pupils are making better than expected progress in all years.
- The majority of teachers use pupil feedback to give pupils the opportunity to explain their thinking and extend their answers. In the minority of lessons where questioning is not sufficiently probing and does not always extend pupils' thinking sufficiently, they are not making the rapid progress they do in other subjects.
- Teachers mark pupils' work regularly and Show & Tell monitoring shows some good examples where pupils are given detailed information on how to improve their work and that the teachers made sure that pupils made the necessary corrections and, as a result, these pupils made good progress. However, the marking in some classes and subjects is not as clear and helpful as it is in the best, and not all teachers ensure pupils act on the advice they have been given.



Quality of teaching, learning and assessment

What needs to be done next

- In the minority of subjects to which this applies, improve standards of teaching so that pupils make the progress that they should.
- To ensure that all teachers use their knowledge of what pupils already know and can do to accurately plan what they need to do next.
- To ensure that all teachers are able to provide pupils with formative assessment that they can and do use to further their learning
- Provide opportunities for pupils to read regularly and write at length in a variety of subjects.
- Develop teacher expertise in the Content and Presentation aspects of Direct Instruction
- Externally validate internal testing in Maths & English to ensure that Diagnosis, Therapy and Testing is supporting the right pupils



Personal development, behaviour and welfare

Grade 2

Personal development, behaviour and welfare is good because:

- Pupils and teachers enjoy positive relationships. This contributes to their good behaviour. They respond positively when given their tasks, applying themselves well. Whilst they are well supervised, pupils on the whole manage their own behaviours well because of the clear expectations set out in the Academy's Acceptable Behaviour Guidelines.
- Weekly learning walks show that pupils behave well in lessons and their behaviour makes a significant contribution to the success of their lessons. On rare occasions, there are examples of low-level disruption. These occur when activities in lessons do not challenge them well enough or when they need extra support.
- The pastoral systems provide a framework which supports pupils to mix with each other well during break and lunchtimes. They chat or play games and enjoy the chance to socialise with friends. They show respect for the Academy building and outdoor areas. They make sensible use of the Academy's facilities. There is no evidence of large groups congregating, which might intimidate others.
- Pupils confirm that they know what to do regarding instances of bullying. They are entirely confident that if they have concerns, they will be listened to by staff and action will be taken. They understand about different sorts of bullying and show a good knowledge about how to keep themselves safe. For example, they have detailed knowledge of the risks posed by different sorts of websites which they have learnt about in Computing and Humanities.
- They know about different types of discrimination, for example racism and sexual harassment. This helps them enjoy and celebrate the cultural diversity in the Academy whilst also recognising and celebrating the many things they have in common. The instances of racism that have been reported have been dealt with sensitively and with rigour.
- Pupils say that they like Academy and feel safe. They contribute to each other's behaviour by using their sense of right and wrong. Pupils demonstrate a remarkable awareness of risks and discrimination and this helps them flourish at the Academy and prepares them for life outside.

Safety

- The Academy's work to keep pupils safe and secure is outstanding. Senior Leaders and Governors pay keen attention to ensure that all the required safety checks and arrangements to keep pupils safe are completed and recorded in detail.
- The Academy sites are kept secure; they are clean and tidy, including the toilets. There is a well-equipped medical room for any student who is ill at the Academy.
- All necessary checks are carried out on staff before they begin work in the Academy. This focus on safeguarding pupils has been complemented by the appropriate training for the designated Safeguarding Officers.
- The Academy provides regular update training for all members of staff as new areas for consideration emerge through national guidance. Such training has helped staff develop a keen sense of the risks facing pupils and how to deal with them appropriately.
- Leaders and staff show a keen awareness of risks, for example travel arrangements outside of the Academy for academy visits. They think through possible risks and note these on risk assessment forms. They take all practicable steps to minimise risk and maximise safety.
- Rigorous procedures for attendance and absence ensure that pupils are kept safe and any unexplained absence is checked quickly.
- Leaders make sure that vulnerable pupils are kept safe, by diligently recording all instances of concern and making referral to appropriate agencies. Records are detailed and precise.
- Pupils' wider learning through assembly and the curriculum provides them with good levels of knowledge about the risks of bullying, discrimination, extremism and e-safety.

What needs to be done next

- Improve the level of pupil self-regulation so they can take full advantage of the teaching the school offers.
- Ensure that the behaviour of all and not just the majority of pupils is such that all pupils are able to focus on achieving the best educational outcomes that they can.



Outcomes for pupils	Grade 2
<p>Outcomes for pupils are good because:</p> <ul style="list-style-type: none">• Attainment on entry is average. However, levels of Literacy are low and Year 7 pupils have an average reading age of 9 years. From this starting point pupils go on to achieve significantly better than expected outcomes in the majority of subjects.• Systems for assessing pupils' attainment in Literacy are thorough. They account for discrepancies between Key Stage 2 results and the Academy's initial baseline assessments of pupils' skills in reading and writing, which are significantly lower.• Support strategies are used very well to promote reading. A range of reading programmes which are deployed astutely are a contributory factor to pupils making rapid progress.• Assessment information on pupils' progress through the Academy is equally thorough. Staff test and record pupils' progress at the end of each unit of work. Testing is regular and robust. These records provide pupils, staff, parents and Senior Leaders with a bank of data that enables them to keep a detailed check on how well all groups are performing.• The Academy's records of pupils' progress are moderated by experienced markers (no teacher marks their own pupils tests) to ensure accuracy and reliability. Rigorous checking by departmental line managers are used as a further measure to ensure accuracy.• Assessment records indicate that the overwhelming majority of pupils are ahead of expectations typical for their age group. Detailed analyses of results show that all groups, irrespective of their starting points, make consistently good or better progress. Those pupils who are making less than expected progress are identified and provided with targeted interventions.• The performance of each year group is tested at the end of each academic year using unseen tests which are based on GCSE papers. These confirm that pupils are all making rapid progress and meeting the academy's vision for high achievement.• The Most Able pupils make good progress. They are stretched and those spoken to indicated that their teachers expect them to do well. Internal test results and scrutiny of their work show that in lessons, these pupils are competently completing work beyond that typical for their age group.• The achievement of disadvantaged pupils is equally good. Pupil Premium funding is used very well to ensure that they are making the same rate of progress as their peers.• Disabled pupils and those with Special Educational Needs make good progress. The Academy has been responsive to a few pupils supported whose progress is significantly below their peers. These pupils have been given well-selected, intensive support and been provided with a post 16 progression route suitable for their stage of learning.• The Academy prepares all pupils very well for the next stage of their learning. Consequently, no group is underachieving or significantly behind their peers in the Academy. All different minority ethnic groups are achieving very well. Pupils new to the Academy and those with English as an Additional Language make similar progress as their peers. The Academy is an Academy where no child is anonymous or left behind.	
<p>What needs to be done next</p>	
<ul style="list-style-type: none">• In the minority of subjects to which this applies to further implement the systematic shared practice the academy has developed to ensure that pupils make the same progress in these subject as they do in the majority of subjects.• To ensure that all pupils have a level of English equivalent to an F grade at GCSE by the end of year 7 and a minimum reading age of 14 by year 11.	