



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

Stratford School Academy is a mixed, non-faith school. We embrace diversity in individuals and focus on ensuring that each pupil achieves their full learning potential during their time with us. We aim for them to leave at the end of their schooling as well rounded, confident and happy individuals. We celebrate the things we have in common as well as the things that make us difference

This is a highly effective Academy because:

- The progress pupils make has consistently improved for the last 12 years and is significantly above the National average
- The Academy has no weaknesses and had never been judged anything less than good by OFSTED
- Leadership of the Academy at all levels is highly effective; all leaders have consistently and rigorously implemented a straightforward and uncompromising strategy for all pupils to make exceptional progress.
- The Academy has robust systems for monitoring and evaluating all aspects of its work, particularly pupils' attainment, progress and their ability to read complex English.
- The overwhelming majority of teaching is good or better. Expert leadership of teaching results in a consistent approach. Pupils benefit from and as a consequence make significantly better progress than other pupils nationally and are given an excellent preparation for the next stage in their education and the world of work.
- Pupils have very good working relationships with their teachers; they are very well looked after and consistently demonstrate good care for each other. Pupils' social, moral, spiritual and cultural development is very good.
- The governing body is well informed and governors challenge senior leaders effectively.
- Pupils and their parents are supportive of the academy's vision and culture.
- All groups of pupils make good progress including the most able and those who are considered to be vulnerable
- Pupils' behaviour around 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
- There are very effective systems in place to protect pupils and keep them safe. Staff are comprehensively trained in child protection procedures including Prevent. Leaders are tenacious in their support for pupils who need the academy's help.



What needs to be done next?

- The behaviour of a small number of pupils does not allow them to make the progress of their peers
- Although girls at SSA make the same progress as other pupils nationally they do not make as much progress as boys, which is significantly above the national average
- Not all teachers check that pupils act on the advice they receive on how to progress to the next stage of their learning
- The ability of pupils to read, understand and write at length, complex English

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.

Given the large proportion of boys, the large proportion of pupils whose first language is not English, the large proportion of disadvantaged pupils and pupils' low prior reading ages on entry Stratford School Academy is far from the national average. However Stratford School Academy is ambitious for its pupils and expects them to make outstanding progress regardless of their starting point and the barriers they face. A progress 8 score in 2016 which is significantly above the national average is testament to the expectations the Academy sets itself.

The Academy has recently been rebuilt under the Priority School Building Programme and is currently expanding from 900 pupils to 1500 in September 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 and has maintained a tradition of expecting all pupils to study a Modern Foreign Language up to the end of year 11. The Academy is also conscious that, as an 11-16 academy, it must provide its pupils with the best possible 'passport' to post 16 education that it can. 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



Pupils (January 2017)

- Number on roll = **1147**
- Ever 6 = **418**
- Pupils from minority ethnic groups = **1128**
- Languages spoken = **62**
- Pupils whose first language is not English = **927**
- CLA = **11**
- The number of pupils finishing year 11 who started with the academy in year 7 = **147**
- Mid-phase Admissions since Sept. 2016 = on roll 72, off roll 46
- Pupils with SEN = 4 EHCP, 109 SEN support, 1 statement
- Average class sizes = 27.6 in years 7,8&9 and 23 in years 10&11

Staffing (January 2017)

The Academy has:

- full time equivalent teaching staff 63.6
- A pupil teacher ratio of 14.9-1 compared with a national average of 15-1
- full time equivalent Teaching Assistants 11.8
- A pupil Teaching Assistants ration of 75-1



The effectiveness of leadership and management	Grade 1
<p data-bbox="250 289 987 321">Leadership and Management is outstanding because</p> <p data-bbox="250 323 1463 554">The Headteacher has articulated a clear vision for the Academy and is very well supported by the Board of Governors and highly skilled senior and middle leaders. Their work has led to sustained improvements in pupil progress over the long term. 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 and are keen and able to learn.</p> <p data-bbox="250 594 1463 758">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 pupil progress including their ability to read regularly and thoroughly. Where teaching needs to be stronger, leaders provide teachers with well-focused support and training that promotes improvement.</p> <p data-bbox="250 795 1463 892">The Headteacher provides a wide ranging evaluation on the performance of the Academy 3 times a year in his termly report which gives governors, leaders and stakeholders the information they need to accurately assess what is going well and what needs to be done next</p> <p data-bbox="250 930 1430 1094">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 data-bbox="250 1131 1463 1262">Procedures for managing staff performance are thorough 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. Because of this focus, teaching is never less than good and improving.</p> <p data-bbox="250 1299 1446 1430">Academy leaders have set very high expectations on what pupils can achieve. Departments successfully use the tracking of pupils' progress to identify those who need extra support. As a result, pupils make better than expected progress in the overwhelming majority of subjects, including English, and Mathematics.</p> <p data-bbox="250 1467 1463 1665">Subject leaders show insight and ambition. They work well together, and with those they line manage as well as those from other school's to ensure that the academy's practices are shared and developed. They have identified that teaching in the academy needs to develop pupils' reading and writing skills further and that the rigour and precision of the assessment of pupils work needs to increase in order to meet the Academy's targets. Leaders at all levels have started to introduce these changes.</p> <p data-bbox="250 1703 1446 1833">All teachers understand the importance of the changes currently underway to the national curriculum and the GCSE specifications and some have become examiners and moderators for the exam boards in order to better understand how teaching needs to change in order for our pupils to continue to succeed academically.</p>	



The effectiveness of leadership and management Continued:

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 reflection is clear evidence of how the things we all have in common as well as the things that make us different are celebrated in all aspects of the Academy's life.

Pupils' understanding of the British Values of democracy, tolerance and respect are very strong because these values are reinforced throughout the curriculum and 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 including a programme of Drop Down days which are supported by the House Cup and the Duke of Edinburgh bronze award. All of these activities are well attended and help pupils' spiritual, moral, social and cultural development exceptionally well.

The pupil premium and Year 7 catch-up funding is used well; 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 compared to other pupils nationally.

The curriculum is broad and balanced and is closely aligned with exam board specifications in order to prepare pupils to achieve GCSE success in academic subjects. In years 7,8&9 all pupils learn to cook, study Music, Drama and Physical Education in mixed gender groups. They learn to code in Computing, have dedicated grammar lessons and a personal, social and health education programme which includes impartial careers guidance.

In years 10&11 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.

Academy leaders and staff give a consistent and very high priority to safeguarding and child protection so pupils are kept safe. All Staff are fully aware of the challenging 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 through the Newham Association of Secondary Headteachers, the North East London Teaching Alliance, the North East London Maths Hub and Partners in Excellence. The Academy has recently become a sponsoring school and is looking at a range of opportunities to develop into a Multi Academy Trust.



The effectiveness of leadership and management Continued:

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 their committees to set the strategic direction for the Academy and monitor progress towards the Academy targets.

Governors are aware of the Academy's strengths and also areas which need to be improved. They are ambitious and use their detailed knowledge of the Academy and professional expertise to challenge Academy leaders rigorously. They have recently changed their committee structures to better monitor and challenge the work of the Academy

Governors attend regular training to ensure their own skills are fully up to date. Many of the governors and members of the Trust are parents of former or current pupils while others provide a wealth of other expertise. Recently the trust has strengthened leadership capacity through changes to the makeup and structure of the senior leadership team in order to manage 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. They ensure that pupil premium year 7 catch-up funding is managed efficiently.

What needs to be done next

- Further 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 very high standard as a matter of course.



Quality of teaching, learning and assessment

Grade 2

Teaching is highly effective in ensuring that pupils make very strong progress with their learning. This is because all teachers have high expectations of pupils and plan their lessons carefully to ensure that all are suitably challenged. The academy's monitoring systems show the overwhelming majority of pupils demonstrate high levels of cognitive engagement in their lessons.

Teaching is rooted in a model of delivery known as Direct Instruction and a clear understanding of pupils' starting points and what they need to do to improve. The Academy has a simple set of guidelines based on this model which provide a framework to ensure the overwhelming majority of lessons are at least good.

This Systematic shared practice teachers follow is set out in the teacher's handbook and reinforced and built upon during weekly co-planning in all subject areas. Lesson observations and teacher training days are focused on developing expertise in their use including the elements of direct instruction.

In almost all cases teachers are specialists in the subjects they teach and have excellent subject knowledge and a clear understanding of the exam board specification in their subject. They use this 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.

Teachers explain the success criteria carefully to pupils and give them clear instructions. As a result, pupils are rarely unsure of what they need to do next or what is expected of them. On the very few occasions when this does happen, teachers are quick to intervene and provide extra help and support.

Teachers are very accomplished at managing pupils' behaviour effectively. A few pupils can be quite challenging at times but teachers are experts at settling them down or bringing them back to their learning without fuss. As a result, learning is rarely disrupted. As pupils have said classrooms 'are calm.' This is because all staff follow the Acceptable Behaviour Guidelines, expect the best from pupils all of the time and do not accept poor behaviour.

Teachers are proficient at using the learning from previous lessons to build and develop pupils' skills and understanding. For example, in French and Spanish lessons pupils' prior learning of vocabulary is used successfully to get them to put phrases in the right order.

The teaching of literacy and Grammar is very effective. In all classrooms, literacy has a very strong presence. For example, in science lessons great care is taken to ensure that pupils understand the technical vocabulary used. Similarly, concepts such as graphs and tables are taught effectively.

Pupils who speak English as an additional language, which is the overwhelming majority, make rapid progress, as do disadvantaged pupils and the most able. This is because staff have detailed information about the achievements of individual pupils and are able to identify those who are falling behind. Regular monitoring enables staff to intervene by providing extra help or inviting pupils to the after-school activities. As a result, pupils quickly get back on track.



The quality of teaching, learning and assessment continued

The support provided for pupils who have special educational needs and/or disabilities is very good. Staff know their pupils very well and detailed advice ensures that pupils needs are met very well indeed. As a result, pupils make good progress, often achieving better progress than similar pupils nationally.

Teachers are engaged with monitoring and improving the quality of their work through a system of seven different matrices including the Irving Pupil Survey, an internationally recognised pupil feedback questionnaire which looks at a range of different aspects of pupil experience in the classroom. During co-planning each week teachers work together on improving different aspects of their classroom practice through a range of strategies such as micro teaching.

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 good range 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.

Enrichment of the curriculum including a range of sporting, cultural and academic extra-curricular activities attracts the pupils in large numbers. The academy runs a programme of drop down days which give pupils an opportunity to experience learning and cultural experiences not covered by the curriculum. A good example of these drop down days is Stratford goes to London, where the entire school visit cultural and historic attractions once a year. All year 7 pupils have recently gone to the theatre while year 11 have been to docklands on a geography field trip.

A programme of house assemblies has been explicitly planed to enhance resilience, organisation, presentation, communication, initiative, leadership and confidence in our pupils.

Teachers and pupils fully embrace the school's culture of embracing diversity in individuals. Teaching strategies and resources reflect pupils' backgrounds and experiences and extend pupils' knowledge of cultures and religions beyond their immediate experience.

What needs to be done next

- To ensure that all pupils use the formative assessment that they are given 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 aspects of Direct Instruction



Personal development, behaviour and welfare

Grade 2

The Academy's core value of affirming what we have in common just as much as we celebrate what makes us different underpin much of the Academy's work in personal development and welfare.

Younger and older pupils enjoy building relationships with each other through the organisation of mixed-age tutor groups. This arrangement provides opportunities for older pupils to support and mentor younger ones and to be role models.

There is a wide range of opportunities for pupils to become leaders in many areas, of school life including sports captains, pupil leadership team and prefects. Pupils take their leadership responsibilities very seriously. Pupils lead assemblies as well as leading daily reflection in tutor time. They also assist Heads of House in monitoring uniform and homework diaries. Pupil leaders confidently and articulately inspire others to become the next generation of leaders and encourage all pupils to play their full part in school, their community and the wider world. An example of this is our pupils who have stood to become Young Major of Newham and those who participate in the local SACRE.

Debating issues, formally and informally, is a routine part of the life of the school. There is a thriving debating society which has been recognised nationally as an example of excellent practice. Pupils do not shy away from expressing sincerely held views, while being careful to listen to others and to respect their ideas.

Pupils confidently express their aspirations for further and higher education. They know how their own hard work will help them to achieve their personal and career ambitions.

Pupils feel very safe in school although they understand that they live in an area of high youth crime. They are confident that if problems arise they know whom to turn to, and they trust staff to help and support them.

Lessons, tutor time, assemblies and drop down days equip pupils with the skills and knowledge necessary to keep themselves safe. They have appropriate strategies to avoid the dangers of social networking; mobile technology and being online as we allow them to use their devices in a controlled environment in school.

The Academy has clear and effective arrangements in place to ensure good attendance and well-being of all its pupils. Arrangements for safeguarding pupils are highly effective

Behaviour

The behaviour of a great majority of pupils supports learning. Pupils have very mature attitudes to attendance and behaviour and understand the value of consistent application of the Acceptable Behaviour Guidelines along with the Academy's rewards and sanctions systems. They are punctual, arriving to lessons on time and they understand what it means to be a successful learner.

Typically, pupils behave very well in lessons, they are well prepared in terms of equipment and engage in their lessons effectively. They have excellent attitudes and are keen, highly motivated and excited by their learning. Although a few pupils can be challenging, there is very little disruption in lessons. This is partly the result of teachers' good teaching and our pupils positive response to that good teaching.



Personal development, behaviour and welfare continued

Across the Academy there is a culture of mutual respect. At social times, the atmosphere is very pleasant, with pupils acting responsibly and chatting to each other and to staff in a mature manner. Pupils respect their school environment and wear their uniform and achievement badges with pride.

Pupils are polite and courteous at all times, visitors to the school and those that meet pupils on school trips often comment on this saying this is one of the Academy's strengths. Pupils are keen to discuss their school with visitors and do so with maturity.

Data shows that there are a very small number of pupils who have yet to embrace the high expectations of conduct expected. Staff deal with these pupils appropriately, using the academy's well-devised procedures. Rates of permanent and fixed-term exclusion are high compared to those nationally. This results from the fact that the school is situated in an area of high crime and because we insist on high standards of behaviour.

Pupils, parents and staff report that all forms of bullying are low. School procedures for reporting and dealing with bullying are robust and supported by all.

Attendance levels are in line with national averages and systems for dealing with absence are clear and systematic. Where concerns arise regarding the persistent absence, these are dealt with efficiently using the Academy's systems and support from outside agencies, usually to good effect

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>Although the Academy is ambitious and compares itself to national averages given its untypical cohort progress is much better than comparative data would suggest. However in 2016 girls did not make as much progress as boys and although there were 2 outliers who negatively impacted on the progress of girls as a whole the Academy has put in place interventions which have closed the gap.</p> <p>The work in pupils' books and school data show that outcomes continue to improve for all groups and across all subjects. Almost all pupils are making more-than-expected progress from their starting points.</p> <p>Progress in English and mathematics which is already high continues to improve in all year groups. In 2016, un-validated data indicates that pupils made more progress in both of these subjects at GCSE than other pupils nationally with similar starting points. Those who need to catch up in their English and mathematics skills do so quickly and are soon able to match their peers.</p> <p>Pupils of all abilities read widely and well in all subjects. There is a coherent approach to reading which is led by the Literacy Lead Teacher. Pupils make good use of well-stocked school libraries and they read with confidence, accuracy and enthusiasm. Because of low reading ages on entry and that many pupils do not read English at home the Academy has a comprehensive programme of reading interventions and reading ages for each year group are tested every year.</p> <p>In all subjects and in all year groups, the difference between the progress of disadvantaged pupils, including most-able disadvantaged pupils, and other pupils nationally with the same starting points is very small and, in some subjects, has been eradicated.</p> <p>The progress of the extremely large number of pupils for whom English is an additional language is excellent across all subjects. Some of these pupils have joined the Academy with little or no English and, in some cases, with no experience of school. They make rapid progress in a short time and quickly catch up to the level of their non-EAL peers nationally.</p> <p>Analysis of the progress of individual pupils who have special educational needs and/or disabilities shows that all pupils within this group make at least good progress across all subjects, given their starting points.</p> <p>Across all areas of the curriculum, pupils develop excellent thinking and problem-solving skills which enable them to understand subjects in depth and access the higher-level examination-style questions very well. Very well-planned and resourced careers education, information, advice and guidance ensure that pupils are exceptionally well prepared for the next stage of their education. Figures for pupils not in education, employment or training when they leave the Academy are well below the national average.</p>	
What needs to be done next	
<ul style="list-style-type: none">• To meet the academic targets of a Progress 8 score of 0.5 an attainment 8 score of 5 and a Grade 5-9 in EnMa of 50%• 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.	