



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

This is a highly effective Academy because:

- The Headteacher and Senior Leaders have high aspirations for the Academy and a clear vision for its expansion. They have been instrumental in creating a highly focused Academy, where there are high expectations for all pupils.
- Leaders have cultivated an ethos of systematic shared practice where all staff work in the same way and give pupils the consistency they need to Achieve.
- Teachers are committed to, and share, the Academy's vision. Staff fully support and contribute to the actions of the Senior Leadership team.
- Improving literacy, especially pupils' reading fluency, is seen as a high priority and, consequently, progress in English is particularly strong.
- Academy leaders ensure that safeguarding arrangements are effective.
- The Headteacher, the governing body and the trust understand the strengths of the Academy and areas that require further development. Governors regularly ask searching questions of senior leaders to ensure that they have relevant independent information.
- The Academy is a harmonious and diverse learning environment. Pupils respect each other's differences and fully support those who are less confident or who have specific individual needs. They are polite, courteous and tolerant of each other and have good relationships with the staff who teach them.
- Leadership of the resource provision for pupils on the Autistic spectrum is strong. Where ever possible pupils with Autism are taught in mainstream classes and are supported to mix with their neuro-typical peers
- Classes in all subjects are taught by subject specialists

What needs to be done next?

- Academy policies and systems for monitoring pupils' behaviour are reviewed regularly so that leaders can evaluate their effectiveness
- The number of fixed-term exclusions continue to reduce for pupils who have special educational needs and/or disabilities and those eligible for free Academy meals
- New strategies to improve the outcomes of pupils are evaluated regularly to ensure that recent improvements are sustained.



The context of Stratford School Academy

Stratford School Academy is situated in Forest Gate London Borough of Newham. SSA is a high performing Academy in a high performing Local Authority

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.

To all intents and purposes we are a bilingual Academy 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.

Prior attainment in Maths and reading is below the national average but from their starting point pupils make good progress so that by year 11 pupil achievement is above the national average.

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' with low prior reading ages on entry Stratford School Academy is far from the national average. However SSA 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 above the national average is testament to the expectations the Academy sets itself.

The Academy has recently been rebuilt under the Priority Academy Building Programme and is currently expanding from 900 pupils to 1500 by 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 and has maintained a tradition of expecting all pupils to study a Modern Foreign Language at GCSE. 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 of its KS4 curriculum.

Pupils' attitudes to learning are very good. Staffs encourage pupils to self-regulate their behaviour and support them to understand when it prevents them or others from learning. Conduct around the 2 Academy sites is orderly. New Year 7 pupils described the effective support they received so that they quickly settle into Academy life.

The quality of teaching is a high priority for the Academy and there is an extensive NQT programme which supports beginner teachers in their first year of teaching. This is complemented by a rigorous programme of teacher development for all teachers which focuses on those teaching strategies which have been shown to have high impact on pupil progress



The effectiveness of leadership and management

Grade 2

The Academy Leadership Team

Leaders have an accurate view of the Academy's strengths and areas for improvement. Their analysis supports detailed development planning, with effective strategies to raise the quality of provision and outcomes. Leaders are not complacent and make no excuses for a recent dip in outcomes.

Leaders throughout the Academy have a wealth of information available to them that informs their strategies for improvement. Leaders have ensured that systems and procedures are in place to support good teaching and learning. This has helped the Academy to cope with a higher than expected turnover in teaching staff. Leaders recognise that some pupils' experience in Academy has been negatively affected by staff changes. Leaders, including middle leaders, have been effective in minimising the negative effects of these changes by ensuring that curriculum plans are in place and by checking the performance of new staff regularly.

Senior Leaders and middle managers recognise and value the support and scrutiny they receive in their areas of responsibility. They are able to experiment with new ideas in order to meet their own rigorous targets. Staff, including newly qualified and trainee teachers, reported that they receive highly effective and individualised support that aligns their work to whole-Academy priorities.

Leaders keep a close eye on how additional funding supports pupils' performance. This includes the pupil premium funding to support pupils who have special educational needs (SEN) and/or disabilities, and catch-up funding. The whole-Academy policy on promoting literacy through teachers' feedback is not yet as effective as intended, and remains a Academy priority in improving its use of catch-up funding.

The curriculum is effective and planned well, but is under continues review in response to the current changing climate. Leaders have ensured that pupils can choose from a range of subjects and enrichment activities that support their academic and personal development.

Pupils' understanding of the values and attitudes of others and their respect and tolerance for all prepare pupils well for life in modern Britain. A planned review of the curriculum aims to improve further pupils' performance by adjusting timings of the day to support behaviour and adding dedicated PSHE education time.

Changes at the Academy are communicated clearly, so that staff understand what Leaders are trying to achieve and their roll in that process and to parents and pupils so that they understand the Academy's priorities

Senior Leaders and middle managers have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. They have developed a secure and thoughtful culture of safeguarding which permeates the Academy. This is endorsed by staff, pupils and their parents.

The leadership team currently lacks capacity; having fewer members than when the Academy was only two thirds the size it is now.



Governance of the Academy

Governors effectively hold leaders to account for their work to improve the Academy. They are aware of the challenges that the Academy has faced recently and have supported leaders in bringing about necessary changes to continue to improve standards.

Governors are not complacent and have high ambitions for pupils' achievement. They seek independent review and analysis of the Academy's systems and procedures to ensure that they can hold the leadership team to account. An example of which is the recent review Governors have commissioned into the behaviour policies and procedures of the Academy.

Governors use committee meetings to ask probing questions that ensure that leaders' work is effective and refined. They recognise where work remains to be done to improve some aspects of pupils' behaviour and further improve outcomes.

Financial resources are efficiently managed, including pupil premium funding. Governors check that the targets they have set are reviewed regularly and that budgetary planning supports the strategies required to meet these targets. They check that the provision for pupils with ASD is well run and that safeguarding consistently meets requirements.

Safeguarding

There is a strong culture of safeguarding in the Academy, based upon robust checking and monitoring procedures, alongside effective training. This enables staff, governors and pupils to spot potential risks and work effectively to manage them.

The attitude of 'nothing is too small' exemplifies the approach that the Academy takes to ensure that pupils' welfare remains a priority. Local risks are well understood by staff and pupils, including gangs, child sexual exploitation and issues relating to the 'Prevent' duty.

The designated safeguarding leader has made sure that procedures for responding to any issues are robust. Governors' oversight of safeguarding is effective. Records relating to safeguarding are accurate and of high quality, including pre-employment checks made on staff.

Leaders are sensitive to pupils' individual contexts and have adjusted the Academy's behaviour strategies to take them into account. External agencies are engaged when appropriate, while strong relationships with the local authority and police liaison officer reinforce the Academy's ability to support pupils' well-being.

What needs to be done next

- Ensure that the Senior Leadership Team has the capacity to effectively achieve the Academies priorities and targets
- In an evolving landscape, ensure that the curriculum continues to provide pupils with the best possible chance of obtaining the gold standard in qualifications in order for them to choose the progression route that is right for them post 16.
- As the Academy continues to expand, ensure that policies and procedures are robust enough to ensure that standards are maintained and the Academy's priorities are met
- Develop a response to the independent review into pupil behaviour



Quality of teaching, learning and assessment

Grade 2

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.

All teachers are subject specialists and have excellent subject knowledge and a clear understanding of the exam board specification in their subject. They plan lessons that take account of pupils' needs and aim to stretch all abilities, including the most able pupils. A broad range of additional booster sessions are in place to support those at risk of falling behind.

Teachers are expected to provide feedback in a manner that suits the Academy's model of Direct Instruction. Where this is most effective, pupils are given clear guidance on how to improve their work.

There is variation in the quality of assessment and feedback. Some pupils are unaware of why they are attempting an activity and poorly presented or incomplete work in books is not routinely addressed by teachers. In some subjects, limited dialogue, both in writing and orally, does not support pupils to make the progress expected by the aspirational targets set by the Academy.

Teachers know their pupils well. They have access to detailed information, including about pupils who have recently joined the Academy, and so are aware of their needs. Teachers are ambitious for pupils' progress and pupils recognise that teachers are there to help them learn well. Consequently, teaching and learning are good because expectations are high.

Time in lessons is used well because teachers plan structured activities that play to pupils' strengths and get them learning promptly. Pupils are willing to take risks in their learning when answering questions. This supports the development of positive working relationships between pupils and teachers.

Teaching assistants are effective in supporting learning and as a result, pupils who receive this additional help make progress from their low starting points.

What needs to be done next

- Improve pupils' outcomes by ensuring that the feedback teachers provide to pupils consistently supports good and better progress, including in the development of literacy skills
- Develop teacher expertise in modelling success criteria for each lesson and check throughout the lesson the progress each pupil is making in meeting them
- Ensure that pupils read the books the Academy provides regularly and write at length in a variety of subjects.



Personal development, behaviour and welfare	Grade 2
<p>Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils describe the Academy as 'a safe and caring place'. All pupils asked know what to speak to if they feel apprehensive or insecure. They are well prepared for life in modern Britain and post 16 retention is very high and both above the local and national average. Plans are in place to improve further the impartial careers advice and guidance pupils receive, particularly regarding vocational and apprenticeship options.</p> <p>Pupils attend and enjoy a wide range of extra-curricular activities that support their personal development very well. These include drop down days, educational visits, visiting speakers, the Academy's house cup and a wide range of after Academy clubs. Pupils also engage with their local community and beyond through the Duke of Edinburgh Award, charity fundraisers, the local SACRE and debating.</p> <p>Pupils' self-confidence is developed through the positive relationships that most have with one another members of their house team and other staff.</p> <p>Pupils know how to be successful learners and value their education. They are able to make links between the subjects they study and possible future career paths.</p> <p>For those pupils who find it difficult to self-regulate their behaviour and make a success of their Academy life the Academy's pastoral systems help them to identify personal goals that they then work towards..</p> <p>The behaviour of pupils is good. Pupils want to learn and most give their full concentration to lessons, meeting the Academy's high expectations. Rarely is time wasted due to disruption.</p> <p>Leaders have made behaviour in class a key area for development and have been effective in raising and sustaining standards of behaviour. Changes to the structure of behaviour management systems have been welcomed by both staff and pupils and are seen as something everyone contributes to and benefits from.</p>	
What needs to be done next	
<p>Pupils' behaviour during social times is less strong than during lessons and other structured times of the day. This is because the system for dealing with out of class behaviour is not clearly defined, sometimes staff do not promptly remind pupils of the Academy's expectations and some pupils do not self-regulate their behaviour sufficiently.</p> <p>The Academy's work to raise the attendance and particularly of those with a record of persistent absence, has not been very effective in getting pupils into Academy and on time. Regular monitoring of attendance and support for family's needs to work more quickly to overcome the barriers to good attendance.</p> <p>The Academy's systems for dealing with serious incidents needs to be improved. Monitoring has identified weaknesses in provision and an over reliance on exclusion for dealing with poor behaviour. The Academy has piloted the use of alternative provision for a small number of pupils whose behaviour needs to be modified away from a mainstream setting. The welfare and progress of these pupils is carefully monitor by Academy leaders on a weekly basis.</p>	



Outcomes for pupils	Grade 2
<p>Although the Academy is ambitious and compares itself against national averages given its untypical cohort progress is much better than comparative data would suggest. Boys outperform boys nationally and girls outperform girls nationally.</p> <p>Pupil's entre the Academy in year 7 with above average Math's scores but below average reading scores. This coupled with the overwhelming proportion of pupils having English as an Additional Language means the Academy is required to invest in ensuring pupils gain the reading fluency and comprehension that they need to successfully achieve at GCSE. From their different starting points, pupils make good progress across year groups and subjects except in Languages.</p> <p>In 2017, there was a dip in GCSE Maths and Science results, which affected the Academy's overall performance. The reasons for this are being resolved. However pupils make particularly strong progress in English, Art, Drama and RE because of the consistently good-quality teaching that they receive. In subjects where progress is poor effective middle leaders and teachers are quickly improving outcomes.</p> <p>There remain some differences in the progress of groups of pupils. In 2017 disadvantaged pupils, pupils whose first language is English and pupils who receive SEN support do not make the progress that they should</p> <p>The overwhelming majority of pupils (96%) leave the Academy and continue their education and pursue a range of courses or apprenticeships post 16. Pupils are ambitious for themselves and many have high expectations of going on to university. All pupils benefit from the advice and guidance they receive in preparing to go to college.</p> <p>Pupils' work, including the least able, demonstrates that teacher planning considers the needs of all groups and challenges pupils to make good progress from their starting points.</p> <p>Pupils who join the Academy mid-year, many of whom speak English as an additional language, are well supported through a system of induction, testing and support to help them settle in and to identify their starting point.</p> <p>Pupils who have SEN and/or disabilities do not make the same progress as their peers. The Academy is now focusing on careful identification of these pupils needs by the SENCO and her team. Targeted support the effective deployment of staff, including additional adults in lessons, as well as teachers' planning is making rapid improvements to the outcomes of Pupils with SEN.</p> <p>The effective use of pupil premium funding helps eligible pupils do better through targeted interventions.</p>	
What needs to be done next	
<ul style="list-style-type: none">• Improve the monitoring of reading ages and the interventions that are used to improve reading fluency• The Assessment system needs to be revised to provide greater clarity on the progress that pupils and groups of pupils make towards aspirational targets ensuring that the gap in achievement amongst different groups is reduced rapidly	