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Drapers mills primary school ofsted report

Headteacher - Executive Director: Ms Sheila Todd - Headteacher: Mr Joe ManclarkDrapers Of Mills Primary Academy is a large three-form primary school with a nursery for 2-11 years with more than 400 pupils based in Margate, Kent. Drapers Mills' vision is to create an environment in which all pupils have a number of opportunities to learn, exceed the expected progress and in which they appreciate the experience offered. We strive to improve life chances for pupils by ensuring high expectations in all aspects of school life. Page 2 Page 3 Page 4Famously see our current vacancies below: Position: View All Teachers Cover Supervisor Subject: View All Lesson Cover and Administration District: View All Kent/Bromley/Bexley West Sussex Page 5Famon see our current jobs below: Position: View All Teachers Cover Supervisor Topic: View All Lesson Cover and County Administration: View All Kent/Bromley/Bexley West Sussex If you have any views or opinions about our school, please feel free to feed them back to Ofsted, by clicking the image above. This should lead you directly to ofsted's parent browsing home page. OFSTED Report for 13 and 14 March 2018 OFSTED Report for March 2018.pdf Section 8 Monitoring Report October 2015 Section 8 Report October 2015.pdf Please read our latest Ofsted reports and relevant information from the Department of Education Performance Tables. Tables of DfE school performances and key scene results from Stone Bay School in Stone Road. Photo: Google Street View. A special residential school in Broadstairs was praised by parents during the Ofsted review. Stone Bay School was assessed well by the education watchdog in a report released today, with Inspector Ian Gunnar praising staff, managers and head teacher Paula Miller. During Ofsted's visit, parents spoke about the progress their children have made since visiting the Stone Road facility. One said her son was a changed little boy and another said she thrived and made so much progress, especially with independence. Stone Bay School in Stone Road. Photo: Google Street View. Ms Gunnar says the school, which has 74 pupils on a roll and 18 residential pupils, is educating and supportive, with a gullible and meaningful relationship between staff and children who are aged between five and 19. Leaders and managers have successfully built a culture in which all staff are ambitious for children to develop and improve their chances of a future life, she said. They strive to continuously improve the care and support of residential students so that they can reach their full potential. The staff were very friendly and helpful. Parents spoke out were extremely positive about supporting staff that their children, and the open and honest communication they have. Updated with the help of OFSTED Report 24 November 2014 Drapers Mills Primary Academy, currently run by the Kemnal Manor Academy Trust (TKAT), along with its predecessor school, often appeared on the pages of this site. Ofsted's last monitoring inspection in October, after the school was reinitiated in special measures in June earlier this year, concluded that: Apparently the Academy's owners are panicking following a highly critical ofsted special report in July on TKAT. As part of its report on Drapers Mills, OFSTED notes: No action was taken prior to the summer leave other than the removal of the governing body and the formation of the IEB.... Since the inspection, the previous headteacher has left. A new executive, who is TKAT's regional education director, has been introduced since September 1, 2014. Two school leaders were also appointed and started work on September 1, 2014. On July 17, 2014, the governing body was replaced by an interim executive board. A large number of changes have been made to the state since the inspection. Fifteen employees left the academy, including four of the six newly qualified teachers who started at the start of the school year. Fifteen new members of staff have joined in.... The executive director and two school leaders have acted decisively since September to address some of the inspection's findings.... The owner recently made available an additional team of qualified teachers to support the academy. But now we are two years away from TKAT, taking over a previously satisfactory school. Two wasted years! Elementary school governors with local accountability have undoubtedly pressed to turn it into an academy. Do they feel responsible for how this turned out? Where is local accountability now? Salmestone Primary School became TKAT Academy in September 2012, following a previous satisfactory OFSTED. The headteacher left September 2013, with the replacement leaving Easter 2014. OFSTED June 2014, found the school requires improvement. The October Monitoring Inspectorate reports that half of the teachers left and were replaced. The governing body was suspended on 17 July 2014 and replaced by the Interim Executive Board (IEB). The IEB has had one meeting this year. Managers continue to work in parttime. One is also the headteacher of a school in London, and one is an educational consultant.... An external management review recommended at the last inspection did not take place. The academy's management arrangements are unusual because it is regulated by the central TKAT IEB, which oversees another academy locally. These arrangements are not sustainable if the long-term success of the academy is guaranteed because the necessary time and skills for effective governance are spread too thinly. In addition, schools in special events can choose/flight to stay with KCC like Lydd and Beaver Green Primaries, although there are issues with support provided here as well as Below. School governors are increasingly sheltering to account if their school is in difficulty, but it's increasingly difficult to see where they should seek help. Has the departure of a senior officer to improve primary schools to schools seen the aggressive treatment of some officers to schools that are behind the difficulties? If governors don't know where to turn (and for the first time I've delivered a series of requests for help from both governors and executives this year) how about distraught parents trying to get a decent education for their children? Unfortunately, with pressure on primary school places, the only vacancies that exist in many areas are in failed or underperforming schools, and therefore there is often no alternative. Surprisingly, the recommendation is to move if you don't like what you get often done by head teachers who need to know that there is no appropriate alternative. The lucky ones who can afford it have the option of private schools often being seen as second choices but, for most, all they can do is look at how their children's life chances are damaged by those responsible for beefing them up..... Drapers Mills Primary Academy My previous article on the failure of OFSTED Drapers Mills in June noted: Last week Drapery Mills Primary School, Margate, a school with a very chekoy history controlled by the KCC, but with its previous OFSTED in March 2011 was placed in special measures of OFSTED, after eighteen months of TKAT control. As with both of the other two academies: the Academy Trust admits it has been slow to appreciate the full extent of the problems and problems affecting Drapery Mills Primary in 2012. Therefore, actions to combat these shortcomings have been postponed, and only recently have stricter systems and procedures been established to eradicate underperformance. However, the academy's list of failures is so large that it begs the question of whether TKAT had any awareness of what was happening. They certainly don't take the harsh action the KCC assumed would happen when it transferred to the school. Of course, now it has nothing to do with the CQC, so they can wash their hands with the school and the children. As is often used in such academies, there is a pattern of rapid staff turnover, for staff appointed to a chain rather than an individual school and can therefore be easily moved, without the requirement to advertise positions like the in: Action to strengthen the management team has only recently been implemented. Although the acting head coach is now well supported by her successor, who took up the position officially in September 2014, the roles of assistant executives and subject managers are not being developed. Consequently, these leaders have not yet been held accountable for bringing improvements in their areas of responsibility. Obviously, my observation besies the question of whether TKAT had any awareness of what was happening were accurate and school children were left to endure a second education rate even longer after the problem was diagnosed. There is no doubt that Drapery Mills is a tough challenge for any school leaders. A 2011 OFSTED report that found the school offers satisfactory education, before the decline under TKAT, observes: The proportion of pupils known to be eligible for free school meals is heavier and increases. The proportion of minority ethnic heritage pupils has recently risen above the national average and a very high proportion speak English as an additional language. Far more pupils than usual join the school at points later than the normal primary age of school. A higher average proportion have special educational needs and/or disabilities, the most commonly identified needs are behavioral, social and emotional difficulties. Drapery Mills Primary School provides a satisfactory quality of education. Improving pupils' progress is his first priority to be successfully conditioned. To support this, the school reaches out to a very diverse community and develops an infillable partnership that improves learning well and makes an outstanding contribution to community cohesion. Senior leaders show great willingness to address weaknesses, be innovative, for example, connecting children with similar better learning styles into one class and taking rigorous steps to improve teaching. It is increasing student achievement and progress quickly and safely. Because achievement and progress are now much better than in the past, and because there has been steady improvement overall since the previous inspection, the school has good opportunities to support improvement in the future. At the beginning of school, most children have well below age expectations, and many have learning difficulties. By the end of the 6th year, the achievement is slightly below the average of both English and mathematics. It has improved significantly over the past two years. Currently, year 6 pupils are making good progress thanks to vastly improved learning and learning this year. Well at least in 2011, these children, who are the government's highest priority to provide a good education, were getting half the way of decent education. However, as the results were, it is not surprising that, on average across the country, the KCC saw fit to hand over the TKAT school following the government's decision to remove catering schools for such children from inadequate scrutiny by local authorities. They are then placed in the hands of academy chains, which must somehow have the resources and ability to improve standards. But again, TKAT failed in this task. The report makes it clear that since September TKAT has poured resources into the school in an attempt to finally inflate its previous failures; but progress is still insufficient. That is just two years after TKAT took charge of the school. Two wasted years and how the chances of children's lives damaged by failure. The question remains, what should happen to schools serving deprived areas that fail under the control of local authorities? Previous articles show that Kent has a record of failing primary schools for the last time in the national average last year. However, the strategy of turning them into academies, managed by organisations such as TKAT and AET, has also clearly failed! Obviously, such children face a rocky future under any route. Lydd and Beaver Green Primary Schools I have previously commented on the horrific failure of the KCC with Lydd. OFSTED's report includes criticism of a senior local authority employee (now withdrew), consultants provided to LA, and other LA employees for Beaver Green, at a third monitoring inspection in October, after being placed in special measures in December, OFSTED records: During the first day of inspection, the headteacher went on sick leave... Having considered all the evidence, I believe that at this time: The school is not making enough progress towards removing special measures.. The documents reveal gaps in the implementation of the planned monitoring and evaluation program by local authorities. It has not made a sufficiently effective contribution to school improvements. However, a new, more effective school improvement adviser began working with the school in September, and she has done useful work with senior leaders this term. The school remains a member of the ACE Local Schools Center. However, there are concerns about the feasibility of this association. With the departure of a previous senior primary school improvement adviser, support arrangements may improve, but this report again is hardly a recommendation for school governors to choose to stay with Kent! But what are the alternatives? Alternatives?