

Ofsted Inspection feedback – Nov '22

Inspection: September 2022



E Glandibus Quercus

“Great oaks from little acorns grow”

The Process

28th & 29th September 2022

- Meetings: DSL, Trustees, HT, SLT, Curriculum Team Leaders (CTLs), Teaching & Support staff & different groups of students.
- Documentation Reviews: SEF/ SDP/ All meeting records / Behaviour logs / CPOMS / Curriculum Maps and Assessments / Book scrutiny / Website.
- In Depth analysis: 5 subject Deep Dives / Safeguarding / Attendance / Exclusions / Lesson visits / PSHE/SRE / Careers / PP / SEND.
- Deeper dive into: Quality of Assurance / Robustness of monitoring / CPD / records of behaviour logs / Students' experience of school.

They did not match – what we said, what they experienced in and outside the classroom, in our records or the expectation.

Inspection of Idsall School
Coppice Green Lane, Shifnal, Shropshire TF11 8PD



Inspection dates: 28 and 29 September 2022

Overall effectiveness

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Sixth-form provision

Inadequate

Inadequate

Inadequate

Inadequate

Inadequate

Requires improvement

(Ofsted School Inspection Handbook – September 2022)

6 areas to improve on

- ❑ Pupils report that sexual harassment occurs frequently in school. They do not report it when it happens as they say they are not confident that teachers will deal with it effectively. This means that pupils do not feel safe in school. Leaders should ensure that they develop an appropriate curriculum and implement effective policies and practices to address sexual harassment between pupils.
- ❑ Leaders do not have a systematic approach to ensuring that all pre-recruitment checks are conducted. There are gaps and omissions in the information that is recorded. This makes it difficult for leaders to assure themselves that the right checks have been completed on the right members of staff. Leaders should make sure that they implement clear systems to monitor that all checks have taken place.
- ❑ The curriculum is not clearly planned and sequenced, especially at key stage 3. This means that pupils are not taught the important knowledge they need to remember and so they cannot make useful links in their learning. Leaders should make sure that all subjects are well planned and sequenced.

6 areas to improve on

- ❑ Pupils with SEND do not experience a good enough education. Teachers do not adapt learning to meet the needs of pupils with SEND and these pupils receive frequent sanctions and suspensions. Leaders should improve the provision for pupils with SEND by accurately identifying their needs, ensuring that teachers know how best to support them in lessons, and implementing appropriate strategies to help them to improve their behaviour when needed.
- ❑ Some pupils are not able to read fluently. Leaders have not made sure that these pupils receive the help they need to learn to read well. This hampers their ability to make good progress in their different subjects. Leaders should make sure that appropriate provision is put in place so that pupils at the early stages of reading learn to read fluently and are able to access the curriculum fully.
- ❑ Leaders do not systematically monitor and evaluate all aspects of their work. This means that they are not able to spot useful trends that would help them to make changes to their plans, and that those responsible for governance do not receive the accurate information that they need. Leaders should develop thorough systems to check all aspects of their work.

1: Pupils report that sexual harassment occurs frequently in school. They do not report it when it happens as they say they are not confident that teachers will deal with it effectively.

This means that pupils do not feel safe in school.

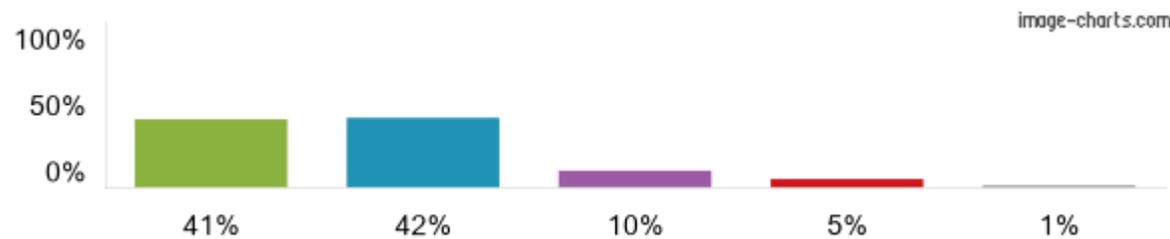
- Most lessons observed, students were engaged and taking responsibility for their learning
- Most students who take their learning seriously do very well at this school
- The attendance to school is good for the majority
- There were no observations of poor behaviour in lessons or around the building at social times
- Suspensions at the school are lower than the national average for the country; however, out of the suspensions made, too many are students who have additional needs (45%)

The Majority

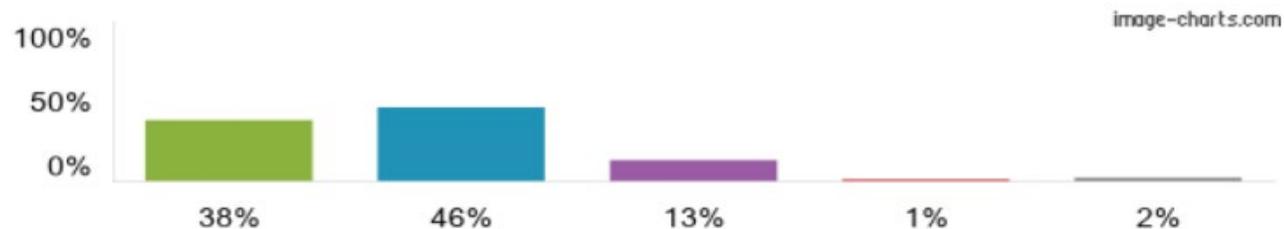
- Most lessons observed, students were engaged and taking responsibility for their learning
- Some students who take their learning seriously do very well at this school
- The attendance to school is good for the majority
- There were no observations of poor behaviour

Parents' feedback to Ofsted

- The Ofsted parent questionnaire does not bring up any safeguarding concerns.
- It confirms out of the 134 entries received, **83%** strongly agree/agree that “my child is safe at this school”.

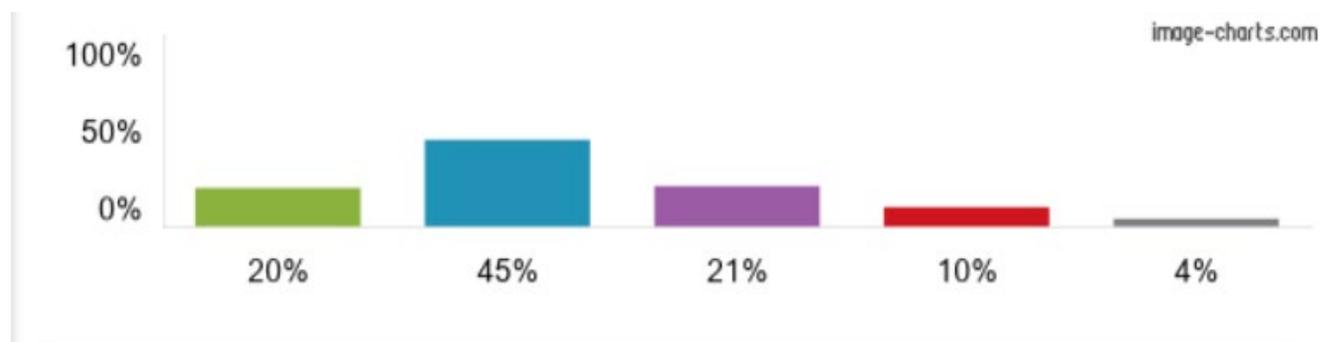


- When I have raised concerns with the school they have been dealt with properly. 76% confirm it has, or they have not needed to raise a concern.
- The school lets me know how my child is doing, 84% strongly agree or agree.



Concerns raised in the parent questionnaire

- The school makes sure its pupils are well behaved? 65%



- 79% would recommend the school to another parent
- 23% say concerns are not dealt with properly



What the inspectors said

- Students interviewed feel it's OK and it's just what students do.
- Some students are not keeping themselves safe from harm and do not understand future implications around references, school reports, social media checks and how others see you, or understanding that confidence will not get everywhere in life, this is only one skill.
- All students know what's right and wrong, but do not always do what's right.
- Some students ruin it for the majority with their poor behaviour, dramas and social life, that they bring into school as it more important to them – this is very dangerous to them, others and the learning environment.
- There were lessons observed where students did not try their best, and then tried to distract others.

Shared Findings – student interviews only

- It's OK to name-call and swear – we just deal with it ourselves. If something BIG happens, yes, the teacher would deal with it.
- Touching, inappropriate name-calling and messing around happens in lessons, corridors and around the school; students interviewed said it's OK, it's just banter, it's not serious, everybody does it in and outside of school. Usually it's our own friends and between our group.
- There are ways of reporting things, but we do not always know what happened next, we would like some feedback.
- 3 students said: “If you grass it makes matters worse”.

2: Leaders do not have a systematic approach to ensuring that all pre-recruitment checks are conducted. There are gaps and omissions in the information that is recorded.

- These were specifically concerned with work experience and contractors that come on-site outside of the school day.
- From September 2022 – all work experience contacts have to have a DBS check to accept a student in their workplace.
- All contractors who come on-site have a DBS certificate before coming onto the school site; they would like new service level agreements each time instead of updates sent individually.
- They did not like the system we used to record these checks, they prefer online portal package style, we do ours on a spreadsheet system.

Our response

- During the inspection, no-one on our single central register was found to not have the relevant paperwork nor the wrong paperwork. There was one section 128 check outstanding (financial check) which was put right immediately, as requested by the lead inspector.
- No other pre-employment checks were inaccurate on the single central register. Everyone has a DBS.
- This has also been externally checked since with no issues found.
- We have, however, bought one of the preferred programmes for keeping the single central register; everything has been transferred and still shows no concerns.
- DBS checks are repeated every 3 years.
- All visitors and contractors are checked and added to the register before entering the building (as before).
- Work experience will not take place moving forward.

3: The curriculum is not clearly planned and sequenced, especially at key stage 3. This means that pupils are not taught the important knowledge they need to remember and so they cannot make useful links in their learning.

- We had started to publish curriculum maps on the website, the first draft.
- They did not always see these followed in the classroom.
- Some lacked depth of knowledge for individual subjects.
- There was missing information, especially at KS3, that would help parents and students understand what they had been taught.

Our response

- All curriculum maps have been re-written and externally checked by leading educationists.
- More detail is now seen in the maps and is well sequenced.
- The learning journey that your child will follow will also be on the website shortly.
- A new assessment timeline has been designed to test knowledge more regularly.
- Teachers have a clear plan for what to teach and when.
- Training has been given to teachers to ensure they understand, and our expectations.
- An external review of these will take place December 2022 and January 2023.

4: Pupils with SEND do not experience a good enough education. Teachers do not adapt learning to meet the needs of pupils with SEND and these pupils receive frequent sanctions and suspensions. Leaders should improve the provision for pupils with SEND by accurately identifying their needs, ensuring that teachers know how best to support them in lessons, and implementing appropriate strategies to help them to improve their behaviour when needed.

- From September 2022, grab sheets with individual student information were put in place for each child; clearly these were not used well in lessons to support planning, teaching and learning.
- At the time of the inspection, no new training specifically for children with additional needs was completed.
- There was limited checking on teachers to see how they were adapting their teaching to ensure all students can access the curriculum being taught.

Our response

- Training has taken place to ensure teachers understand expectations and have the skills to adapt their teaching.
- Awareness has been raised on the different types of needs students have.
- Grab sheets have been revisited to ensure they cover all information needed to support teachers' planning.
- Intervention classes continue to be run by the SEND team.
- Teachers and teaching assistants have access to online training, which forms part of their yearly appraisal targets.
- We will continue to seek specialist support for individual children in line with the EHCP process.
- We have increased spending on specialist testing and assessment support from external services.
- SEND will have an external review week beginning 28th November and first week in December.

5: Some pupils are not able to read fluently. Leaders have not made sure that these pupils receive the help they need to learn to read well. This hampers their ability to make good progress in their different subjects.

- Students entering the school have been tested for reading ages every year; however, this data is not often used to highlight the following:
 - Time is not built into the curriculum to encourage students to read and read aloud.
 - The range of texts needs reviewing to ensure students can access them all.
 - Tests need to be repeated over time to review progress in children's individual ability to read fluently.

Our response

- All students will be tested to identify their reading age at Key stage 3 (Year 7-9).
- A group of students will receive reading outside of lessons.
- Reading time has been built into both tutor time and lesson time.
- All texts used have been evaluated to ensure students can access them.
- Groups of students will be re-tested throughout the year to track progress.

6: Leaders do not systematically monitor and evaluate all aspects of their work. This means that they are not able to spot useful trends that would help them to make changes to their plans, and that those responsible for governance do not receive the accurate information that they need. Leaders should develop thorough systems to check all aspects of their work.

- Leaders do monitor areas but there is too much trust and not enough checks completed to measure the impact.
- All data is shared and is showing progress, departments that have had additional monitoring have made good progress.
- Ofsted confirm leaders know what needs to be done but must do this more quickly.
- Checks should not just be completed by the Trustees and leaders in the school but external reviews need to be completed to validate the findings.

Our response

- Increased focused classroom-based observations.
- External reviews were already booked for SEND, PP students, Deep Dive into individual subjects – these have been moved forward.
- A leadership review will now take place across both middle and senior leadership in December and March.
- Reports will be presented directly to the Trust board.
- The Trust board will also have access to all data and regular visits will continue.
- Student, parent and staff voice questionnaire will take place every term.
- Newsletters to parents have been introduced to share weekly what is happening in the school.
- Further training for all staff has been put in place.

The Trust board

- The Trust board do regular on-site monitoring reports which are scrutinised and inform the improvement plans.
- Departments have also been subject to this level of scrutiny, presenting progress and developments to the board, as well as undergoing individual school-based deep dives, of which monitoring reports are available.
- The school development plan (SDP) and school evaluation form (SEF) are also RAG (Red, Amber, Green) rated every term, scrutinised by the board with impact measures.
- The areas identified in the 2022/23 SDP confirm curriculum development and differentiation are key priorities; the same has been identified within this report. There are minutes and reports that show we have evaluated these.

Our response

- The Trust and Headteacher were not in post at the time when the data (exam results) were collected that were used in this inspection. So the inspection was based on August 2019 results, not the August 2022 results.
- Subject curriculums were reported to be lacking end points and structure despite having subject progress indicators that continue to be positive and, in others, that have significantly improved.
- SEND students in 2022 achieved +0.01 which is a significant improvement from the -2.01 achieved in 2019. DA (Disadvantaged) students also improved by 0.3 from 2019 to 2022.
- The number of suspensions is higher in SEND students than other sub-groups, but this is much lower than the national picture and we have evaluated case studies for these students; these were not discussed.
- The percentage of students achieving 5 standard passes, including English/Mathematics (2022), has improved to 81.3%, with an improved attainment 8 score of 53.80 (National 48.7) and Progress 8 score of -0.08.

Our statement

- The school has been on an improvement journey since September 2019 from a low starting point and has handled the Covid times well, confirmed by parents and the outcomes of 2022.
- We also have a raised profile within the community, now being the school of first choice for Shropshire, with waiting lists in all year groups and an increased number of admissions, year on year.
- 380 applications for September 2023.
- This is supported by the improvement in examination outcomes.
- We continue to hold attendance above the national average.
- There have also been no safeguarding concerns raised against the school.
- The impact of Covid was not discussed during the inspection.

What happens next?

- A full safeguarding inspection will take place – this will be unannounced.
- Ofsted will revisit the school every term to report on its progress towards the 6 areas, this will be published to you all.
- The DfE has already agreed a school partner that will monitor the progress the Trust and school make.
- The post Ofsted action plan has already been written and agreed by the partner who will review our progress regularly.
- External reviews will take place; findings will be shared openly with you all.

Long term

- It is the government's aim that all single multi academy trusts (SATs) and local authority schools will join a larger family of schools.
- The Trust/school will explore which Trust gives Idsall School the most benefits and seek to join a family of schools agreed with the DfE and RSC.
- The school seeks to be reinspected as soon as possible to show what we do and the progress we have made since 2019.

Current staffing picture

- We are experiencing high absence amongst staff as stress levels intensify.
- Supply teachers: no cover supervisors are available; that's before you select specialist subjects.
- We have 6 staff leaving at Christmas, 4 of these cannot be replaced before Easter (teachers have to give a 1/2 term's notice) if appointments are made in the first half term.
- We have advertised several times for support roles such as Teaching Assistants, site assistant and student support roles. Competition amongst other industries such as retail and health is high and other education settings are reporting the same issues. A key benefit for many is that most of these jobs in school are term time only.

Thank you

Tomorrow we will be presenting a version to students, sharing the findings that relate specifically to them and explaining how, working together, we can continue to achieve the best year-on-year grades and make them better rounded individuals who treat each other with respect and prove how good they really are. Our students are our biggest assets and the majority of students do us very proud every day.

We want to end by thanking all parents, carers and other professionals for the kind words, confidence and belief in Idsall School as we work through proving we are good, and we will prove it.

Staff and students will continue to work hard to ensure we continue to be the school of first choice, a school with high and improving examination results, and ensure we work on improving the six areas identified without delay.

Keep in touch

- You will receive a copy of the report along with a parent letter tonight.
- We will be releasing a press release tomorrow – you may hear me on the radio this week and the information will be reported on social media and in the press – please remember our team here work extremely hard and are taking this report very seriously. If you have any questions, you can always talk to me, I'd rather that, than see comments from our community on social media.
- We will be releasing a question and answer fact sharing paper on Friday.
- Any individual questions, please email in for the attention of ofstedquestions@idsall.shropshire.sch.uk; this email will have a 24 hour response time (Monday to Friday).

Questions?

The questions have been coming in during the presentation and they have been monitored and grouped together by the board of trustees; we will answer them honestly and as many as we possibly can.