

IDSALL SCHOOL
part of the Marches Academy Trust

LGB ANNUAL REPORT 2023 - 2024



Trust vision and values

Our vision:

Achievement through caring

Mission statement:

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.

Our values:



SCHOOL PRIORITIES



School Development Priorities (SDP) 2023 - 2024

The Quality of Education

- 1.1 Literacy across the school
- 1.2 The Curriculum fit for purpose, development and is embedded in everyday practice
- 1.3 Increase reading opportunities across subjects, areas and whole school

Teaching and Learning

- 1.4 All staff engage in professional learning sessions
- 1.5 Evaluate the quality of teaching and learning to identify and inform gaps and training needs
- 1.6 Adaptive teaching is evident in all lessons, with a clear and shared understanding of what this looks like
- 1.7 A coaching model is developed across the school to share good practice

Standards and Outcomes

- 1.8 Assessment at KS3 is built into the progressive curriculum
- 1.9 Parents and pupils understand what assessment is and what it looks like
- 1.10 Identified subgroups have a clear action plan to support catch up sessions

Behaviour and Attitudes

- 2.1 Embed a clear and supportive behaviour system, understood by all
- 2.2 Enhance the use of positive praise and rewards making celebration a key feature
- 2.3 Use the WAVE system to identify individual needs and bespoke support to those identified

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School Priorities (SDP) 2023 - 2024

Personal Development

3.1 Create a culture of positivity using the 5 key principles: Creativity, Excellence, Equality, Empathy, Integrity

3.2 Ensure the PSHE/SRE curriculum and delivery is effective and develops young people into respectful, hardworking employable adults with strong knowledge about the world

3.3 Increase opportunities for the school to get involved in the community and develop stronger links with businesses and the local community

Leadership and Management

4.1 Increase attendance and reduce persistent absence

4.2 Ensure all staffing structures support pupils and focus on key areas for improvement

4.3 Ensure the recruitment and retention of good leaders, ensure good succession planning

4.4 Ensure the quality assurance framework identifies areas for improvement and drives next steps

Sixth Form

5.1 Enhance bursary applications to support students

5.2 Increase year 13 attendance

5.3 Increase post 16 profile across the school and the community

5.4 Develop a programme of guest speakers to share views and discuss the working world



1. Reflections – a summary of the year

Joining a new Trust has made this year a challenging yet transformative journey for Idsall. The dedication and hard work of everyone at Idsall in implementing new policies, practices, and systems like Arbor have been truly commendable.

We are proud to share that we have had three positive Ofsted monitoring visits, which have highlighted the significant progress our school has made. Additionally, several Trust reviews have acknowledged and positively reinforced our achievements and growth.

Throughout the academic year, we have experienced staffing changes, particularly at senior and middle leadership levels, as well as in pivotal roles. These changes have strengthened the support, guidance, and learning opportunities we offer to our school and its community.

Involving our students in decision-making has led to noticeable improvements in behaviour, lessons, and communication within our school. This inclusive approach has fostered a more positive and collaborative environment.

The school is on a journey to achieving good status, as recognised by the Trust, Ofsted, and external reviews. We could not have worked any harder together, and we continue to make significant progress. Our recent Ofsted inspections have praised our focused efforts, highlighting that "the school is tackling the most important things in the right order and at the right pace." This is testament to our decisive steps towards sustained improvement and "a galvanised leadership team around a shared vision".

We are confident that the school is well-placed and appropriately staffed to rapidly improve and be removed from special measures in the upcoming Autumn term.

As we look forward to ending the year positively, there is much to celebrate. Next year promises further enhancements that will build on the great work already taking place, ensuring all our young people are confident and equipped to face the ever-changing world in which they live.



Michelle King
Headteacher

2. Safeguarding children and young people (CYP) including attendance of CYP and staff

We are fortunate to have several highly trained Safeguarding Leads, including all Heads of Year and senior team members, dedicated to supporting our students and families.

This year, with the support of the Trust, we have joined other schools in establishing a Safeguarding Board for Young People. Several students regularly participate in these meetings, raising awareness and sharing important information to disseminate within the schools.

Although our attendance rate is above the national average for England, it remains lower than pre-pandemic levels. An increase in families taking holidays during term time has affected the overall attendance figure. We recognise that good attendance supports stronger outcomes and are continually seeking ways to work with families to improve attendance, especially for those below the expected 95% threshold.

Punctuality also remains a focus, as too many students are arriving a few minutes late to school regularly. To address this, we are enhancing our strategies, including recording all minutes late to school and lessons and sharing this information with parents and carers.

This year has also seen an increase in staffing, allowing us to fill key positions essential for our success in supporting everyone. Our well-being package has ensured that our workforce remains well, enabling us to provide the best possible learning environment in the classroom and beyond.



2.1 Safeguarding – external and internal reviews

Our school is committed to maintaining a safe and secure environment for all students and staff. We adhere to rigorous safeguarding practices, subjecting our systems to a safeguarding check every 12 weeks and a comprehensive safeguarding review by the Trust every term.

To ensure we are always prepared for these unannounced inspections, we have strengthened our internal systems. This ensures that our safeguarding data and records are up-to-date and readily accessible. We monitor and track all safeguarding issues diligently, supporting them with appropriate actions for both students and staff.

Our safeguarding efforts have been recognised by Ofsted as a model of good practice. We prioritise implementing recommendations from all reviews, focusing on improving our reporting mechanisms. By diversifying the ways students can report concerns, we encourage open information sharing, raise awareness, and enhance overall safety and prevention measures.

We also maintain up-to-date safeguarding training for our staff, sharing weekly updates to enable the earliest possible interventions. Additionally, students on the Young People's Safeguarding Board receive specialised training. The intelligence gathered from these initiatives is integrated into our taught behaviour curriculum, which is delivered daily during designated form time and through our weekly assembly programme. This comprehensive approach ensures that safeguarding remains a priority for everyone in our school community.



2.2 Attendance report - staff

In the realm of education, the significance of having strong teachers and support staff cannot be overstated. They are the pillars upon which a school's success is built, shaping young minds and creating an environment conducive to learning and growth. Ensuring that every school is fully staffed with the best candidates is a formidable challenge faced by schools nationwide. Idsall, nestled in this educational landscape, has confronted similar obstacles.

At Idsall, the pursuit of excellence in staffing has been a cornerstone of our mission. We recognise that the caliber of educators and support staff directly impacts the educational experience of our students. Hence, our commitment to appointing only the very best candidates has remained unwavering throughout our journey. We acknowledge the challenges inherent in this endeavor, and our approach has been marked by diligence and perseverance.

The fruits of our labour are evident in the successful recruitment of pivotal positions within our Idsall community. Each appointment has been carefully considered, with a focus on selecting candidates who not only possess the right qualifications but also embody our ethos of dedication, innovation, and compassion. As a result, our students benefit from the expertise and mentorship of the highest quality teachers and support staff, enriching their educational journey and nurturing their potential. While challenges are inevitable, we are proud to report that staff absence at Idsall has remained stable, attendance has consistently exceeded 95%. This achievement is a testament to the dedication and professionalism of our staff members, who prioritise their roles and responsibilities with unwavering commitment.



PEOPLE FIRST



3. People First

Lifelong learning is something we take very seriously, we are committed to investing in high quality professional development for all of our workforce.

Staff have taken advantage of the new suite of National Professional Qualifications (NPQs) and we have seen over 20 take part so far. This has resulted in building and supporting our talent pool further and providing successful succession planning to ensure stability in the future.

This year everyone here at Idsall has followed a tightly planned programme of continuing professional development to ensure it supports the schools journey towards a good Ofsted. This has included Team Teach training, EDIB training and sharing good practice to ensure we not only uphold the shared values but we also we promote and strengthen how we meet the needs of every learner. This has included the collaboration of staff working together across schools to refine curricular opportunities, and professional discussions between staff sharing best practice which has resulted in the improved experience of school that students receive every day.

The well-being of students and staff has been a focus area with a strengthened student and staff voice. We have focused on introducing more student involvement in the decision making, increased rewards and a staff well-being group supporting the "you said we did" approach to ensuring we are better together #teamIdsall.



3.1. Well-being

Within our school community, we prioritise four key components of well-being: physical, emotional, social, and mental.

- Physically, we promote healthy habits, nutritious meals, and regular exercise through our comprehensive wellness initiatives.
- Emotionally, we offer a caring support system, confidential counseling services, and opportunities for students to develop emotional intelligence.
- Socially, we create inclusive spaces and foster positive relationships among students and staff, encouraging teamwork and collaboration.
- Mentally, we provide mindfulness practices, stress management workshops, and ensure access to mental health resources for all members of the Idsall community.

At Idsall, nurturing well-being isn't just a goal; it's our guiding principle. We are committed to creating an environment where students can thrive academically, socially, and emotionally. By prioritising well-being, we empower our students to reach their full potential and lead fulfilling lives beyond the walls of our school.



3.2 WeThrive survey

The WeThrive staff survey provides real feedback on working practices, suggests strategies to support both well-being and effective working ideas. It identifies opportunities and vulnerabilities in real-time so engagement, performance and retention risks can be addressed quickly ensuring everyone is well supported, listened to and working together. Everyone can track and view their recommended actions, insights and progress in their very own dashboard to support our learning for life commitment.

The WeThrive survey flagged up the following key points for us to work on :

- Behaviour, consistency, and expectations.
- Time – capacity to allow more time for departments, consultation and to do their work and collaborate as a whole staff.
- Space – to socialise, relax and do work outside of the classroom.
- Communication – more face-to-face time together, less emails.

The following next steps are to be explored and where possible implemented:

- Set up a focus group of 6-8 staff that meet with the headteacher once every half term to discuss the above, this needs to take place in the school day. Minutes from the meeting are to be shared to the wider staff body and action points.
- The school calendar will be reviewed to explore if there are further opportunities for departments and key groups to get together more times during the summer term.
- Use of Live marking to reduce workload related to marking & assessment
- A member of our own staff will join the Trust Workload Change Makers to represent the staff at Idsall.

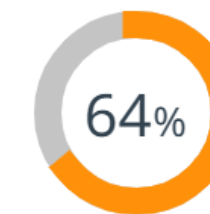
Engagement is 61%



Completion rate is 79%

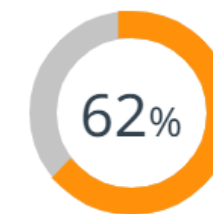


87 / 110 people completed



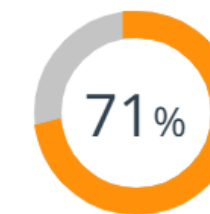
Cognitive

What goes on in your head



Capability

Your perception on support and resources



Connection

The subconscious invisible 'human stuff'



Confidence

The conscious 'feelings' about work

3.3 Professional Learning – developing a culture of continuous learning

At Idsall School, professional learning is integral to our commitment to excellence in education. We believe in cultivating a culture of continuous learning to empower our staff and students to thrive in an ever-evolving educational landscape.

We encourage our staff and students to adopt a growth mindset, viewing learning as a lifelong journey rather than a destination. By instilling this mindset, we empower everyone to embrace challenges, persist in the face of setbacks, and continuously seek opportunities for growth and improvement.

Idsall offers a diverse array of learning opportunities to cater to the varied interests and learning styles of our students and staff. From traditional classroom instruction to hands-on projects, extracurricular activities, and experiential learning opportunities, we provide avenues for students to explore their passions and expand their horizons wherever possible.

We are dedicated to fostering a culture of continuous growth and learning among everyone. Diverse learning opportunities are provided, collaborative learning communities are fostered, and feedback and reflection are continually sought. This empowers both staff and students to become lifelong learners who are prepared to thrive in an ever-changing world.



3.4 Talent Pathway – investing in our staff and their progress

Idsall has invested over £10,000 in staff training this year providing expertise, advice and guidance relating to specific examinations, ensuring we are well placed to provide the very best support and guidance to our students.

Alongside this we have delivered an extensive programme of professional learning to support the enhancement of adaptive teaching in the classroom and the delivery of the inclusive curriculum so that everyone can access learning.

Together with the support of the Trust programmes and delivery of national qualifications we have a proven track record of developing our workforce that has led to a number of promotional posts both internal and beyond.

Our talent pathway attracts new teachers and associate staff to our school and supports our continuous learning offer including promotion opportunities.



3.5 Equality, diversity, inclusion and belonging (EDIB) impact

Since its integration into the Trust, Idsall School has wholeheartedly embraced the robust Equality Diversity Inclusion and Belonging (EDIB) strategy. This comprehensive approach involves all stakeholders, from the governing body and leadership to staff, students, and parents. By engaging everyone in the school community, Idsall ensures that diversity is celebrated and inclusion is prioritised in every aspect of its operations.

Central to Idsall's commitment to EDIB is the appointment of an EDIB ambassador and the systematic training of staff on relevant issues. This initiative aims to raise awareness, make recommendations, and influence action planning and decision-making processes throughout the school. Notably, the establishment of the One Voice group stands as a significant milestone, providing a platform for students to actively participate in shaping school initiatives and ensuring their voices are heard.

At Idsall, inclusivity is not just a goal but a guiding principle embedded in everyday practices. Collaboration among all stakeholders emphasises equality of opportunity and the creation of a discrimination-free environment. This commitment extends beyond rhetoric to tangible actions, driving training and development initiatives for both staff and students. The result is a school community that fosters a genuine sense of belonging, where every individual feels valued and respected.

While the implementation of the EDIB strategy at Idsall School is relatively new, the institution is fully committed and up to date with its principles. Through comprehensive training and unwavering dedication, Idsall School stands as a beacon of inclusivity within the education sector, setting an example for fostering diversity, equity, and belonging in schools across the region.



3.6 MAT networks and collaboration

This year has seen the introduction of network meetings. This has resulted in teaching and associate staff coming together to share best good practice, develop more efficient and improved ways of working and provide increased support for each other.

Together with the collaboration days this has ensured an "all in this together" approach, provided a plan for future working in teams and in turn will support a better work life balance as everyone shares good practice and high-quality resources.

This has really benefited smaller departments by bringing them together and building a team approach across schools. This has been a welcome development in areas that can often be lonely in schools. Investing in people and ensuring they are part of the team has certainly been a step forward.

This has particularly supported new starters feel welcomed, to have someone to share ideas and problems with and provide a friendly approach to improving the workforce together. This provides the very best for our staff, students and community.



LEARNING FOR LIFE



4. Learning for Life

Continuous Learning for Life is not just a motto, but a way of life. At the core of our mission is a commitment to preparing students for success in their future careers. Through a robust careers programme, we provide students with real-world experiences, including work placements, local job opportunities, career fairs, visits, and inspiring guest speakers. This ensures that they not only excel academically but also gain practical skills and insights into the professional world.

Our inclusive curriculum is designed to cater to the diverse needs of all students, empowering them to build strong foundations of knowledge and understanding while honing their skills. Additionally, our extensive extra-curricular programme offers countless opportunities for students to expand their horizons beyond the classroom. From sports to arts, community service to entrepreneurship, there is something for everyone to explore and engage with, enriching their learning journey and preparing them for life after school.

This year, we are thrilled to announce a significant increase in the number of guest speakers and visitors to our school. Students are eager to learn from and interact with experts from various fields, fostering a culture of curiosity and open-mindedness. This enhanced exposure to different perspectives not only broadens their worldview but also inspires them to pursue their passions and aspirations with confidence and purpose.

As we continue to grow and evolve, we remain dedicated to expanding our programme further, offering even more activities and opportunities for our students. Whether it's through new partnerships, innovative initiatives, or exciting events, we are committed to providing an enriching educational experience that prepares our students for a lifetime of learning, growth, and success.



4.1 Wave system and the development of behaviour and SEND

This year marked an exciting milestone as we introduced the innovative Wave system alongside joining the new Trust. Developed in rapid succession to meet the Trust's expectations, the Wave system part of the Learning for Life framework has already begun to showcase its potential by efficiently identifying students who may benefit from additional support. Through its timely intervention approach, students are being identified and provided with the necessary resources to access the curriculum effectively, bolstering their success.

Central to our commitment to inclusive education, the provision for Special Educational Needs and Disabilities (SEND) has been meticulously mapped out, offering invaluable insights for teachers and teaching assistants to tailor their support accordingly. This comprehensive framework is also readily shared with parents, fostering a collaborative environment where everyone is empowered to contribute to the student's journey.

While we acknowledge there are some staffing gaps posing challenges to our desired level of support in classrooms, we are continuously addressing this issue. By prioritising the recruitment of qualified staff, to ensure every student receives the guidance they need to thrive academically and personally. Parents are integral partners in their child's education, being kept well-informed about their child's progress every step of the way.

Amidst our achievements, behavioural management remains a focal point, presenting a continuous but surmountable challenge. Through concerted efforts, we are instilling a culture of accountability and respect within our school community, emphasising the importance of positive conduct in every aspect of school life. By nurturing an environment conducive to learning and mutual respect, we are paving the way for every individual to realise their full potential and contribute meaningfully to our collective success.



BELONGING



5. Belonging

The sense of belonging is very special here at Idsall. We pride ourselves on our togetherness and team approach to #TeamIdsall that fits nicely into the Trust's vision of Achievement through Caring and #togetherwegrow.

The five Trust values of Excellence, Integrity, Empathy, Creativity and Equality are woven into everyday life here. This year we have joined the My Voice, a student survey co-ordinated by the Trust to ensure everyone has their say and their views are listened to and form part of the decision making.

Where possible we have taken every opportunity to ensure we grow a sense of belonging and share and explain the "why" factor to all of our students, staff, parents and community.

After all, Idsall is a community school, for it's community and is a truly inclusive school.



5.1 Connecting with our communities and community plans

Idsall School's commitment to community engagement shines through a variety of initiatives spanning local, wider, and even global spheres. At the heart of this effort is the Intergenerational Project with Netherwood Care Home, where Year 10 and 12 students visit weekly to foster connections through activities like bingo and quizzes. Looking ahead, plans are underway to expand these interactions to encompass activities such as reading sessions and gardening, illustrating a dedication to fostering meaningful relationships across generations.

The school's impact extends beyond its immediate vicinity, as evidenced by its ongoing support for various causes. Regular collections for the Shifnal Help Foodbank and St Chad's Refugee Sanctuary underscore a commitment to addressing local needs, with recent efforts resulting in the donation of nearly one tonne of food and an overwhelming response of clothes and hygiene products. These endeavors, conducted through Form Groups, demonstrate a collective effort to make a tangible difference in the community.

Furthermore, Idsall School is actively engaged in broader social issues, exemplified by its upcoming visit to St Chad's Refugee Sanctuary in Birmingham City Centre. Students will not only receive firsthand exposure to the experiences of asylum seekers but will also contribute by offering English-speaking lessons. Additionally, initiatives like the Big Idsall Sleep Out to raise funds for St Basil's Youth Homelessness Charity and the student-led fundraising for WWF to save sea turtles highlight the school's commitment to addressing national and global challenges, showcasing a multifaceted approach to community involvement and social responsibility.

To further deepen its involvement in the local community, we are seeking to foster stronger collaboration and dialogue through initiatives like the Working Party with Shifnal Council. By providing students with a platform to voice their perspectives on local matters and propose improvements for young people, the school empowers them to actively shape the environment they inhabit. Moreover, active participation in events like the Shifnal Festival not only showcases the talents and dedication of our students but also strengthens bonds within the community. Through ongoing engagement at both the grassroots and institutional levels, Idsall School continues to exemplify its dedication to fostering a vibrant, inclusive, and thriving local community.

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LGB AND GOVERNANCE



6. LGB and governance

The Local Governing Board is dedicated to advancing the school's strategic priorities through individual visits, meetings with the Headteacher, and collaboration with the Senior Leadership Team. Here are a few examples of successful initiatives achieved through their efforts:

People First

- **Wellbeing Focus:** Ensuring the wellbeing of staff and students is a constant area for discussion and action.
- **Stakeholder Voice:** Governors examine responses to stakeholder feedback and observe impacts firsthand.
- **Pastoral Care Space:** A need identified through student voice led to the establishment of a quiet, calm place for pastoral care. Governors visit this space to verify its positive impact on pupils.

Belonging

- **Impact Evidence:** Governors seek evidence on the effectiveness of school initiatives in making students comfortable reporting bullying, discrimination, and other concerns.
- **Challenge and Verification:** Governors challenge methods and review impacts, with follow-up visits to assess progress.
- **Positive Feedback:** Latest Ofsted reports indicate that pupils feel more comfortable raising concerns, reflecting successful interventions.

6. LGB and governance

Working Today to Protect Tomorrow

- **Attendance Focus:** Recognising the importance of good attendance for future prospects, governors advocate for more interventions to address lateness.
- **Assurance from Ofsted:** Governors receive confirmation from Ofsted that interventions on lateness are effective, bolstering their efforts.

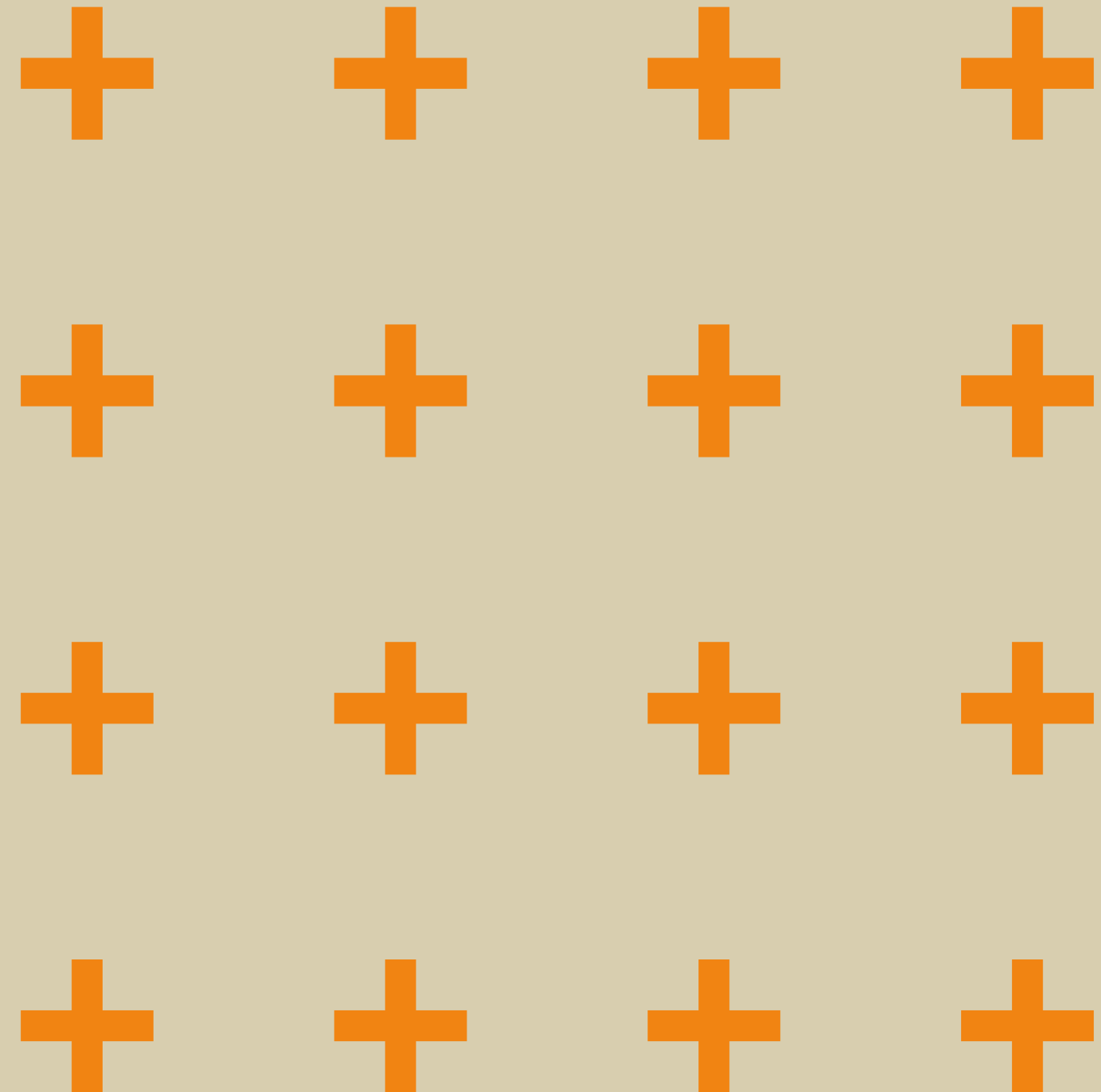
Anytime, Anywhere Learning

- **Community Engagement:** Governors focus on the importance of expanding learning opportunities and community engagement for students.
- **Duke of Edinburgh Scheme:** Discussions led to the school's participation in the Duke of Edinburgh Scheme.
- **Ongoing Updates:** Governors request regular updates on community engagement activities to ensure continued progress and enrich students experiences in helping others.

By prioritising these areas, the Local Governing Board ensures continuous improvement and meaningful impacts across the school community.



SCHOOL HEALTH AND SAFETY - GDPR COMPLIANCE



7. Health and safety including GDPR compliance

Idsall takes its responsibility very seriously, managing health and safety in school with diligence. This includes managing risks and taking practical steps to protect staff, students and visitors from any harm.

We have arrangements in place to:

- Ensure we make the right decisions
- Have timely action plans to implement any actions
- Check they are working
- Act if they are not

This ensures:

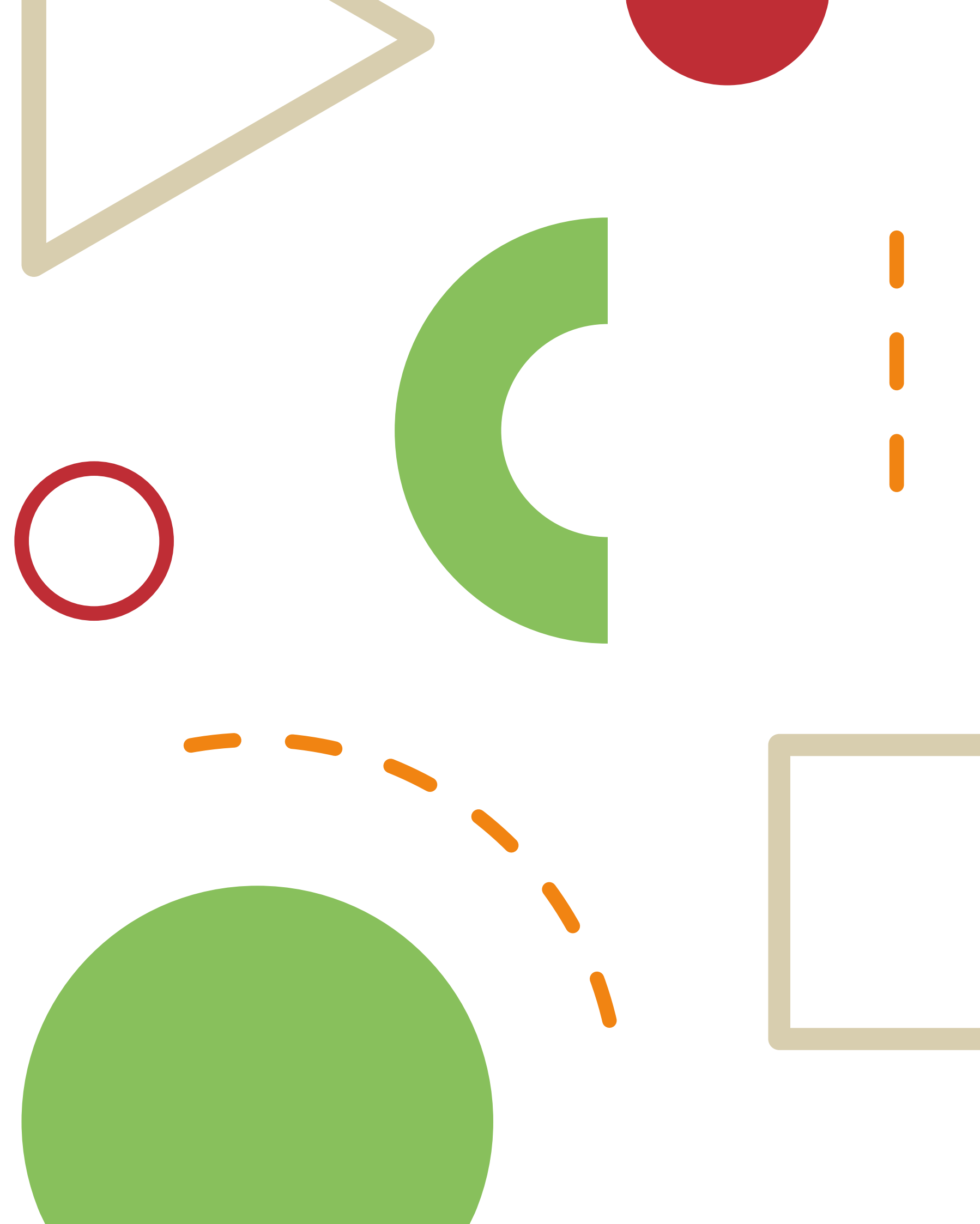
- The risks are controlled
- We provide a safe working environment for everyone
- These measures form part of our everyday processes for managing our school.

This year we have completed the installed our new Fire Alarm system which is now fully operational. This includes lockdown system and new sirens, lesson change bells and visual flashing beacons. This supports not only our health and safety policy but our punctuality drive.

We report regularly to the Local Governing Body and external H&S government required services and have had no near misses reported this academic year. Our annual Trust Health and Safety/Compliance audit carried out in April 2024 confirmed we are fully compliant in all areas.

GDPR

We have had one breach via an email sent to the wrong address, this was retracted, and calls were made to the receiver and the original person it should have been sent to. The member of staff has been given guidance and training to ensure this does not happen again. We remain fully trained in GDPR compliance and all staff complete the annual training provided by the Trust.



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