

Inspection of Haberdashers' Abraham Darby

Ironbridge Road, Madeley, Telford, Shropshire TF7 5HX

Inspection dates: 1–2 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this school?

Leaders have high aspirations for all pupils. But while they want all pupils to leave as confident, calm and caring people who have achieved well, at present the quality of education that pupils receive is not as good as it should be.

The principal has high expectations for pupils' behaviour and pupils know how to behave. There is a calm, orderly environment at breaktimes and lunchtimes. In some lessons, though, some pupils mess around, and this behaviour stops them and other pupils from learning.

There are many opportunities for pupils to take part in activities outside of their lessons. Many pupils enjoy taking part in music and sporting clubs. They appreciate that they can attend school on Saturday morning to continue these activities. Pupils are proud that primary-age children from the local area attend on Saturday as well, and this makes the school feel like part of the local community.

Pupils told us that they feel safe at school and that the staff look after them well. They said that bullying does not happen very often and when it does, they have adults that they can talk to and who stop it from happening. Some pupils with special educational needs and/or disabilities (SEND) felt that bullying does affect them.

What does the school do well and what does it need to do better?

Leaders are clear about what they want pupils to learn, especially in Years 7 and 8. In English and history, for example, subject leaders have carefully planned what and how pupils will learn. In these subjects, all pupils, including those with SEND, are achieving better results in their GCSEs than in other subjects.

In other subjects, such as mathematics and science, some teachers are not using subject planning well enough to help all pupils learn well. This includes pupils with SEND. Some pupils told us that they cannot always remember what they have learned previously, making lessons difficult. Teachers do not give pupils enough time to complete the work set.

Some older pupils have not learned what they needed to when they were younger. This means that they struggle in some subjects and do not achieve the GCSE grades that they are capable of.

Sometimes, teachers provide activities that are too easy. This means that some pupils get bored and misbehave while others display negative attitudes. Some teachers find some pupils' behaviour in lessons challenging. This distracts teachers from helping other pupils.

Pupils, including those with SEND, who attend the provisions, called 'mini school' and ADAPT, do not study as many subjects as other pupils. However, pupils who left

ADAPT last year were prepared for their next steps in education and went on to study courses at college. The small number of pupils who attend these parts of the school are not learning as well as they could because the lessons they do follow are not planned well enough to address their needs.

Pupils are prepared for life in modern Britain through their experiences in 'INSIGHT' lessons. Leaders make sure that these lessons cover issues that pupils might meet in the local community. They learn about cultural and social issues. Outside speakers are used to add interest and variety. For example, Year 8 have taken part in an interactive workshop promoting equality in the workplace.

Pupils told us that they value their house system and enjoy taking part in house activities. Pupils explained how the house system helps them feel part of the school community.

Many pupils take part in a range of clubs and activities at the school. The school band takes part in events all around the country. There are also many other opportunities for pupils to take part in, like the Duke of Edinburgh's Award, sporting clubs and the Army Cadet Force.

Trustees and governors work together to check how effective the school is. They are aware of the challenges the school faces and are proud of the inclusive ethos that the principal has developed. Many of the trustees and governors are experienced school leaders. They challenge the principal and ensure that aspects of the school continue to improve. However, they have not been as challenging in their evaluation of how the 'mini school' and ADAPT operate.

Students achieve well in the sixth form. This is because courses are designed and taught well. Students also pursue a wide range of studies beyond the academic courses. All Year 13 pupils take part in relevant work experience and have access to specific careers advice. Most students complete their chosen courses successfully. Many are the first person in their family to study at university.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to keep themselves safe in today's modern world through the carefully designed INSIGHT lessons. Pupils told us that they value these lessons and the guidance they receive from their teachers.

Staff are vigilant to the risks that young people face. They quickly identify pupils they believe may be at risk. Leaders then ensure that the pupils and, where necessary, their families receive the support they need from other agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers routinely set work that is hard enough and challenges pupils to think deeply. Therefore, many pupils are not learning as much as they are able to. When work is too easy, some pupils display poor attitudes to their learning and become disengaged. The recently updated curriculum planning has started to address this, but some subject leaders have not developed this fully. Leaders should ensure that all subject leaders plan a curriculum that is sufficiently challenging for all pupils.
- Pupils do not achieve as well as they could in mathematics. Although the subject leader has developed the curriculum in line with the whole-school approach, there is still too much variation in the way that it is being taught. Leaders need to ensure that the planning, resources and teaching address the needs of all pupils, especially pupils who have fallen behind.
- Leaders do not have an accurate enough view of the effectiveness of the provisions in the 'mini school' and ADAPT. The curriculum does not give pupils, including those with SEND, a deep enough knowledge of the subjects they are studying and there is too much variance in the way that their lessons are taught compared to the main body of the school. Leaders do not check on all areas of pupils' development well enough. This lack of relevant information means that leaders cannot make timely decisions about these pupils. Leaders must develop these aspects if this provision is to be a successful part of the school community.
- The planning of the curriculum for pupils with SEND is not as well developed as it is for other pupils in the school. It is unclear whether subject leaders or the school's SENCo (special educational needs coordinator) is responsible for developing this aspect of the curriculum. Leaders need to clarify who is responsible and then ensure that they have the relevant expertise to complete this.
- The principal has ensured that routines and expectations for pupils' behaviour are clear. However, there are some teachers who do not insist on these regularly enough in their classrooms. As a result, there are a small number of pupils whose behaviour disrupts other pupils' learning. Leaders need to empower all staff to follow these systems so that pupils behave consistently well across the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135582
Local authority	Telford & Wrekin
Inspection number	10088402
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,068
Of which, number on roll in the sixth form	104
Appropriate authority	Board of trustees
Chair of trustees	James Penney
Principal	Lee Hadley
Website	www.haberdashersabrahamdarby.co.uk/
Date of previous inspection	June 2015

Information about this school

- There are a small number of pupils who attend alternative provision. This alternative provision is provided through the local authority at the Linden Centre and House 1.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors visited lessons jointly with subject leaders and scrutinised samples of pupils' work.
- Inspectors talked with groups of pupils from key stages 3, 4 and 5. They talked to pupils informally across the site.
- Meetings were held with the principal, senior and subject leaders and members of the trust and governing body.

- Documentary and other types of information were evaluated, including evidence relating to safeguarding.
- Inspectors took account of the 57 responses to the staff online survey, the 57 responses to the online pupil survey, the 125 responses to and the 121 comments on the online Ofsted Parent View survey, and one telephone call from a parent.
- English, mathematics, science, history, technology and sports science were focused on as part of this inspection.

Inspection team

Lois Kelly, lead inspector	Ofsted Inspector
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Mark Howes	Ofsted Inspector

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