

# Inspection of Haberdashers' Adams

High Street, Newport, Shropshire TF10 7BD

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Inspection dates: 10 to 12 May 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected nine years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

This is a school at which staff provide high levels of both academic and pastoral care. The house system sits at the heart of school life. Pupils enjoy the various ways in which they can represent their house and the opportunities they are given to celebrate success. Pupils have a strong sense of belonging at the school and described the house system as like 'being part of a family'.

Pupils behave exceptionally well. They are mature, articulate young adults who show a hunger for learning. At break- and lunchtimes, pupils play together sensibly and are polite and respectful to both staff and their peers. Bullying is extremely rare and, when it does occur, it is dealt with swiftly by staff.

Leaders are keen that pupils extend their learning at key stage 3 beyond their curriculum subjects. In Year 8, pupils have a 'world affairs' lecture once a week, and in Year 9, pupils complete an independent learning qualification. Pupils can select from a wide range of subjects at both GCSE and A level and achieve very well.

Parents and carers are overwhelmingly positive about the school. They recognise and value the support their children are given. As one parent commented in response to Ofsted's survey, 'My son has flourished at this school both academically and emotionally.'

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

In many subjects, the curriculum is well planned and sequenced. This is particularly the case at key stages 4 and 5. Leaders have thought carefully about what pupils need to know and how to build on their prior learning. In science, for example, leaders have constructed an effective curriculum that ensures that pupils can revisit learning and secure their understanding of key concepts. In this subject, pupils are confident in what they know, and they make strong progress. In some subjects at key stage 3, the sequencing of the curriculum is less clear. Not all departments have thought carefully as to the exact order in which topics are taught and what key concepts pupils need to know and build on. This sometimes means that pupils do not always remember as much as they could.

Teachers are highly knowledgeable and are passionate advocates for their subject. They use this expertise very effectively to teach the curriculum. Teachers are keen to make sure that learning is accessible, and they provide real-life examples in lessons. In history, for example, when teaching about historical conflicts, teachers make connections with what is happening with the current war in Ukraine. This helps pupils to deepen their knowledge and understanding further.

Teachers carry out effective checks on learning to see what pupils know and understand. Questioning is used extremely well to help teachers spot and pick up on errors and misconceptions quickly. Pupils make insightful spoken contributions in lessons and are proud to share their ideas with others.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders are ambitious for pupils with SEND and understand their individual needs.

There are many ways in which the school broadens pupils' development. Pupils can apply for many different leadership roles during their time at the school, such as various 'captains'. The house system provides many opportunities for pupils to be involved in competitions. Large numbers participate in sport, music and dance events, as well as the whole-school cross-country run. The school offers a wealth of extra-curricular clubs. Pupils enjoy participating in activities such as musical theatre, choir and the school orchestra. Staff also run a popular and well-attended Duke of Edinburgh's Award scheme.

Leaders have put in place a programme for pupils' personal, social and health education that is delivered through assemblies and 'drop-down days' (days on which the normal timetable is replaced with activities based on personal development and skills). These covers various topics throughout the year. However, the school's curriculum on relationships and sex education (RSE) is not coherently planned or sequenced. Leaders recognise that they have not thought carefully enough about how pupils, including students in the sixth form, build their understanding of topics such as healthy relationships in an age-appropriate way. Some pupils therefore do not have a sufficiently secure understanding of these issues. Leaders have recently begun to address this by appointing a member of staff with specific responsibility for this area.

Leaders provide effective careers information and guidance to pupils. The school runs an annual careers fair and regularly invites local colleges and apprenticeship providers to talk to pupils about the options that are available to them. All pupils in Year 11 receive a careers interview and appreciate the opportunity to discuss their next steps. Students in the sixth form participate in a 'progression week' each year where they develop their skills in writing a CV and a personal statement. They also receive talks from former students or parents working or studying in areas such as medicine and law. As a result, a very high number of students go on to study at Russell Group universities.

Trustees and governors are rightly proud of the work the school has done in recent years. However, they are less clear about the rationale for the key stage 3 curriculum and have not sufficiently held leaders to account for implementing the RSE policy. They recognise this and have already taken action.

## **Safeguarding**

The arrangements for safeguarding are effective.

The systems and processes for safeguarding at the school are appropriate. Leaders provide annual safeguarding training that reflects the latest government guidance. Staff are clear about what to do if they have a concern about a child. Leaders ensure that pupils who need help get this in a timely and appropriate way. Leaders recognise that they could strengthen their safeguarding procedures further by

centralising their recording of some aspects of pastoral support. Pupils are taught to keep themselves safe through school assemblies. This has included talks on e-safety.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects at key stage 3, the curriculum is not coherently planned and sequenced. This means that it is unclear how pupils build their knowledge across topics and secure their understanding of key concepts over time. Leaders should ensure that all subjects at key stage 3 are effectively planned and sequenced, so that pupils can deepen their knowledge and understanding further.
- The RSE curriculum is not planned or delivered well enough. Leaders have not considered effectively how pupils develop their understanding of key topics, such as healthy relationships, in an age-appropriate way. As a result, some pupils do not understand these topics as well as they might. Leaders should ensure that they plan an appropriate RSE curriculum and that teachers implement this effectively, so that pupils develop a secure knowledge of RSE topics.
- Trustees and governors have not sufficiently held leaders to account for aspects of the school's work. This means that there are some parts of the curriculum relating to pupils' personal development that are not as well developed as they should be. Trustees and governors should provide greater scrutiny of the school's work in this area so that the school continues to progress and move forward.

## 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 information from Ofsted Parent View 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 are the school and you are 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

<b>Unique reference number</b>	137446
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10230114
<b>Type of school</b>	Grammar (selective)
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,041
<b>Of which, number on roll in the sixth form</b>	347
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Penney
<b>Headteacher</b>	Gary Hickey
<b>Website</b>	<a href="http://www.adamsgs.uk">www.adamsgs.uk</a>
<b>Date of previous inspection</b>	27 and 28 November 2013, under section 5 of the Education Act 2005

## Information about this school

- Haberdashers' Adams is both a day and boarding school.
- The school has boarding provision for boys aged 11 to 18.
- Junior boarders reside at Longford Hall and senior boarders at Beaumaris Hall.
- The school does not use alternative provision.

## Information about this inspection

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

This inspection was carried out at the same time as an inspection of the school boarding provision.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- Inspectors focused on the following subjects: English, science, languages, history, and design and technology. Inspectors examined leaders' plans, visited lessons, looked at pupils' work and talked with pupils about the way these subjects are taught. They also looked at other subjects to check how these are planned and taught.
- Inspectors reviewed a range of school documents. These included information about behaviour and attendance, and about the school curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and they scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with members of the trust and the governing body, the headteacher, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the free-text comments. Inspectors also considered responses to Ofsted's staff and pupil surveys.

## Inspection team

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