

Inspection of Ash Green School

Ash Green Lane, Ash Green, Coventry, West Midlands CV7 9AH

Inspection dates: 13 and 14 December 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Sixth-form provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Too often, behaviour at Ash Green School is disorderly and unsettled. Leaders have not ensured that pupils behave well. Staff do not manage poor behaviour consistently. Some pupils feel that they are not treated fairly, because they feel that teachers treat pupils differently. Behaviour is poor during social times. Some pupils do not show respect, courtesy and good manners, and do not follow the instructions of staff. At times, this leads to a chaotic atmosphere.

Behaviour during lessons is less disruptive. Most teachers have created a calm atmosphere where pupils can learn. Teachers plan lessons that meet the needs of most pupils. These lessons often carefully revisit what pupils already know. Pupils appreciate the consistency of the routines they experience in lessons.

Leaders have not instilled an inclusive culture. Some pupils pick on others with a different race, sexual orientation or religion. Although pupils are encouraged and taught how to report bullying, some pupils do not, because they feel it will worsen. Leaders do not deal with this.

Too many pupils are absent from school. Attendance is low for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders are working to remedy this, but improvements have been too slow.

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

Pupils study a well-planned and suitable curriculum. Curriculum leaders have designed lessons that build on pupils' knowledge over time. Teachers make sure that pupils have many opportunities in lessons to go over things they have learned before. This is working well and is helping some pupils to know more and remember more over time. In addition, teachers make checks to see if pupils have learned what they need to. However, sometimes the feedback given to pupils from these checks takes too long. This means that gaps in pupils' knowledge persist for longer than necessary.

Pupils with SEND follow the same curriculum as their peers. Teachers use personalised strategies to help meet the needs of these pupils. Outside of lessons, pupils with SEND receive support from the SEND team, for example to develop their social skills. However, too many pupils with SEND receive consequences and miss valuable learning time. Leaders do not monitor the appropriateness and effectiveness of these consequences.

Pupils enjoy reading for pleasure. Leaders have prioritised the development of strategies for pupils who are at the early stages of reading. This means that these pupils are receiving the support they need to improve their reading. As a result, these pupils are becoming confident readers and read for pleasure at home. As one pupil told inspectors, 'I love to read because I can escape.'

The behaviour and attitudes of pupils around the school are poor. Although leaders have recently made changes to the behaviour policy, it is yet to have the desired effect. The many consequences that are being given out are not working, and pupils can see this. Many pupils who receive consequences for disruptive behaviour often repeat the same behaviours. Leaders also use suspensions with the intention of improving behaviour, and these are rising. However, because leaders are not analysing the impact of the behaviour strategies and consequences effectively, they are unable to see how to break these patterns of behaviour. In addition, leaders do not intervene appropriately with these pupils when consequences do not work.

Pupils receive a well-structured personal, social and health education (PSHE) curriculum. This includes teaching pupils about healthy relationships, mental health and global citizenship. Despite this, some pupils continue to discriminate against their peers. Some pupils are not respectful and not prepared for life in modern Britain. Pupils access a high-quality careers programme which prepares them well for their next steps in education, training and employment. Staff offer a range of extra-curricular activities for pupils. These include debate club, dance club and handwriting club. Few pupils attend these, but those who do enjoy these opportunities.

Leaders' work to improve attendance has been slow. Many pupils do not attend school as often they should. Pupils who do not attend school, or miss lessons for behaviour reasons, do not catch up with work missed. These pupils not only get further behind in lessons, but they also miss out on their important PSHE sessions.

Leaders have constructed an ambitious study programme in the sixth form. Students are well prepared for their next stages and are well informed to make decisions about their lives. Teachers have created an environment that allows sixth-form students to focus on learning. Students in the sixth form have high attendance and positive attitudes to their education.

Leaders and those responsible for governance are not doing enough to improve weaknesses in the school. Leaders have made some improvements to the behaviour policy, but the implementation of this has been too slow. This means that poor or disrespectful behaviour and poor attendance occur too frequently in the school.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has ensured that staff are well trained. Staff report concerns quickly because they know their pupils well and understand the processes. The safeguarding team monitors and actions these concerns in a timely way. This means that pupils get the help they need efficiently.

Leaders allocate time throughout the school week to teach pupils how to stay safe and who to report issues to.

Leaders have carried out appropriate employment checks on their staff to ensure that they are suitable to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders, including those responsible for governance, have not addressed the weaknesses in the school effectively. As a result, too many pupils are still missing lessons, behaviour is inadequate and discrimination against certain groups of people exists. Those responsible for governance should ensure that leaders take urgent action to improve the serious weaknesses across the school.
- The way in which leaders manage behaviour is ineffective. Too many pupils are persistently disruptive and are removed from lessons. This means that some behaviour around the school is very disorderly. Pupils often continue to repeat the same unwanted behaviours, which results in leaders applying more consequences with no impact. Leaders should carefully analyse the information they gather about behaviour and apply what they learn accordingly, to give pupils the support and interventions they need to improve their behaviour.
- Overall attendance is low, and many pupils are persistently absent. This means that too many pupils miss out on the education they are entitled to. Leaders should act swiftly to improve the attendance of all pupils, including those who are disadvantaged and those with SEND.
- Some pupils are not well enough prepared for life in modern Britain. These pupils show a lack of respect, have poor manners and discriminate against their peers. Leaders should ensure that all pupils behave respectfully towards others, and understand why this is important, so that they are well prepared for life both inside and outside of 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 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.

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	137781
Local authority	Warwickshire
Inspection number	10240959
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	1,049
Of which, number on roll in the sixth form	118
Appropriate authority	Board of trustees
Chair of trust	Abbie Rumbold
Principal	Umbar Sharif
Website	www.ashgreenschool.org.uk
Date of previous inspection	29 March 2017, under section 8 of the Education Act 2005

Information about this school

- Ash Green School converted to an academy in September 2012.
- The school is part of the Creative Education Trust.
- Since the previous inspection, the school has undergone changes in leadership.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses one registered alternative provider and one unregistered alternative provider.
- The school has a website. Leaders ensure that all necessary information is readily available to parents and carers.

Information about this inspection

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

- This was the first routine inspection the school 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.
- During the inspection, inspectors held discussions with the headteacher, trust leaders, other senior and middle leaders, the special educational needs coordinator and those responsible for attendance and careers education.
- Inspectors held discussions with trust representatives and the CEO.
- Inspectors carried out deep dives in history, mathematics, English and science. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors reviewed the school's tutor programme. Inspectors also visited these at the start of the day.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. Inspectors took account of responses to a staff and pupil survey, as well as Ofsted Parent View, Ofsted's online survey for parents.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding leader.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Inspection team

Sultanat Yunus, lead inspector	His Majesty's Inspector
David Buckle	Ofsted Inspector
Gail Brindley	Ofsted Inspector
Mike Onyon	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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