

# IKB Academy

Chandag Road, Keynsham, Bristol BS31 1PH

## Inspection dates

11–12 April 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and governors have not promoted the spiritual, moral, social and cultural curriculum effectively. Too many pupils are not aware of fundamental British values. As a result, some pupils are not prepared well for life in modern Britain.
- Some teachers are not regularly checking students' misconceptions in the sixth form in line with school policy, so learners are not as successful in a minority of subjects.
- Health and safety aspects in practical technology are not enforced on a regular basis. Consequently, there are occasional lapses in tidiness and protective features.
- Leaders have failed to ensure that personal, social, health and economic (PSHE) education is taught well in the 16 to 19 programmes of study.

### The school has the following strengths

- The headteacher is a strong leader. She has built a popular and successful school from scratch. She has worked tirelessly to ensure success in a number of areas, such as good progress in key stage 4.
- Pupils behave well in school. The high number of exclusions in previous years has reduced greatly and is now in line with national averages.
- Pupils understand about keeping themselves safe. Leaders ensure that vulnerable pupils are cared for well.
- There are effective systems in place for checking and tracking pupils' progress. Teachers intervene in a timely manner in key stage 4 when pupils are falling behind in their work.
- The multi-academy trust adds value to the school by ensuring that the academic curriculum is broad and balanced. Pupils can take subjects in addition to science, technology, engineering and mathematics (STEM), at the secondary comprehensive on the same site.

## Full report

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

- Leaders and governors must ensure that:
  - the 16– 19 programmes of study include effective PSHE education
  - British values are embedded and that pupils have a greater understanding of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs
  - the promotion of the spiritual, moral, social and cultural curriculum prepares pupils for life in modern Britain.
- Improve teachers' checking of students' work in the sixth form so that it complies with school policy and learning is consistently good.
- Leaders must ensure that teachers in practical subjects enforce high standards in health and safety at all times.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

**Requires improvement**

- The school opened two years ago and, since then, the headteacher has established many positive elements. The initial cohort in key stage 4 was small in number. Many pupils had highly complex needs, which were managed well. Currently, the school is oversubscribed in key stage 4, and pupils are choosing to study STEM subjects because of the successes. However, the promotion of the spiritual, moral, social and cultural curriculum has not been effective. Even when leaders have taken pupils on trips to expand their understanding of diversity, pupils have not understood the purpose. Consequently, pupils are not yet prepared well for their next steps post-16 or post-18.
- Similarly, pupils are not aware of fundamental British values and their importance in creating a democratic society. Pupils do not discuss diversity regularly so the views of some are not developing with enough acceptance of differences.
- Leaders have high expectations. They are very good role models for pupils. Several parents and carers commented on the impact of the headteacher, describing her as 'inspirational'.
- The headteacher's evaluation of the strengths and weaknesses of the school is very accurate. The plans for further improvement are, therefore, focused on the right aspects and lead to the successes of which the school is rightly proud.
- There has been a relentless focus on improving academic outcomes for pupils. Leaders have implemented effective policies and practices that teachers apply. The checking and development of teaching are thorough and have led to better progress for pupils.
- Leaders have ensured that the new behaviour management policy is used consistently by staff. As a result, pupils behave well and are ready for their learning.
- Leaders regularly provide productive training and support for teachers. Teachers work well together and discuss pupil progress collaboratively, which has aided the rapid improvements that have been made.
- The academic curriculum offered to support future careers in STEM subjects is effective. Many students have gained places in Russell Group universities and Oxbridge; others have secured apprenticeships in the STEM industries.
- Currently, there is a greater proportion of boys in the school, but the number of girls is increasing. Girls are welcomed into the school and feel valued.
- Leaders provide effective support for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities. The majority are making good progress in their studies.

### Governance of the school

- Governors are gaining confidence in their roles. They have current and past experience in the STEM industries so are well qualified to support school leaders.
- The chair of governors is an effective strategic leader. He has reflected well on the best

way to provide an academic curriculum for pupils.

- Governors are not yet providing challenge and accountability on all aspects of the school's work. They have missed important considerations such as the impact of the spiritual, moral, social and cultural curriculum. Equally, the focus on the academic curriculum has not led to secure programmes of study in the sixth form which prepare students for life post-18.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The personal safety and well-being of pupils are secure. Records of any safeguarding issues are of high quality and detailed. An electronic system is used that makes chronology simpler. Staff work sensitively with parents and external agencies to monitor and support vulnerable pupils and have had great success in this area.
- Staff are trained to keep pupils safe from abuse, sexual exploitation and the influence of radicalisation and extremism.
- All the necessary checks on staff are carried out thoroughly. The trust provides efficient support through a central human resources department.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers have established routines so that learning can take place promptly and effectively.
- Equally, leaders have been very explicit about their expectations, so good teaching can take place. In the majority of cases, teachers respect these systems, and this has helped pupils make rapid progress, especially in key stage 4.
- Teachers are well qualified. Those in the STEM subjects have specialist and detailed knowledge that they use to plan good learning activities.
- Teaching in English is thorough. When pupils arrive with poor literacy skills, teachers are adept at improving these areas. This is important because proficient writing skills are needed in the majority of subjects studied.
- In key stage 4, teachers provide feedback to pupils in line with the school's policy. Pupils use this feedback well and they know what they need to do to improve. This practice is not yet as well used in the sixth form.
- Pupils who have SEN and/or disabilities are involved in the setting up of their own profiles, which explain their preferred ways of learning. Teachers are aware of the profiles and use them well. The special educational needs coordinator (SENCo) checks the progress of pupils who have SEN and/or disabilities constantly. She provides strong support to teachers and pupils when progress stalls.
- There are very few disadvantaged pupils. Consequently, teachers know them well. They are well supported in their learning and, in Year 11, are surpassing their peers in the progress they are making.
- Parents receive detailed communication about what their children need to do to be

successful in their chosen examinations so that home support can be offered.

- There is some variability in systems and processes between the two sites. In the majority of cases, pupils integrate well and are gaining a broader curriculum and wider examination achievement as a result.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils are not taught well about social and cultural aspects of life in the 21st century. Some teachers miss opportunities to explore the awe and wonder of the world, especially in the realms of scientific and technological developments.
- Pupils understand about what is right and wrong when taking actions. They are confident and able to articulate their feelings.
- Bullying is not an issue in the school and, on the few occasions when it has happened, leaders have dealt with it appropriately. Pupils are confident in leaders' actions in relation to this issue.
- Pupils have a clear understanding about safety. Pupils know how to take precautions when dealing with equipment in workshops, yet some teachers are not enforcing these practices consistently.
- Pupils are aware of the dangers of the internet. They understand about taking care that relationships are appropriate.
- Parents are confident that their children are safe and that leaders have their best interests at heart. As one parent commented, 'Management staff and teachers make it clear that we can contact them at any time with any concerns or questions. They are always visible and approachable at any school event or parents' evening.' This is typical of the comments received on the online Ofsted survey, Parent View.

### Behaviour

- The behaviour of pupils is good.
- Most pupils are respectful towards each other and staff. Leaders are quick to teach those who are not initially respectful how to be so.
- Pupils conduct themselves well throughout the day, including at break and lunchtimes. Pupils' conduct reflects the high expectations of school leaders.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing learning to flow smoothly and without interruption. Low-level disruption is rare.
- Leaders analyse behaviour records so that improvements follow. Pupils develop good behaviour and learning habits as a result.

- Attendance has improved considerably. Leaders work well with local authority education welfare officers. They are stringent in their expectations about attendance. Leaders do not shy away from imposing fines and other sanctions when attendance falls below the national average for any pupil. Furthermore, leaders are aware of the highly complex medical needs of some pupils, which affect their attendance and have an impact on overall figures.

### Outcomes for pupils

**Good**

- Pupils who joined the school in Year 10 in 2015 had prior attainment that was significantly below the national average. By the time they completed key stage 4 in 2017, their progress overall was significantly above the national average. Pupils made good progress in mathematics and science, in particular.
- The trust's directors of learning in English and mathematics work alongside teachers in IKB Academy to ensure that assessment is accurate.
- Teachers are able to work alongside other subject specialists in the trust; they learn from each other about good assessment practice. They moderate examination work collectively to ensure that standards are high.
- Outcomes for disadvantaged pupils and those who have SEN and/or disabilities are monitored closely. The majority of pupils are gaining good achievements. When this is not the case, leaders are aware of the issues and communicate well with parents and other agencies to make sure that progress is as strong as possible.
- Lower-ability pupils are achieving well. The most able pupils, especially in the sixth form, are gaining high standards, which lead to prestigious career opportunities.
- Pupils are prepared well academically for the transitions post-16 and post-18.
- Progress in English is improving. Although pupils take GCSE English Literature, the course has been condensed. Teaching is focused on language skills. Pupils are not yet provided with extended reading opportunities so are missing out on the richness of vocabulary and experiences that enhance, as well as go beyond, STEM subjects.

### 16 to 19 study programmes

**Requires improvement**

- Leaders have not ensured that PSHE education is covered well in the programmes of study.
- Students' welfare and development are not yet good. There are the same weaknesses in the sixth form as at key stage 4. The work done to promote students' spiritual, moral, social and cultural development is not yet effective enough. Students do not understand British values well.
- Teachers are not preparing students to have efficient independent adult working skills. There is a lack of awareness from students of financial management and other features of adulthood. Students are keen to have this addressed.
- Transition arrangements are less effective for students who have SEN and/or disabilities. Support in school is good, but not enough focus is put on planning for

students' career progression to the age of 25.

- There is a good base of work placements known to the school, but these have not been exploited sufficiently. The most successful work placements have led to employment and apprenticeships for students. However, not all students receive this level of experience.
- Marking and feedback in the sixth form are variable, as some teachers do not comply with the school policy. This has an impact on some students' progress.
- Leaders have evaluated their decision to ensure that all students take a level 3 examination in mathematics because outcomes were weak overall. They are providing bespoke packages for students according to career progressions and need. Leaders' attitudes to reflection and resolution are a strength of the school.
- Programmes of study are more effective in core mathematics, engineering and applied science.
- Students receive good impartial careers advice and guidance. Students are ready academically for the right next steps in education, employment and training.
- Academic students are gaining places at universities. They are well supported in their UCAS applications, and many in Year 13 have received offers already. More are going to Russell Group establishments.
- Destination data shows that students find places in education, employment and training. The progression to STEM courses and careers is high.
- Students retaking level 2 English and mathematics pass the examinations at this next attempt.
- Overall attendance is good. Students are punctual and attend regularly.

## School details

Unique reference number	142127
Local authority	Bath and North East Somerset
Inspection number	10042659

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Free school
School category	Academy free school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	170
Of which, number on roll in 16 to 19 study programmes	65
Appropriate authority	Board of trustees
Chair	Chris Trout
Principal	Debbie Gibbs
Telephone number	01179 161025
Website	<a href="http://www.ikbacademy.org.uk/">www.ikbacademy.org.uk/</a>
Email address	<a href="mailto:enquiries@theikbstudioschool.org.uk">enquiries@theikbstudioschool.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- IKB Academy is a STEM studio school. It is part of the Wellsway multi-academy trust and is on the same site as Wellsway School.
- The school became an academy in September 2015 and moved to its new buildings in March 2016.
- IKB Academy is smaller than the average-sized secondary school.
- The proportion of pupils supported by the pupil premium funding is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average

and is below the national average for those who have an education, health and care plan.

- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress at key stage 4.
- The sixth form outcomes are above the national threshold.

## Information about this inspection

- Inspectors visited lessons, many with senior leaders.
- Samples of pupils' work in a range of subjects were scrutinised.
- Inspectors talked with groups of pupils from key stages 4 and 5, as well as with pupils informally across the site.
- Meetings were held with the principal and senior leaders, members of the governing body, directors of learning from Wellsway multi-academy trust and the chief executive officer of the trust.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding, assessment and school evaluation.
- Inspectors took account of the 30 responses to the online Parent View survey, including the 30 comments, and the 11 responses to the staff online survey.

## Inspection team

Kathy Maddocks, lead inspector	Her Majesty's Inspector
Jules Steele	Her Majesty's Inspector
Lydia Pride	Ofsted Inspector

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