



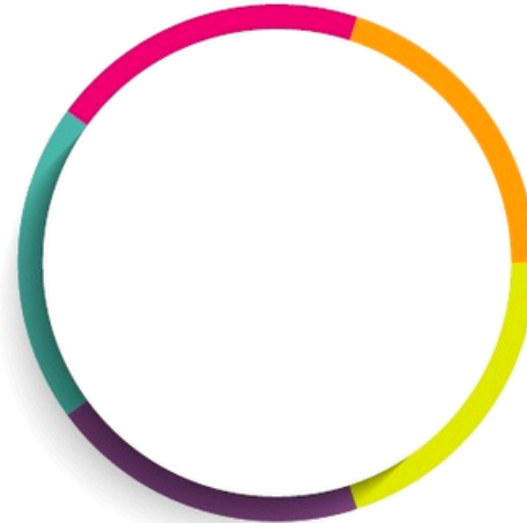
Idsall School

ANNUAL REPORT

2025/26

Our Vision & Values

Our vision:
Achievement
through caring



Excellence

Excellence: striving
always for mastery
and personal success

Integrity

Integrity: consistently
acting with honesty,
compassion and
respect

Empathy

Empathy: embracing
and supporting the
uniqueness of every
individual

Creativity

Creativity: inspiring
and challenging
through invention,
experimentation
and exploration

Equality

Equality: ensuring
fair opportunity
for all

Year of Purpose and Progress

It has been another strong and purposeful year at Idsall School, shaped by high expectations, thoughtful change and a clear commitment to our students. Throughout the year, young people have met challenges with maturity and determination, supported by staff whose care, professionalism and ambition remain a defining strength of the school.

Our sustained focus on teaching, learning and curriculum has continued to strengthen practice, with more precise use of assessment and targeted support particularly for our examination groups. Alongside this, we remain unwavering in our commitment to knowing every student well, ensuring that all learners, including our most vulnerable, are supported to succeed and to thrive.

Student wellbeing and safety have remained central to our work. The introduction of a phone-free school day has created a calmer, more focused learning environment, while strengthened emergency communication systems have enhanced our collective sense of security. These developments reflect our belief that young people flourish best in environments where they feel safe, supported and valued.

It is a privilege to lead Idsall School. Each day, our students demonstrate resilience, kindness and ambition, and our staff exemplify the very best of what education can offer. As we look ahead, we do so with confidence guided by care, driven by excellence and united in our belief in what our young people can achieve.



Michelle King

Headteacher

In 2025-26 we set our aims to be a confident, inclusive and high-performing community where people come first, learning is exceptional and belonging is felt by all. Through ambitious teaching, strong systems and trusted relationships, we empower every student and every member of staff to thrive today and into the future.

Idsall School Development Priorities 2025 - 26



People First



We offer High quality training investment



We support a healthy workload balance



All staff are coaches of others & have opportunities to lead



Our vision:
Great oaks from
little acorns grow



Anytime, Anywhere
Learning



Adaptive teaching is evident in all lessons



The Progress Gap is narrowing significantly

Your paragraph text



The needs of ALL students are met



Effective assessment is embedded in every classroom



Everybody **R**eads, **W**rites & develops **O**racY



Belonging



Everyone's voice informs decisions



There is a strong culture of celebration & rewards



Enrichment is accessed by all



Strong attendance drives high engagement to school life



Working today to
protect tomorrow



We are a first-choice school & employer



IDS6 grows with a creative & flexible offer to all students



All students & staff have high aspirations & positive next steps



AI: Empowers Future Learning & reduces workload

In 2026–27, we will continue to strengthen the school for the benefit of every child. Our focus will be on investing in our staff and leadership, delivering high-quality, inclusive learning and ensuring every student feels safe, valued and supported. We will refine systems and communication to create consistency, reduce pressure and improve day-to-day experiences for students and families. These priorities will help us build a confident, caring and high-performing school where young people are well prepared for their future and proud to belong.

Idsall School – SDP 2026-2027

People First

- Strong leadership at every level.
- Staff retention is high through systems of support and development opportunities.
- Strong values, high expectations, mutual respect, and trust

Belonging

- Students feel safe, valued and connected.
- Attendance improves through strong relationships and support.
- Communication is clear, consistent and trusted.

Anytime, Anywhere Learning

- Ambitious curriculum, strong teaching, reading flourishes and positive outcomes.
- Learning is adaptive, engaging and inclusive.
- All learners are prepared for their next steps.

Working Today

- Efficient systems reduce workload and increase impact.
- Resources and staffing are sustainable and well planned.
- The school is operationally strong and future-ready.

Our ambition

A confident, inclusive and high-performing school where people thrive through a sense of belonging, learning is exceptional and systems enable excellence now and for the future.

Ambitious Learning for Every Student



Over the past year, the quality and consistency of teaching and learning at Idsall School has continued to grow across all subjects. A strengthened focus on curriculum planning has ensured that learning is carefully sequenced, allowing students to build knowledge and skills steadily as they move through the school. This clear structure helps students feel confident in their learning and understand how each stage prepares them for what comes next.



Teachers are making increasingly effective use of assessment to identify strengths and areas for development, enabling lessons to be adapted and support to be provided at the right time. Targeted intervention, particularly for examination groups, has played an important role in helping students feel well prepared and supported as they approach key milestones. Parents can be confident that students are guided carefully and encouraged to achieve their best.



As a result, students are becoming more confident learners—able to explain their thinking, apply knowledge securely and show resilience when faced with challenge.

Care, Support and Opportunity for All



Over the past year, Idsall School has continued to strengthen its inclusive approach, ensuring that all students are known, valued and supported. Staff work closely together to understand individual needs and respond promptly, creating a caring environment where students feel confident asking for help when needed.



Support systems have continued to develop, enabling timely intervention and personalised guidance for students across the school. This includes academic support, pastoral care and close communication between staff and families to ensure students are supported effectively and consistently.

As a result, students feel safe, supported and encouraged to aim high. Parents can be confident that inclusion remains central to school life and that every child is supported to succeed and thrive.

Encouraging Focus, Conversation and Connection

This year, the introduction of a phone-free school day has had a positive impact on daily life for students at Idsall School. Students are more focused in lessons, with fewer distractions, helping them engage more fully with their learning and with each other. Many have commented on improved concentration and a calmer classroom environment.

Social times have also benefited, with students spending more time talking, playing and building friendships. This has supported wellbeing, strengthened relationships and helped foster a stronger sense of community and belonging across year groups.

We are pleased with the progress made and will continue to review and refine the approach in partnership with students and families. Our aim remains clear: to promote healthy habits, positive relationships and an environment that best supports learning and wellbeing for all students.



The Phone-Free Experience

“was hard at first, but now it feels normal and school feels more focused.” Year 9

“It’s helped me realise I don’t need my phone all the time” Year 10

“Break times are better because people actually talk to each other” Year 8

“At first I didn’t like it, but now I think it’s better for everyone.” Year 10

Wellbeing and Safety at the Heart of School Life



Student wellbeing and safety continue to be a strong focus at Idsall School. The introduction of a phone-free school day has contributed to a calmer, more focused environment, supporting concentration in lessons and positive social interactions during unstructured times.



Improvements to emergency communication systems have further strengthened the school's ability to keep students and staff safe, providing reassurance for families and the wider community. These measures reflect a proactive and thoughtful approach to safeguarding.



On a daily basis, staff prioritise emotional wellbeing by listening, guiding and supporting students. Parents can feel reassured that all students learn in a safe, supportive environment where wellbeing is valued alongside academic success.

A Proud, Caring and Connected Community



This year, the strong sense of community at Idsall School has continued to grow. Students have shown increasing confidence, maturity and pride in their school, supported by positive relationships and a culture built on respect and kindness. Everyday interactions reflect high expectations alongside care, helping all students feel safe, valued and supported.



Working in partnership with parents remains central to our success. Open communication and trusted relationships between home and school ensure students are well supported and celebrated. Throughout the year, our shared values have been reflected through charitable activities, students supporting one another and a collective commitment to giving back.



Together, we continue to build a caring, respectful community where students are proud to belong and families feel confident in the care and education their children receive.

Open, Flexible and Forward-Thinking Learning

Open6

Sixth Form - Built Around You

Open6 connects Sixth Forms within The Marches Academy Trust, giving students more choice, greater flexibility and a modern way of learning. Learning experiences that meets the needs of our rapidly changing world.



“Open6 meant I could study a subject that wasn’t available before, without having to leave Idsall.”

“I like that we get more independence, but still have the support of teachers who know us well.”

Year 12 students

At Idsall Sixth Form, students benefit from a modern, flexible approach to learning through Open6 designed to open doors, broaden opportunities and prepare young people for life beyond school. This innovative model gives students access to a wider choice of subjects and pathways, while remaining part of the supportive Idsall community where staff know students well and champion their success.

Open6 empowers students to take greater ownership of their learning, building independence, confidence and future-ready skills valued by universities, apprenticeship providers and employers. High-quality teaching is matched with strong pastoral care, ensuring students feel supported, challenged and confident every step of the way.

For families, this means the best of both worlds: exciting opportunities and increased choice, without losing the care, relationships and sense of belonging that define Idsall. It’s a Sixth Form experience that is ambitious, supportive and designed around students helping every learner thrive and succeed.

Explore. **Think.** Laugh. Discover. Believe. Smile. **Question.**

Consider. Focus. **Enjoy.** **Grow.** Challenge. **Succeed.**

Governors' Report



Sophie Brady - Chair of Idsall LGB

The Idsall Local Governing Body (LGB) is committed to advancing the school's strategic priorities: People First, Anytime, Anywhere Learning, Belonging, and Working Today to Protect Tomorrow. Governors engage actively through meetings, school visits, and attendance at events, completing 31 visits this year, including parents' evenings, coffee mornings and staff development days. These opportunities provided valuable insight into stakeholder views, informing more effective support and challenge.

Sophie Brady was appointed Chair at the start of the academic year, alongside three new governors whose diverse skills and experience have strengthened the LGB. Governors undertook 20 link visits, speaking with leaders, staff and students to validate school improvement work. For example, concerns about internal communication led to improved systems following governor challenge. Strong attendance practice, including early identification and intervention, was also evidenced. Governors explored developments such as Open 6, noting expanded curriculum opportunities and rising student numbers, while continuing to monitor impact. Safeguarding and safety remain key priorities, with assurance gained regarding progress towards Martyn's Law compliance.

Governors will continue to provide robust challenge and support, focusing on strengths and areas for development in line with the new Ofsted framework.

Looking Ahead: What's Next

While we are proud of the progress made this year, we are equally excited about what comes next.

Listening carefully to student voice, we will be investing in improvements to key social and communal spaces to further enhance students' day-to-day experience and sense of wellbeing. Alongside this, we will continue to develop year-group identity and belonging by creating more purposeful spaces for students to connect with their peers during social times.

Next year will also see us strengthen our inclusive provision even further, ensuring all students have access to the right support, at the right time, to help them feel confident, ready to learn and successful each day.

These next steps reflect our commitment to continuous improvement and to working in partnership with families to provide the very best experience for every child.





#togetherwegrow



01952 468400



admin@ids.mmat.co.uk



www.idsallschool.org



@idsallschool