

## School Newsletter | 8th December 2023

### Welcome

Welcome to the latest issue of our school newsletter. In this issue, we share an exciting opportunity coming to OSCA as we begin our fundraising project for a brand new 3G football pitch at our school. Since starting this project just a short time ago, we have already raised over £1000 towards our £10,000 target. We would like to say thank you to all of those who have contributed in any way. Not only this, but we have received our positive report from our recent Ofsted inspection which we are really proud to share with you. This will be attached to this newsletter.

### Good News

#### New Football Pitch Fundraising

OSCA have been presented with an amazing opportunity to get a new state-of-the-art 3g football pitch, which would greatly improve our academy for the students and the outside community. This would provide an incredible new resource for our school, and is a chance to update our current pitch. At this current stage, we are working with Birmingham County FA as well as the Football Foundation to submit an application to the Football Foundation Grants' Committee in Spring 2024. Over the coming months, we will be holding a range of fundraising events to help us raise our goal of £10,000. Keep an eye out for updates on our social media! Let's get OSCA a new pitch!

From this...



...to this!



#### Positive Ofsted Report

As you are aware, before half-term we had an Ofsted inspection. Throughout the inspection, we saw amazing effort from staff and students as we witnessed a rigorous and thorough couple of days. We are really proud to share that our school remains a good school, and we would like to take this opportunity to thank all students, staff, parents and carers for their amazing efforts. If you would like to see the full report, it will be attached to this newsletter.

### Attendance

1st	Year 7
2nd	Year 9
3rd	Year 8

High attendance is vital to ensure that students reach their maximum potential while at school. Having a couple of days off here and there may not seem like it will have much of an impact, but by having just 6-10 days off a year, it can drop the chances of achieving those higher grades by 10%. This equates to over 50 hours of learning lost per year. Congratulations to Year 7 who achieved the highest attendance last week!

### Upcoming Events

#### OSCA Bake Sale - Tuesday 12th December

On Tuesday the 12th of December, we will be holding a bake sale as part of our fundraising project to help get OSCA a new pitch. This will be held at break and lunch times in the foyer.

#### Christmas Gift Shop/Make the Staff Laugh - Week Commencing 18th December

### Social Media

Don't forget to follow us on social media, where you can find any news on school activities as well as updates about recent events.



@OSCATweets



Ormiston Sandwell Community Academy

# Inspection of a good school: Ormiston Sandwell Community Academy

Lower City Road, Oldbury, West Midlands B69 2HE

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Inspection dates: 24 and 25 October 2023

## Outcome

Ormiston Sandwell Community Academy continues to be a good school.

The interim principal of the school is Adrian Price. This school is part of the Ormiston Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Rees, and overseen by a board of trustees, chaired by Julius Weinberg.

## What is it like to attend this school?

Ormiston Sandwell Community Academy (OSCA) staff and pupils share the same high ambitions. Pupils understand and follow the 'Team OSCA' values of 'opportunity, scholarship, compassion, aspiration'. Pupils speak positively about the support they receive. Pupils are happy and safe. Typical parental comments include: 'changes that have been made over the last few months have shown how great OSCA is'.

Most pupils show respectful and positive behaviours during structured lesson times. However, pupils who spoke to inspectors said that poor behaviour still affects some lessons. During unstructured times, such as breaks and lunch, most pupils behave sensibly. Where pupils' behaviour is not acceptable, staff speak with these pupils to explain the school's high expectations. Staff act quickly and efficiently to address any behaviour issues.

OSCA places a strong emphasis on pupils' personal development. Year 11 pupils on the leadership team are proud to support others. Year 10 prefects actively promote a positive environment. These roles help pupils understand how to be responsible. The extra-curricular programme is rich and diverse. Pupils take part in a range of clubs such as sports, cooking and 'mech-tech'. Pupils value being able to participate in the Duke of Edinburgh's Award scheme and school productions.

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

There have been significant staffing changes since the last inspection. These include a new interim principal and changes to staff in senior, subject and pastoral leadership roles. The school has developed a highly ambitious and well-sequenced curriculum. All pupils,

including pupils with special educational needs and/or disabilities (SEND), follow this curriculum. Leaders' actions to improve the curriculum have led to consistently positive pupil outcomes by the end of key stage 4. The school has secured relevant training to help staff in their roles. As a result, teachers' pedagogy and subject knowledge is a strength.

In some lessons, teachers use assessments precisely. This helps pupils know and remember more. Teachers use 'three-to-start' tasks at the beginning of lessons. These assess what pupils know and help them to learn and remember key knowledge. For example, pupils in Year 7 history can recall from prior knowledge why the Silk Road is important. However, some teachers do not always check what pupils understand in lessons. They do not know if pupils have remembered what they have learned before. This means that some teachers do not consistently adapt the learning to address any wrong ideas or missing knowledge.

The school quickly identifies pupils with SEND. Teachers use pupils' information effectively to adapt their teaching. Leaders ensure that all pupils access the same, ambitious, curriculum. They adapt the curriculum to meet all pupils' needs appropriately. Pupils with SEND successfully access learning and achieve well. Leaders continue to review any curriculum areas where these pupils do not achieve in line with their peers.

The school has not yet fully developed effective strategies to support pupils who are weaker readers. The school identifies pupils who need support. However, leaders are not yet able to diagnose and address weaknesses in pupils' phonics skills, grammar and comprehension. In some classes teachers model reading. They encourage pupils to read during tutor sessions. However, not all pupils read widely and often in school and at home. Leaders continue to encourage and develop pupils' reading. They seek ways to engage all parents in supporting their children to read.

The school prioritises pupils' personal development well. The 'character development' (personal, social, health and economic (PSHE) curriculum) is well-planned and sequenced. Pupils learn about topics such as healthy relationships, fundamental British values and online safety. A comprehensive careers programme is in place for all pupils. Pupils engage enthusiastically with this programme.

Governors and trustees know their school extremely well. They support and challenge leaders in meetings and in visits to the school. They review and question aspects of the curriculum appropriately. They effectively hold the school to account for safeguarding and the quality of the SEND provision. The school carefully considers staff workload, which staff are appreciative of.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some pupils do not behave well enough during structured lesson times. This can disrupt the learning of others. The school should continue to raise expectations for pupils' behaviour throughout the school community to ensure that all pupils have a consistently positive experience of their learning.
- Some teachers do not use assessments well enough to check pupils' understanding or identify gaps in their learning. Therefore, pupils' gaps in learning are not addressed and they struggle to build on what they know. Leaders should ensure that all teachers use assessment consistently to identify and address any gaps in pupils' learning so pupils can progress well across the curriculum.
- The school has not fully developed effective systems to support pupils who are not confident readers. Also, many pupils do not read widely and regularly in school and at home. Therefore, pupils who need support are not making rapid progress with their phonics, grammar and comprehension and, more widely, pupils are not developing their reading as well as they might. The school should further and rapidly embed the current reading strategy to support all pupils who are not confident readers. It should also monitor and support pupils and parents in engaging with regular and wider reading.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2015.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	135979
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10269450
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,163
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Julius Weinberg
<b>CEO of the trust</b>	Tom Rees
<b>Principal</b>	Adrian Price (Interim Principal)
<b>Website</b>	<a href="http://www.ormistonsandwell.org.uk">www.ormistonsandwell.org.uk</a>
<b>Date of previous inspection</b>	15 May 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Ormiston Academies Trust which contains 42 schools.
- A new interim principal was appointed in September 2023.
- The school uses three registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors focused on the following deep dives: English, history, mathematics and performing arts. Inspectors looked at leaders' curriculum planning, visited lessons,

looked at pupils' work and talked with pupils about their learning. Inspectors also looked at the curriculum in other subjects.

- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with representatives of the trustees, including the education director of the trust, governors, including the chair of the local governing board, the interim principal, senior leaders, teachers, teaching assistants, support staff and pupils. Inspectors also talked informally to pupils, staff and parents to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered the responses to Ofsted's staff survey and pupil questionnaires.

### **Inspection team**

Stuart Clarkson, lead inspector

His Majesty's Inspector

Sarah Godden

Ofsted Inspector

Richard Gill

Ofsted Inspector

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# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe - with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

## WHAT ARE THE RISKS?

### CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends - but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

### EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

### INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse - so sexting continues to be a risk associated with Snapchat.

### ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

### ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beauty' effects on photos can set unrealistic body-image expectations - creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

### VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely - but which could also be used to track a young person for more sinister reasons.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

### CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.

### DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.

### CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up - and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.

### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life - especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.

### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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Sources: <https://help.snapchat.com/hc/en-gb/articles/120057835892-What-is-My-AI-on-Snapchat-and-how-does-it-work> | <https://valuesnap.com/en-GB/news/safety-features-from-snapchat-and-how-safety-enhancements> | <https://bbc.com/2022/04/18/snapchat-likes-location-sharing-chatgpt/> | <https://help.snapchat.com/hc/en-gb/articles/10000498844>