

Inspection of Outwood Academy Normanby

Normanby Road, South Bank, Middlesbrough TS6 9AG

Inspection dates: 27 and 28 February 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

The principal of this school is Mark Robinson. This school is part of Outwood Grange Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw. There is also a regional executive principal, Lynn James, who is responsible for this school and 13 others, and an associate executive principal, Laura Eddery, who is responsible for this school and two others.

What is it like to attend this school?

The school has raised its expectations of what pupils can achieve. Supported by the trust, leaders have developed a broad and ambitious curriculum. The school also promotes pupils' personal development effectively. It has improved the way it prepares pupils for life in modern Britain and for their next steps in education.

However, despite high expectations, the school has struggled to establish a positive and respectful culture where all pupils thrive. While many pupils do meet the school's high expectations, a significant minority of pupils show a lack of respect for both adults and their peers. They show negative attitudes to the value of good conduct and good behaviour. The behaviour of these pupils contributes to several pupils not enjoying school.

The trust is supporting the school in addressing such behaviours. Low-level disruption in lessons is not tolerated and there have been recent signs of improvement in pupils' punctuality to lessons. The school has reduced the frequency of bullying and discriminatory behaviour. It deals with such behaviour with appropriate rigour.

Pupils who attend regularly benefit from a well-taught curriculum. However, many pupils do not attend school regularly enough. Some of these absences are from pupils who have been suspended from school owing to their poor behaviour. This results in too many pupils not achieving well.

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

The school is working with substantial support from the trust to establish a positive and respectful culture in which pupils can flourish. School leaders, fully supported by governors, trustees and leaders from the trust, are fully aware that the school is only part of the way through its improvement journey. The school joined the trust during the COVID-19 pandemic. Some of the school's work to address its improvement priorities has not had the intended impact. In part, this has been as a result of the disruption caused by the pandemic.

Staff, including trust leaders, are a visible presence in the school. They model the behaviours they expect from pupils. The school provides individual pupils with the help they need to address their poor behaviour. This is making a difference. Pupils' behaviour in lessons has improved and many pupils behave in a calm and orderly manner.

However, the behaviour around the school from a significant minority of pupils remains a concern. Leaders are aware that they still have much work to do to improve these pupils' behaviour at school and their wider attitudes towards education. This work includes ensuring that staff address such behaviour with appropriate and consistent rigour. With the support of the trust, the school has the capacity to make the urgent improvement needed. For example, trust leaders are

currently pursuing opportunities to work more closely with local services to break down many of the long-standing barriers that prevent some pupils from thriving at school.

In other areas of provision, there are early signs of more notable progress. The school has established a broad and ambitious curriculum. Subject leaders have identified the essential knowledge they want pupils to know. The curriculum is well designed. It enables pupils to build their knowledge and skills in a logical manner. The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. Staff receive the training they require to meet the needs of pupils with SEND. In addition, pupils at an early stage of reading get the help they need to become confident and fluent readers.

Teachers have a secure subject knowledge. They revisit what pupils have learned before and check pupils' understanding. This helps pupils to know and remember more. Pupils with good attendance, including pupils with SEND, are developing a coherent body of knowledge. They show an ability to apply that knowledge to the tasks teachers set them. This is particularly true for younger pupils who are benefitting from the new curriculum.

However, persistent absence, and absence through frequent suspension from school, is high. Several pupils spend a significant amount of time removed from lessons. This means that many pupils have gaps in their knowledge and are not achieving well, as shown by the school's latest key stage 4 published outcomes. Pupils who were most recently assessed in external examinations did not have the benefit of the new curriculum throughout their time at the school. This also led to gaps in their knowledge.

The school has developed an age-appropriate personal development programme. Pupils learn about relationships as well as equality and diversity. They understand the importance of physical and mental health. Pupils get the careers information and guidance they need to make well-informed decisions about their future. While the school provides a wide range of extra-curricular clubs and activities, attendance at these clubs and activities is low. The school offers a limited range of educational visits. Pupils do not get enough opportunity to enrich their learning or gain new cultural experiences.

The school works hard to engage with parents and carers. It seeks to work with them to remove the often considerable barriers to pupils' achievement. Staff value the support the school gives them in managing pupils' behaviour. The school prioritises staff workload and well-being. Staff show a commitment to the school's work to improve pupils' behaviour and attitudes. Furthermore, they show a genuine commitment to the pupils at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A significant minority of pupils show a lack of respect for adults and other pupils. They have negative attitudes to school and do not see the value of good conduct and good behaviour. This results in persistent poor behaviour from these pupils which has a negative impact on the experiences of other pupils in the school. The school should ensure that it improves the consistency with which staff implement the school's behaviour policy. More significantly, with support from the trust, it should ensure that it sustains a rigorous and central focus on improving the behaviour of those pupils who consistently fail to behave in an appropriate manner.
- Many pupils do not attend lessons regularly, owing to persistent absence, suspension from school and time spent removed from lessons within school. This means that many pupils miss out on too much of their education, develop gaps in their knowledge and do not achieve well, not least in external examinations. The school should continue to reduce the time that many pupils spend out of lessons owing to their poor behaviour and/or persistent absence.
- The school does not provide pupils with sufficient opportunity to visit places of cultural interest. This means that pupils' learning is not enriched as fully as it could be. It also means that pupils do not gain new experiences which could raise aspirations for what they can achieve. The school should ensure that it provides all pupils with a wide range of enrichment opportunities that are integrated meaningfully into the school curriculum.

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

Unique reference number	147544
Local authority	Redcar and Cleveland
Inspection number	10297492
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	771
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
CEO of the trust	Lee Wilson (Interim)
Principal	Mark Robinson
Website	www.normanby.outwood.com
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Outwood Grange Academies Trust on 1 September 2019.
- The school uses four registered alternative providers and one unregistered alternative provider.
- 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

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

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the principal, associate executive principal, chief executive principal, the interim chief executive officer of the trust, and with trustees and members of the local governing body.
- The inspectors carried out deep dives in these subjects: English, mathematics, history, science, and design and technology. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in art and design and geography.
- Inspectors met with additional groups of pupils, with regard to behaviour and personal development. An inspector visited the unregistered provider of alternative provision used by the school.
- 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.
- The inspectors considered the responses to Ofsted's pupil survey, staff survey, and to the online survey for parents, Ofsted Parent View.

Inspection team

Ian Rawstorne, lead inspector	His Majesty's Inspector
Moira Banks	Ofsted Inspector
Chris Fletcher	Ofsted Inspector
Andrew Gibbins	His Majesty's Inspector

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