

Inspection of Outwood Academy Hasland Hall

Broomfield Avenue, Hasland, Chesterfield, Derbyshire S41 0LP

Inspection dates: 8 and 9 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Ian Cooper. The school is part of the Outwood Grange 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, Sir Martyn Oliver, and overseen by a board of trustees, chaired by David Earnshaw.

What is it like to attend this school?

In referring to the work of the school's leaders, one pupil captured the feelings of many, and of staff, when they wrote: 'Thank you for making my school a better place for everyone.' The school insists that pupils learn in a calm and orderly environment. The school's curriculum is inclusive and ambitious for all. Pupils know that staff care about them and their futures. They are well supported in realising their next steps in education, employment or training. Most pupils achieve well, particularly by the end of key stage 4.

Relationships are typically positive between pupils and with staff. Most pupils display positive attitudes towards their learning. Most pupils are happy. They applaud positive achievement and value the 'praising stars' programme. Classrooms are purposeful.

Expectations at Hasland Hall are high and uncompromising. Most pupils respond well to these. Some pupils struggle to behave as well as they should. These pupils are well supported in improving their conduct using facilities such as 'the bridge' and the 'personal learning centre'. Even so, occasions of pupils being removed from lessons or being suspended from school are high.

Pupils' moral and cultural development is well promoted. They explore different cultures, including Asian and Afro-Caribbean. Pupils helped to design a memorial commemorating Armistice, for the school and the local community.

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

Staff are united by a moral sense of purpose and determination for everyone's success. This ethos permeates all aspects of the school's provision. Staff have clarity about the school's expectations and its ambitious vision. Morale is high. Many staff say that the changes made in school have revitalised their enthusiasm and pride. They strongly value the school's investment in their professional learning. Teachers at an early stage of their career feel equally well supported.

The school's curriculum, for all subjects, identifies the knowledge and skills pupils need to know and remember. Learning 'journeys' enable pupils to build their knowledge over time. Alongside the academic curriculum, the school promotes pupils' social, moral and cultural development well. In art, for example, pupils explore Aboriginal and Chinese culture when learning to apply different techniques.

Teachers have strong subject knowledge. They use this knowledge to question pupils well, identifying and remedying any misconceptions they spot. Most pupils produce high-quality work. Most pupils achieve well in most subjects. On occasion, however, staff move pupils on to new learning tasks before they are ready. When this happens, pupils become unsure of what knowledge or skills they need to apply. Sometimes, they leave work incomplete as a result. Nevertheless, staff use the school's tracking processes well to know when additional help is needed and for

whom. Some pupils from disadvantaged backgrounds do not achieve, nor attend school, as well as their peers.

Pupils at an early stage of learning to read are well supported. These pupils are building confidence in reading with fluency and using subject specific vocabulary. Most pupils with special educational needs and/or disabilities (SEND) are similarly well supported. Staff receive the right amount of information to provide the extra help that these pupils need. Most pupils with SEND achieve well.

Pupils say that they feel safe at school. Most understand the school's 'call it out' strategy to report any concerns. The school provides high-quality pastoral support for pupils, showing understanding without compromising on the school's expectations.

The school has established a climate of inclusion and of celebrating diversity. Pupils enjoy discussing social responsibility. Most pupils have a secure understanding of fairness, respect and equality. Most embrace the importance of the British values well. Some pupils wrote to local councillors in support of refugees moving into the area.

The school offers a broad range of extra-curricular activities, particularly in sport and creative arts. Pupils value opportunities for out-of-school visits that enrich the curriculum and help to raise pupils' aspirations. These include a trip to Cambodia to experience voluntary work.

All leaders have a precise understanding of the school's strengths and priorities for further development. The school is strongly supported by the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has an ambitious curriculum for all pupils. Sometimes, however, teachers introduce new tasks without ensuring that pupils have fully understood what has been taught. When this happens, pupils are unsure what knowledge and skills they need to apply. Sometimes they leave work incomplete. The school should ensure that teachers in all subjects have the skills they need to check pupils' understanding and completion of work over time, especially for pupils from disadvantaged backgrounds, so that all pupils can achieve as well as they should.
- The school's expectations for all pupils are high and uncompromising. Nevertheless, occasions of removal from lessons and of suspension are high. A small number of pupils are repeatedly removed from lessons or suspended. These pupils miss out on the important learning they need in the classroom. The school

should ensure that the strategies used to realise its ambitious expectations of pupils lead to a reduction over time in occasions of lesson removal and suspension.

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	148337
Local authority	Derbyshire
Inspection number	10298549
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	826
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
CEO of the trust	Sir Martyn Oliver
Principal	Ian Cooper
Website	https://www.haslandhall.outwood.com/
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Outwood Grange Academies Trust in March 2021.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school makes use of one unregistered alternative education provision.

Information about this inspection

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

- 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.

- Inspectors met with the principal, the executive principal and the school's executive officer. They also met with other members of the school's leadership team, including the school's coordinator for pupils with SEND. Trust leaders were also present in most discussions.
- The lead inspector met the designate interim chief executive officer of the trust along with the vice-chair of the board of trustees. He also met with three representatives of the local academy council, including the chair.
- Inspectors carried out deep dives in art, English, history, mathematics and science. For each deep dive, inspectors held discussions about the curriculum with subject and trust leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited a sample of other lessons including geography, modern foreign languages, music and physical education.
- An inspector met with the school's leaders for reading and listened to a small number of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site during social time. They spoke with several individuals and groups of pupils, both formally and informally.
- To evaluate the effectiveness of safeguarding, 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.
- An inspector met with six teachers who are at an early stage in their teaching career.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's surveys for school staff and pupils.

Inspection team

Chris Stevens, lead inspector

His Majesty's Inspector

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