

Inspection of an outstanding school: Outwood Academy Bydales

Coast Road, Marske-by-the-Sea, Redcar, North Yorkshire TS11 6AR

Inspection dates:

28 and 29 November 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Robert McGreal. 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, Sabiha Laher, who is responsible for this school and two others.

What is it like to attend this school?

This is a school at the heart of its community. The school seeks to know and understand pupils and their families. It works with parents and carers to remove barriers to pupils' learning. Pupils cooperate well with each other. They are polite and friendly and show a respect for others.

The school has high expectations for what pupils can achieve. The trust supports the school with the development of an ambitious curriculum. Pupils show positive attitudes to their learning and achieve well in their GCSE examinations. They progress on to post-16 training and education programmes that meet their needs and interests.

The school is developing a culture in which pupils behave well because that is 'who they are'. This is a calm and orderly school. The school addresses any misbehaviour in a timely and appropriate manner. It helps pupils to take responsibility for their own behaviour.

Pupils have access to a wide range of clubs and activities, including various sports, poetry, music and art. They are inspired by educational visits to places such as Barcelona and the battlefields of the First World War. Pupils belong to student voice groups which contribute to school life and to that of the local community.

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

The school has developed an ambitious academic curriculum. The curriculum is well sequenced. Pupils can build their subject knowledge and skills in a coherent manner. The school reviews its curriculum systematically. Recent curriculum development work has focused on deepening pupils' knowledge and understanding. The school wants pupils to think and work like subject specialists, such as mathematicians and historians. At key stage 3, pupils study a broad range of subjects. At key stage 4, a high proportion of pupils study for the English Baccalaureate (EBacc).

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. The school identifies their needs well. It ensures that teachers and teaching assistants receive appropriate training and support. This enables them to meet the needs of pupils with SEND. The school also identifies those pupils who need extra help with their reading. These pupils get the additional support they need to become fluent and confident readers.

Reading is a priority for the school. Pupils read often at school, in lessons and in tutor time. The school has selected texts that reflect the diversity of the world in which pupils live. These texts give pupils an insight into the lives of others. They also engage pupils and help to promote a love of reading.

Teachers have good subject knowledge and use appropriate teaching strategies. They present new information with clarity and revisit what pupils have learned before. This helps pupils to know and remember more. They also give pupils the feedback they need to improve their work. However, in some subjects teaching does not consistently meet the ambitious intent of the curriculum. In these subjects, teaching does not provide pupils with a rich and deep subject knowledge and understanding.

The school does not tolerate low-level disruption. It has established an effective approach to behaviour. Pupils know how they should behave. Teachers get the help they need to manage behaviour. This helps to minimise disruption to learning in lessons.

The school has established a comprehensive personal development programme. Pupils learn about relationships and equality and diversity in an age-appropriate way. They are taught how to keep themselves safe, both online and in the local community. Careers education is a strength of this programme. Pupils gain the careers information and experiences they need. This helps them to make well-informed choices about post-16 training and education.

The school is led and managed well. The trust provides effective support for the school, for example with regard to curriculum development. Trustees and local governors perform their duties with appropriate rigour. They provide strategic direction and hold the school to account. Staff enjoy working at the school. School leaders listen to staff. They prioritise staff well-being and ensure that staff workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, implementation of the curriculum does not fulfil the school's ambitious intent. Also, in some lessons teachers do not secure essential knowledge for pupils with enough rigour and precision. This means that in some subjects, pupils do not develop a rich and deep body of both substantive and disciplinary knowledge. The school should ensure that it provides teachers with the professional development they need to deepen and extend pupils' subject knowledge and understanding, with particular regard to disciplinary knowledge.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in January 2018.

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	141399
Local authority	Redcar and Cleveland
Inspection number	10297407
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	804
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
Principal	Robert McGreal
Website	www.bydales.outwood.com
Dates of previous inspection	30 and 31 January 2018, under section 5 of the Education Act 2005

Information about this school

- The principal has been in post since September 2023.
- The school is part of Outwood Grange Academies Trust.
- The school uses two 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.

- 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, regional executive principal, associate 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 and physical education. 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 discussed provision for pupils with special educational needs and/or disabilities (SEND) and the school's reading curriculum.
- 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

Steve Lewis

Ofsted Inspector

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