

Outwood Academy Ormesby

Address: Tothill Avenue, TS3 0RH

Unique reference number (URN): 138711

Inspection report: 9 December 2025

Exceptional	
Strong standard	
Expected standard	● ● ●
Needs attention	● ● ●
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Inclusion

Expected standard 

The school has a very high proportion of pupils who are disadvantaged. Leaders have prioritised their work on inclusion effectively. Staff are deeply committed to supporting pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known to children's services. The school's approach to identifying pupils' individual needs is secure. Leaders review pupils' progress through the curriculum regularly and they make appropriate adaptations to the support pupils receive.

The school's approach to supporting pupils with social, emotional and mental health needs is focused on building positive relationships. Staff have received appropriate training on this, which is helping to meet these pupils' needs and promote high aspirations. Targeted support in provisions, such as 'Temenos' and 'The Bridge', helps pupils to re-engage with their learning. The school works proactively with a range of professionals to ensure pupils' needs are met. Pupils with SEND who access the school's specially resourced provision mix well with their peers across the school.

Leaders have ensured that the pupil premium grant they receive is used appropriately. This has contributed to improvements seen in pupils' attendance, behaviour and achievement. The school uses alternative provision in pupils' best interests. It is having a positive impact on pupils.

Leadership and governance

Expected standard 

Leaders, including those with responsibility for governance, know the school and wider community very well. The trust has clear oversight of the school's work and holds it to account effectively. They, along with the school leaders, are deeply committed to ensuring pupils overcome the barriers that many of them face. Often, this involves going the extra mile to support vulnerable families. Leaders have taken appropriate action to improve the school by developing an inclusive culture and promoting pupils' personal development successfully.

Leaders ensure that staff receive appropriate training. As a result, this means that staff have an increasing understanding of the school's chosen approach to teaching, known as 'the five pillars' and its expectations when staff manage behaviour. While leaders know there is more to do in these areas of the school, clear improvements are evident. Teachers have a secure understanding of disadvantaged pupils' needs, including pupils with special educational needs and/or disabilities, and those known or previously known to children's social care. Pupils who face additional barriers generally have their needs met and their achievement is improving.

School leaders make decisions that are in pupils' best interests. For example, the recent extension of the school day is designed to promote more regular opportunities for pupils' personal development. Staff are very positive about working at the school. Leaders are considerate of their workload and wellbeing. Staff, including those new to the teaching profession, value the support and recognition they receive. There is wide recognition from

staff, pupils and some parents of the significant improvements that are beginning to be seen at pace in the school.

Personal development and wellbeing

Expected standard 

The school has a carefully planned programme for pupils' personal development. The personal, social and health education curriculum teaches pupils important elements, such as healthy relationships and online safety in an age-appropriate way. Pupils have regular opportunities to debate and discuss topical issues. The programme helps pupils to develop their understanding of fundamental British values. For example, pupils are taught how to demonstrate respect for others and they take part in democratic processes, such as when they elect pupil leaders. Pupils recognise the importance of learning about different cultures, although the depth of some pupils' knowledge of different faiths is not secure. The school promotes equalities effectively. For example, there is support for LGBTQ+ pupils and staff challenge derogatory language on the rare occasions it is heard.

The school offers pupils high-quality pastoral care. This is tailored to meet pupils' individual needs. For example, appropriately trained staff provide pupils with targeted support to help them manage their anxiety, wellbeing and emotions. Pupils are confident that staff will deal with any concerns they have. The school offers pupils a range of inclusive opportunities for pupils to develop their interests and talents. Disadvantaged pupils receive support so they can access trips that are further afield. Pupils build their confidence and teamwork skills in the performing arts, the Duke of Edinburgh award and a number of sports teams. Leaders work diligently so that pupils maximise the benefits of the school's wider offer.

The school has an established careers programme. Over their time at the school, pupils learn about a wide range of careers and post-16 options available to them. This supports pupils' ambitions for their future.

Needs attention

Achievement

Needs attention 

Pupils' attainment is significantly below the national average overall, and has been over time. There are a significant minority of pupils who have gaps in their learning. This is hindering their progress through the curriculum. Some pupils have gaps in their basic literacy and numeracy knowledge. Occasionally, this is not addressed specifically or early enough. This prevents these pupils from achieving as well as they could.

Pupils could be better prepared for their next steps. The proportion of pupils sustaining their destinations in education, employment or training is significantly below the national average. However, there are signs that this is beginning to improve as pupils achieve better outcomes. For example, in 2025 the proportion of disadvantaged pupils achieving secure grades in GCSE English and mathematics was close to the national average. In addition, there are improvements in pupils' work in other subjects.

Attendance and behaviour

Needs attention 

Pupils do not attend school regularly. As a result, leaders prioritise improving pupils' attendance. The school analyses absence patterns carefully and leaders have increased the number of staff working with families to understand what the main barriers to attendance are. This helps the school to put in place targeted and specific support. This includes drawing on the expertise of other professionals when it is necessary. While this is improving rates of attendance, leaders recognise there is more to do to ensure pupils attend school more regularly.

The school's behaviour policy is not consistently applied by staff. Some pupils' attitudes to learning vary. While the rate of suspensions has reduced, it remains high. That said, the school has secured steadfast improvement. Lessons are typically calm and orderly. The school has focused on developing positive relationships and teaching kindness and respect. The school's strategies to support pupils with social, emotional and mental health needs has helped to reduce suspensions effectively. For example, the 'Temenos' provision provides pupils with access to specialist support in regulating behaviour and managing emotions.

Curriculum and teaching

Needs attention 

The curriculum and its delivery are in development. Leaders, with support from the trust, are working effectively to ensure that the curriculum is suitable, well designed for each subject and meets pupils' needs. Leaders know that there is further work to do to improve the support they provide to those pupils who struggle with the basics of reading, writing and mathematics. While the school identifies the weakest readers quickly and has appropriately trained staff to help pupils catch up, there are inconsistencies. For example, in the way teachers support pupils with their spelling and learning of new vocabulary.

The school provides teachers with effective and regular training on the school's chosen approach to teaching, known as 'the five pillars'. Although this is helping to bring about improvements, the quality of teaching is mixed. Teachers typically have secure subject knowledge. However, they do not check pupils' understanding routinely. As a result, they do not identify, adapt their teaching and address the gaps and misconceptions that some pupils have consistently.

Disadvantaged pupils and pupils with special educational needs and/or disabilities have the same experiences of the curriculum and its delivery as their peers. However, teachers ensure that they get the support they need in lessons.

What it's like to be a pupil at this school

Outwood Academy Ormesby is rapidly improving. The school is increasingly successful in reducing the barriers that pupils face so that they receive an inclusive, high-quality education that improves their life chances. Pupils enjoy the improved experiences of school. However, as yet, pupils do not achieve or attend school as consistently well as they should. This is also the case for disadvantaged pupils, who are not routinely well prepared for their next steps.

Pupils' behaviour is on a journey of improvement. The school is generally calm and orderly. Lessons are productive and there are clear routines that most pupils follow. At social times, pupils generally mix well. The school promotes 'random acts of kindness' and 'thankful Thursdays'. Through these, pupils are taught how to demonstrate respect. There is a clear focus on developing positive relationships. Despite these improvements, there are a small number of pupils who present disruptive behaviour. On the rare occasion that bullying happens, pupils are confident that teachers will deal with it quickly. Pupils are safe in school.

The school supports pupils' personal development well. The 'welcome hub' provides the school with the chance to check pupils' wellbeing at the start of every day. The school provides pupils with cultural experiences, for example, by visiting local landmarks and attending the theatre. Pupils take on roles, such as peer mentors, pupil prime minister and cabinet members, which develops their sense of belonging and responsibility. Pupils actively support their local community through the school's 'Outwood Out There' programme. This gives pupils the opportunity to visit care homes, litter pick, support local emergency services and marshal local park runs.

Next steps

- Leaders and governors should build on their recent work to improve attendance and behaviour by ensuring policies are followed consistently by staff, and that support and interventions are timely and have a sustained impact.
 - Leaders should improve the quality of teaching by ensuring that teachers routinely check pupils' understanding and adapt their teaching consistently in order to address gaps and misconceptions in pupils' knowledge so they make secure progress through the curriculum and achieve more.
 - Leaders should ensure that the impact of the personal development programme, including pupils' learning about different cultures, faiths and careers, is deep, embedded and consistent.
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About this inspection

This school is part of Outwood Grange Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with a member of the board of trustees. An extensive number of lessons were visited across a range of subjects. Pupils' classwork was also considered.

The inspection started on 9 December 2025. It was paused in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy. Inspectors returned on 10 and 11 December 2025 to complete the inspection.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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.

The inspectors confirmed the following information about the school:

The school has a specially resourced provision for pupils with speech, language and communication needs.

The school makes use of 3 alternative provisions, including 1 that is unregistered.

Principal: James Bridge

Lead inspector:

Dan McKeating, His Majesty's Inspector

Team inspectors:

Graham Findlay, Ofsted Inspector

Tim Johnson, His Majesty's Inspector

Nikki Heron, His Majesty's Inspector

James Duncan, His Majesty's Inspector

Chris Carr, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

738

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

825

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

65.04%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.71%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

20.87%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	29.9%	45.2%	Below
2023/24	27.3%	45.9%	Below
2022/23	26.9%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	33.1	45.9	Below
2023/24	31.3	45.9	Below
2022/23	31.7	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-1.12	-0.03	Below
2022/23	-1.14	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	20.2%	25.6%	Close to average
2023/24	21.0%	25.8%	Close to average
2022/23	16.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	28.8	34.9	Below
2023/24	25.9	34.6	Below
2022/23	25.6	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-1.38	-0.57	Below
2022/23	-1.51	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	20.2%	52.8%	-32.6 pp
2023/24	21.0%	53.1%	-32.1 pp
2022/23	16.7%	52.4%	-35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	28.8	50.3	-21.5
2023/24	25.9	50.0	-24.1
2022/23	25.6	50.3	-24.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-1.38	0.16	-1.55
2022/23	-1.51	0.17	-1.67

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	79%	91%	Below
2022 leavers	79%	93%	Below
2021 leavers	81%	94%	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	14.8%	8.1%	Above
2023/24	19.5%	8.9%	Above
2022/23	18.9%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	43.7%	21.9%	Above
2023/24	52.1%	25.6%	Above
2022/23	51.5%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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