

Outwood Academy Newbold

Highfield Lane, Newbold, Chesterfield, Derbyshire S41 8BA

Inspection dates

14–15 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Outwood Newbold is an effective and improving school. Standards have risen substantially in the past two years.
- Leaders at all levels have worked with passion and determination to raise the quality of teaching. Teaching is now good.
- Pupils behave well and their conduct in lessons and around the school is often exemplary.
- Pupils' outcomes have risen consistently over the past three years. In 2017, the progress pupils in Year 11 made was significantly above the national average.
- Parents, staff and pupils are positive about the changes that have been made to the school. Pupils who have been at the school for the longest time are clear that things are much better now.
- Leaders' work to improve the 16 to 19 study programmes have been effective. Teaching is well organised and is successfully raising outcomes.
- School leaders have an accurate understanding of what needs to be done in order to improve things further. They monitor and check the quality of teaching very carefully, and track the progress of individual pupils with great care.
- Governors are well informed and work effectively with the trust to provide strategic direction for the school.
- Pupils say they feel safe and are looked after well.
- A comprehensive programme of support and continuous professional development, provided by the trust, has contributed significantly to the improvement in teaching over time.
- Pupils' attitudes to their own learning are improving. In some classes, however, and particularly in key stage 3, pupils are not consistently motivated to learn.
- In a small number of lessons, teachers do not allow pupils enough time to fully understand something before moving on. This means some learning is not progressing as well as it could.
- A minority of pupils, most of whom are boys, do not take sufficient pride in their work. As a result, their work is untidy and their handwriting is difficult to read.
- The recent changes to the standards required by the end of Year 6 have not yet impacted the school's work in Year 7. The work for some pupils in this year is not challenging enough.

Full report

What does the school need to do to improve further?

- Continue to make effective use of the trust's resources to improve teaching so more is consistently outstanding.
- Ensure that all pupils present their work with pride and write legibly and neatly.
- Provide pupils in key stage 3 with work that builds on their Year 6 achievements.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders have transformed the school. Prior to its conversion to academy status, pupils' achievement, the quality of teaching and standards of behaviour were inadequate. In a relatively short period of time, these inadequacies have been reversed and all the school's work is now at least good and improving.
- The vision and commitment of leaders throughout the school and the wider trust are responsible for these changes. With an eye firmly on improving life chances, the principal has guided staff and pupils with great skill. He has convinced pupils that, when they work alongside his staff, they can achieve and his faith in this has borne fruit. This unwavering ambition is combined with a superb attention to detail so that, as the principal says, 'Small gains are regularly made.' The culmination of these small gains resulted in the exceptional improvements in GCSE outcomes in 2017.
- Senior leaders are a constant presence in the school. They check that learning is in progress and provide both support and intervention if necessary. Pupils know that senior leaders are never far away and that, in their lessons, they will help them with their learning if they are struggling.
- The additional funding that the school receives to support disadvantaged pupils, those who have special educational needs (SEN) and/or disabilities, and those needing to catch up in Year 7 is very well deployed. Its impact is tracked carefully and any interventions that are not having an impact are stopped and alternatives are sought. This represents very good value for money as it is having a substantial impact on these pupils' outcomes.
- The trust provides very effective support at both strategic and operational levels. Leaders from across the trust are regular visitors, supporting and working alongside leaders within the school to drive forward improvements.
- Leaders encourage teachers to improve the standard of their work and offer high-quality development/training opportunities on a regular basis. Teachers visit other, highly successful, academies within the trust to better their understanding of how the gains have been achieved. In addition, weekly professional development meetings are productive and focus on making a difference to learning. Different subject areas are working side by side in an attempt to learn from one another. For example, history teachers are learning about the strategies the English department uses that are transferable to their own work. Similar cooperation is evident between the mathematics and physics departments, so that pupils only have to understand one way of solving mathematical problems when they encounter them in a science lesson.
- The curriculum is effective and meets the needs of the pupils. The range of subjects available to study at GCSE is broad, and pupils receive good guidance when they are considering their options. Pupils in key stage 3 study the full range of subjects in the national curriculum. To supplement this, pupils are offered a variety of enrichment opportunities.
- Leaders ensure that pupils have high-quality, independent careers advice and guidance. An outside provider, used across the trust, provides pupils with support and

guidance that has helped them to make informed choices when they are considering their next steps.

- The school promotes British values in a structured way, through its curriculum and tutor time. In addition, pupils are encouraged to join committees in order that they can contribute and participate in active democracy through, for instance, voting for pupils' representatives.
- Leaders ensure that there are opportunities for the development of pupils' spiritual, moral, social and cultural development. Visits, residential trips and visitors enrich pupils' understanding of this country and others.

Governance of the school

- Governance is highly effective at both local and trust level. The academy council is populated by local governors who receive information from the school's leaders about the performance and direction of the work that they do. The quality of this information is high, and this helps local governors to have a clear picture of how things are going.
- The minutes of the academy council meetings are clear and show a focus on holding leaders to account for their work. Questioning is clear and pertinent.
- The trust provides the academy council with a very clear scheme of delegation. This sets out the trust's role and that of the academy council. The strategic direction of the school is broadly determined by the central trust and is implemented at a local level by leaders. The academy council then monitors impact but the trust maintains a very close eye on all of the performance indicators that the school produces.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's work to vet new members of staff and to ensure that all members of staff are appropriately trained meets requirements. The single central register, a document that records details of all adults that work or volunteer in the school, is well maintained and is fully up to date.
- Child protection systems are in place and are effective. Staff are aware of what to do if they have concerns about a pupil and routes of reporting these concerns are clear. The school works effectively alongside other agencies to support pupils who are either at risk or are vulnerable. Case studies of individual pupils reveal a robust and rigorous approach, keeping the best interests of the pupils at the core of the work.
- Leaders at all levels have worked successfully to create an increasingly open culture within the school where pupils are able to contribute, air their views and receive support where necessary. This has helped to create an environment in which, pupils say, diversity and equality are valued.

Quality of teaching, learning and assessment

Good

- Teachers and support staff have positive relationships with pupils. They plan effective lessons and almost all have good subject knowledge. Where teaching is strongest, questioning is effectively used to confirm and reinforce understanding.
- Teachers' assessment is at its most precise in key stage 4, where pupils' achievement is tracked carefully. Assessments are made at six-weekly intervals and the outcomes are analysed to make sure that individuals are on track. Where there are concerns, interventions and support are put in place. This approach is helping to promote the very strong progress in key stage 4.
- Assessment in key stage 3 is not as well developed. Teachers are not as skilled in identifying age-related expectations, especially in Year 7, which means that some of the work is not challenging enough. Work across the trust is underway to support the development of these skills.
- Overall, teachers communicate their expectations clearly to pupils. They set out what they want them to do and frequently give a specific time for each activity. Where teachers are skilled in assessing the progress that pupils are making, they adapt their strategies so that pupils can fully understand their learning. In some classes, the timings set are rigidly adhered to, and teachers take insufficient account of the learning that is going on. In these lessons, learning is proceeding too quickly for some pupils, and too slowly for others.
- When asked about their favourite subjects, a significant number of pupils quickly mentioned art and physical education. Inspectors saw first-hand why this is the case, as pupils were thoroughly enjoying their learning in these subjects. Good questioning, high expectations and excellent relationships combine to create an environment in which pupils thrive. Where learning is not as strong, it is generally due to teachers being overly reliant on high levels of structure in lesson planning and work that does not sufficiently challenge the most able pupils.
- As required by the school's marking and assessment policy, teachers routinely provide opportunities in lessons for pupils to improve their work, often based on feedback that either the teacher has provided or has been agreed with one of their peers. Pupils are now used to working in this way and report that it helps them to identify where they need more support.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are developing positive attitudes to their learning in many classes. This is more apparent in key stage 4, where last year's successes are motivating pupils to learn.
- Some pupils express their opinions about the school very well. They talk about making the most of the opportunities before them and how they have a pivotal role to play in their own education. This is not consistently the case, as others find it more difficult to

do so and do not yet see themselves as independent learners.

- Pupils are encouraged to take up the many enrichment activities that are on offer, including sporting and recreational ones, which will support a healthy lifestyle. Currently, around two thirds of pupils regularly attend these activities. The range of activities available caters for a wide range of interests.
- Pupils' mental well-being is a high priority for school leaders and support staff. Vulnerable pupils are identified quickly and are offered several different kinds of support, including time spent in the 'Bridge', where they can receive counselling and advice.
- Pupils told inspectors they feel safe in the school. They spoke with confidence about who they would turn to if they needed support. Pupils feel that bullying is rare, and that it is swiftly dealt with where it occurs.
- The school's programme to promote awareness of how to stay safe online and the anti-bullying work is built into the formal curriculum through 'life' lessons, and within assemblies and tutor times. During the inspection, pupils heard from a police community support officer about the impact, and consequences, of online bullying.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around the school. Breaktimes and lunchtime are calm and orderly. Pupils socialise well and many say they enjoy coming to the school.
- Attendance rates in the autumn term of 2015 were very low, and levels of persistent absence were rising. A senior leader was appointed to tackle this and, with new systems now embedded, rates of attendance have steadily improved each term since the summer 2016. Currently, rates of attendance are slightly higher than the national average. Persistent absence has also fallen, as a result of close tracking and better communication with parents.
- Pupils have a good understanding of the school's behaviour code, which involves a staged set of consequences that are incurred if behaviour does not meet the high expectations set. Senior leaders have frequent presence in lessons and in corridors, where they support teachers and ensure that learning proceeds without disruption.
- The school works in line with the trust's policy of issuing fixed-term exclusions as a part of its behaviour code. This means that the proportion of pupils who are excluded on a fixed-term basis has been higher than the national average, but has recently begun to decrease. In the first year after converting to academy status, the number of permanent exclusions was very high, as several pupils were unable to meet the raised expectations of behaviour. The number of permanent exclusions has declined since then and leaders are committed to ensuring that the proportion of pupils who are permanently excluded is in line with, or below, the national average.

Outcomes for pupils

Good

- Pupils enter the school with standards that are broadly average. In the past, they made slower progress than found nationally. In 2017, however, this trend was reversed and the progress that pupils in Year 11 made was substantially higher than the expected level. The proportions of pupils who achieved 4+/C+ passes in English and mathematics GCSE examinations were above the national averages. This was also the case for the proportion of pupils achieving grade 5+ (a strong pass) in English and mathematics.
- This pattern of improvement was repeated across many subjects and is the result of a concerted effort by school staff to raise standards and ensure that pupils realise their potential. In some subjects, such as art and photography, all of the pupils entered for the examination passed. Inspectors observed high-quality teaching in these subjects and pupils were keen to explain how much they enjoyed learning in these lessons. The standard of art and photography, often displayed around the school, is an inspiration to pupils.
- Pupils' achievement in subjects in which they have underperformed in the past has also improved. The GCSE results in science were very strong in 2017, with nearly all pupils passing in biology, for example. Pupils' results in humanities, the creative arts, modern foreign languages and design and technology were consistently good. This positive picture is similar in the BTEC National Diploma courses, where all pupils gained passes.
- The attainment gaps between disadvantaged pupils and others are narrowing quickly. Where these gaps were substantial in the past, there is now very little difference. Disadvantaged pupils make slightly less progress than other pupils in the school, but still make significantly more progress than other pupils nationally.
- The pupil premium funding provided for disadvantaged pupils is well deployed. A very broad range of interventions and support programmes are provided by teachers and support staff. The pastoral support team contribute well to this, ensuring that any pupils who may be vulnerable are quickly identified and supported. Pupils in receipt of such support are very positive about the impact that it has had.
- Boys' outcomes have been much lower than those of girls in the past. This gap is also narrowing. The gap has not closed because, despite the boys making more progress, girls are now making even better progress.
- The improvements in outcomes at GCSE are the result of the meticulous tracking of pupils' performance in key stage 4. The principal's mantra of 'no stone goes unturned' in the pursuit of excellence, means that support and interventions are provided on a bespoke basis. The impact of this work is rigorously monitored and interventions are tweaked in response. Pupils are expected to attend revision classes after the end of the school day. In discussions with inspectors, pupils said these sessions were very helpful and they appreciated the time that teachers and support staff devoted to them.
- Pupils who have SEN and/or disabilities made more than expected progress in 2017. Clearly targeted intervention programmes and well-organised in-class support have enabled this group of pupils to do well.

- Pupils in the Autism Resource Centre are provided for exceptionally well. A team of well-trained support staff, well led by a senior leader, know and cater for pupils' individual needs very well. Pupils are integrated into lessons wherever possible and are well supported when they are working. Outcomes for this small group of pupils are good. They follow individual timetables, which for some means formal qualifications, while others are learning more applied skills.
- Outcomes are not yet outstanding because, despite the improvements at key stage 4, the quality of learning in key stage 3 is not as strong. The work pupils have done in the past is not being built upon and expectations of what pupils can achieve are not as high as they are further up the school.
- The scrutiny of pupils' work in Years 7 and 8 indicates that, although progress is steady, some pupils are finding the work in English and mathematics to be easier than that which they were doing in Year 6. The level of expectation in primary schools has risen in the recent past, and the school has not yet fully adjusted its curriculum to accommodate this. Subject leaders are aware of this and acknowledge that more work needs to be done in order to bring the quality of learning in this key stage to the same standard as it is in key stage 4.
- When looking at work across Years 7 to 11, inspectors noted the variability in pride and presentation, and in particular that some pupils' handwriting is poor. The school has recently introduced handwriting classes for some pupils and there is some evidence of positive early impact. Inspectors also found that, on many occasions, it was boys' work that was untidy and whose handwriting was either poorly formed or difficult to read. In contrast to this, many pupils produce work that is very carefully presented and full of pride.
- Pupils' work in key stage 3 does not consistently stretch and challenge the most able pupils. In some subjects, including in mathematics and science, it was difficult to find work which extended and deepened pupils' learning. In these subjects, pupils who have been assessed as being at very different levels are often undertaking the same work. Leaders are introducing a 'mastery' programme in mathematics and it is successful in key stage 4. More work is needed in key stage 3 to ensure that it has a similar impact.
- The school is making effective use of the Year 7 catch-up funding to support pupils who did not reach age-related expectations in primary school. Assessment information indicates that, at this early stage, pupils are responding positively to the additional support and progress is being made.
- The combination of good and improving attitudes to learning in key stage 4, and much improved outcomes at GCSE level, mean pupils are very well prepared for their next stage of education.

16 to 19 study programmes

Good

- Outcomes for students in 16 to 19 study programmes have improved steadily for the last three years. In 2017, many more students achieved the higher grades of B to A* than in previous years. Rates of progress are rising but remain inconsistent. In some subjects, including English language, psychology, art and photography, progress in 2017 was above average. In contrast, students taking sciences, law or history at A level made less progress than they should have done.
- The quality of teaching is improving, and most is currently good. Lessons proceed efficiently, and relationships between students and staff are strong. Independent learning is encouraged where appropriate, and the use of questioning to embed and deepen learning is improving.
- Leadership in this area is effective. Leaders have a clear understanding of what is working and what needs to be improved. Work to improve the quality of teaching is underway and the impact is already being seen in several subjects. Students are known as individuals and their progress is carefully tracked.
- The requirements of the study programmes are met. Students benefit from varied experiences, including a leadership programme and a lead learner programme that broaden their experiences. Students' personal development is well supported through these, and other, enrichment opportunities.
- The majority of courses offered are academic (A level). A small number of BTEC National Diploma courses are offered and outcomes for these are very good and half of pupils completing these courses in 2017 achieved the highest grades.
- Levels of retention are high. This has not been the case in the past, when many pupils did not see out the courses that they had chosen. Rates of attendance have also risen in Year 12 and Year 13. The destinations of previous pupils are carefully tracked. Currently, no previous pupils are not in education, employment or training.
- Pupils report that they value the changes that they have seen in recent years, and many have raised their expectations of themselves and what they can achieve. A substantial proportion of pupils in Year 13 are applying to university and many are confident that they will be successful.
- Systems to safeguard pupils in 16 to 19 programmes of study are in place. They carry electronic identity cards and 'sign' in an out in order that the school is aware if they are on or off the site.
- The effectiveness of careers advice is good. An independent firm provides very good support and guidance, which is highly valued by pupils.

School details

Unique reference number	141377
Local authority	Derbyshire
Inspection number	10035954

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	883
Of which, number on roll in 16 to 19 study programmes	70
Appropriate authority	Board of trustees
Chair	Jon Ward
Principal	Steve Roberts
Telephone number	01246 230550
Website	www.newbold.outwood.com
Email address	enquiries@newbold.outwood.com
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is slightly smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have SEN and/or disabilities is broadly in line with the national average, including those who have an education, health and care plan and

those who just receive additional support.

- The proportions of pupils from minority ethnic backgrounds and pupils who speak English as an additional language are much lower than national averages.
- The school is sponsored by Outwood Grange Academies Trust.
- The school has an Autism Resource Centre with places for 14 pupils and is currently full. Pupils in this centre travel from a range of distances to attend.
- At the time of this inspection, the school did not use alternative provision for any pupils.

Information about this inspection

- Inspectors observed learning in over 50 lessons, making short visits to most and spending time looking at pupils' work and talking to pupils about their learning, where appropriate. On several occasions, senior leaders joined inspectors in their observations.
- Inspectors met with senior leaders, heads of subjects, governors, pupils, trust representatives and the chief executive officer of the trust.
- Inspectors took account of 78 staff questionnaires and 33 responses to Parent View, Ofsted's online parental questionnaire.
- Inspectors spent time observing assemblies, lunchtime, breaktimes, tutor times and at transition times between lessons.
- Pupils' work was the subject of significant scrutiny. Senior and middle leaders jointly undertook this piece of work with inspectors.
- Inspectors evaluated a range of the school's documentation, including assessment information, improvement planning, self-evaluations, attendance and exclusion data and quality-assurance information.

Inspection team

Chris Moodie, lead inspector	Ofsted Inspector
Kathryn Hardy	Ofsted Inspector
Julie Sheppard	Ofsted Inspector
Tim Croft	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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