

# Inspection of Outwood Academy Easingwold

York Road, Easingwold, York YO61 3EF

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Inspection dates: 14 and 15 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Outwood Academy Easingwold is an aspirational and nurturing environment where pupils are encouraged to excel. Staff have the highest expectations of what pupils can achieve and ensure that they meet them. Leaders insist that academic success is underpinned by a commitment to the well-being of pupils. This is a caring community where pupils and staff value and appreciate each other. Sixth-form students act as mentors to younger pupils who need extra support. Parents and carers praise the 'fantastic' commitment of staff to their children's development, particularly vulnerable pupils and those with special educational needs and/or disabilities (SEND). Leaders are moulding confident and positive citizens.

The majority of pupils behave well. Pupils are keen and enthusiastic to learn. Staff encourage pupils to manage their own behaviour and make the right choices. Some pupils have found returning to school after the pandemic challenging. They need more support to reach the high standards set by the school. Clear systems are in place to help these pupils behave as well as their peers. Students in the sixth form have exceptionally positive attitudes towards their studies. They are justifiably proud of their achievements. Bullying is rare and is not tolerated. Any incidents are tackled decisively by leaders.

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

Since joining the trust, leaders have focused on creating an ambitious, knowledge-rich curriculum that will prepare pupils to succeed in life. Academic success and pupils' wider development and character are carefully linked together and clearly mapped out. The school's 'intrinsic', 'academic', 'enhancement' and 'elective' curriculums combine to ensure that pupils receive an exceptional education. Pupils study two languages at key stage 3. The number of pupils following the English Baccalaureate (EBacc) route is high. The EBacc is a suite of qualifications including English, mathematics, science, a language, and either history or geography. Pupils achieve highly, including those with SEND. Many sixth-form pupils move on to prestigious academic destinations.

Leaders have ensured that curriculums are focused on knowledge. Recap and recall activities happen consistently so that pupils are building new knowledge on a strong foundation. Teachers skilfully uncover gaps in learning and make sure they are closed quickly. Pupils with SEND are supported by adults effectively to achieve their best, while also developing their independence. Pupils are clearly able to explain their learning. Students in the sixth form are articulate and insightful in discussions about their studies.

Leaders have prioritised reading across the school. Struggling readers are identified quickly. A wide range of effective support is put in place to ensure they catch up. Sixth-form pupils are trained to act as reading buddies to younger pupils who need additional support. All pupils regularly engage in reading novels together in tutor

time. These books are deliberately chosen to broaden pupils' horizons. Pupils enjoy the competitions that leaders use to encourage independent reading. There is an exceptionally strong reading culture evident across the school.

Across the vast majority of lessons, pupils are engaged and keen to learn. In a few lessons, there is low-level disruption. This is challenged by teachers. They remind pupils of the high standards expected. Some pupils sometimes do not behave sensibly in the corridors. Nonetheless, standards of behaviour are good and improving quickly.

Leaders ensure that the wider development of pupils is a priority. Leaders recognise the impact of the COVID-19 pandemic on the mental health of many pupils and have taken decisive action. The mental health provision in school is comprehensive. Parents and pupils alike appreciate the impact of this. Pupils are explicitly taught strategies to manage their own mental health in 'Well-being Wednesday' tutor time.

Pupils value their 'Life' lessons which cover a wide range of important topics that prepare them for life in modern Britain. These lessons are also supported by the content that pupils study in subject areas. For example, pupils in Year 9 study poetry that explores sexuality and gender issues in English lessons. Pupils talk maturely about respecting diversity and difference. They also model these respectful attitudes in their interactions around school. Younger pupils take pride in the opportunity to make 'pledges' that encourage responsibility. Pupils also undertake voluntary work with the National Citizenship Service.

Pupils are exceptionally well supported to make the right decisions about their futures. The careers input begins before pupils even arrive in Year 7, through transition links with primary schools. Pupils talk knowledgeably about the career of the week. They explain that it 'opens our eyes to the jobs that are out there'. Careers information is woven through all subjects and tutor time. Strong leadership in this area ensures that pupils experience a wealth of opportunities and information about their next steps. Provision in the sixth form is especially strong and targeted at raising the aspirations of students, including the disadvantaged. Students work with a wide range of external bodies so that they know about the options available to them. For example, the school works with the Crown Prosecution Service to introduce students to degree apprenticeships. The school meets the requirements of the Baker Clause.

Leaders at all levels are passionate about providing the best possible education for pupils. They have acted decisively and with integrity. Leaders from the trust are highly skilled in monitoring the effectiveness of the school. Despite undergoing a period of significant improvement, staff are convinced that leaders consider their workload and well-being. Staff agree that school leaders are supportive and consider themselves a 'family'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have nurtured a strong culture of safeguarding. Staff at all levels are vigilant in their attention to pupils' welfare. Staff know exactly what risks pupils face and how to report any concerns. Leaders monitor vulnerable pupils closely. They ensure that accurate and detailed logs are kept of the actions taken to keep pupils safe. Leaders work with a wide range of external agencies to make sure that pupils and families receive additional help when it is needed.

Leaders ensure that pupils learn about how to keep themselves safe. Pupils feel safe in school and trust adults to help them.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- A minority of pupils are less focused in lessons and do not behave as well as their peers. This can result in learning time being lost. Leaders should ensure the robust systems in place continue to improve pupils' behaviour.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	144976
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10227785
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	639
<b>Of which, number on roll in the sixth form</b>	99
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Earnshaw
<b>Principal</b>	Laura Eddery
<b>Website</b>	<a href="http://www.easingwold.outwood.com">www.easingwold.outwood.com</a>

## Information about this school

- The school joined the Outwood Grange Academies Trust in 2018. There have been significant changes in leadership and staffing since the previous inspection.
- The school uses no alternative provision.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with a range of school leaders, including the principal and the regional executive principal. They also met with the chair and vice chair of the

academy council. They met with representatives from the trust, including the chair of the trust and the chief executive officer.

- The inspectors carried out deep dives in these subjects: geography, mathematics, English and modern foreign languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, 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 curriculum plans for some other subjects, including music.
- Inspectors spoke with the leaders responsible for reading and listened to some pupils read.
- Inspectors met with the SEND coordinator. They looked at a range of documentation, including education, health and care plans and pupil passports. Inspectors also checked how pupils with SEND are supported in lessons.
- Inspectors met with leaders responsible for safeguarding. They looked at logs of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record. They also checked documents relating to safe recruitment.
- Inspectors met with leaders responsible for behaviour. They looked at information about suspensions, exclusions and attendance. They spoke with pupils who had been suspended about their experiences.
- Inspectors observed the behaviour of pupils at break and lunchtime. They spoke with a wide range of pupils, formally and informally, during the inspection.
- Inspectors spoke with leaders responsible for personal development and careers. They looked at curriculum planning for personal, social, health and relationships education. Inspectors spoke to a range of teaching and support staff, formally and informally, during the inspection.
- Inspectors also scrutinised a range of documents, including the school self-evaluation, the school development plan and minutes of academy council meetings.
- Inspectors considered the 202 responses to the pupil survey and the 71 responses to the staff survey. They also considered the 99 free-text responses to Parent View, Ofsted's online questionnaire.

## **Inspection team**

Katherine Spurr, lead inspector

Her Majesty's Inspector

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