

# Inspection of Outwood Academy Redcar

Kirkleatham Lane, Redcar, Cleveland TS10 4AB

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Inspection dates: 16 and 17 November 2021

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

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

Pupils at this school are taught well. Teachers expect them to do their best. Pupils value learning and enjoy their lessons. Teachers help them to remember what they have learned. This helps pupils to be successful. Pupils are given lots of opportunities to read interesting and challenging texts in lessons. Teachers help pupils to develop a rich vocabulary.

Pupils behave well in lessons. They are interested in their learning and actively take part in discussions and debates. Around the school, pupils are calm and orderly. If bullying occurs, it is dealt with quickly.

There are good relationships between staff and pupils. Teachers want the best for pupils and they know individual pupils well. They take the time to have positive conversations with pupils and celebrate their achievements. Pupils are positive about the support they receive from learning managers.

Leaders keep pupils well informed about current affairs and their local community through Redcar Responds. This helps to prepare pupils for life in modern Britain and teaches pupils how to keep themselves safe and healthy.

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

Leaders and teachers are determined to give pupils the best possible education. They have designed an ambitious curriculum and identified the most important knowledge that all pupils need. The number of pupils who complete the English baccalaureate in Year 11 has increased. At the same time, other subjects remain highly valued. Pupils enjoy the curriculum offer in subjects such as music and design technology. Leaders have carefully designed a curriculum which both broadens the horizons of pupils and creates a sense of pride in their local area.

Teachers have good knowledge of the subjects they teach. Teachers explain new information clearly. They break down complex ideas and concepts and help pupils to understand these. Teachers revisit important information regularly to make sure that pupils remember this. Assessment is generally used well. However, it does not always identify specific gaps in pupils' knowledge which would allow teachers to address these as quickly as possible.

Teachers help pupils to develop their vocabulary, and pupils read and communicate with confidence. The school gives extra support to pupils who are not yet confident readers. Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers are given useful information about pupils' individual needs, and they make sure that these pupils get the support they need to learn as well as their peers.

All staff have high expectations of how pupils should behave in school. Leaders support teachers to maintain these high standards. As a result, behaviour in the school is good. In lessons, pupils are focused and ready to learn. They ask relevant questions and discuss and debate issues with confidence. Pupils move around the school calmly. Pupils are supported to improve their behaviour, and teachers balance high expectations with care and respect for individual pupils. Pupils like the use of praise and rewards to celebrate what they have done well. The number of pupils excluded from school has dropped significantly over time. Pupils' attendance is also improving.

The school deals with bullying effectively, and pupils trust teachers to deal with their concerns. Pupils told us that they are accepted regardless of their gender or sexuality. However, in one year group, pupils told inspectors about the use of inappropriate homophobic language amongst some groups of pupils. They said that they do not always report this to teachers. The school teaches pupils the importance of respect for others, and pupils have been taught about sexuality, gender and issues such as homophobia. However, pupils feel that the school could go even further to tackle the use of this language by some pupils who do not see it as a problem or do not understand how this might make people feel.

Pupils take part in a wide range of extra-curricular activities and opportunities. They are positive about the range of opportunities on offer. Pupils are taught how to be healthy and safe. All pupils receive clear, independent and useful guidance about careers and further education. The school meets the requirements of the Baker Clause; pupils have lots of opportunities to meet local employers and colleges. Teachers encourage all pupils to participate fully in the life of the school. The student council are given real opportunities to have their say, and this is helping to improve pupils' experience of the school further.

Leaders have rapidly improved the school. They have focused on improving the quality of education for pupils. Leaders have a clear understanding of what the school does well and how it can continue to improve. They are supported by the academy council and multi-academy trust (MAT), who challenge and support leaders in meaningful and rigorous ways.

Leaders consult staff and take action to reduce staff workload. Staff describe leaders as approachable and supportive. Staff at all levels have positive relationships and they help and support each other. They are proud to work at the school. The school and MAT ensure a wide range of opportunities for staff to develop their expertise and to take on new challenges and responsibilities. This includes subject-specific support and training. A number of teachers in the school have recently joined the profession, and the excellent support for these teachers means that they are thriving in their new roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. All staff are aware of the risks which young people may face and take responsibility for keeping pupils safe. There are very clear systems in place to keep children safe, and these are checked regularly by staff in the school and the MAT.

Staff take swift action if they are worried about the safety of a pupil. Leaders in the school are tenacious about making sure that pupils get the support they need.

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

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

- Assessment is not always as effective as it could be. In some subjects, it is too focused on broad or long-term aims. As a result, assessment does not always allow teachers to pick up on specific gaps in pupils' knowledge so that these can be addressed quickly. Leaders should ensure that teachers in all subjects use assessment to identify pupils who may have misconceptions or gaps in important knowledge so that these can be addressed.
- In one year group, some pupils use inappropriate homophobic language in school. This makes some pupils feel uncomfortable. Leaders must ensure that more is done to encourage pupils to report this behaviour immediately, and that this is dealt with whenever it occurs. This includes ensuring that all pupils are knowledgeable about sexuality, gender and protected characteristics, and understand the importance of respect for others.

## **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>	145188
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10200744
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	554
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Earnshaw
<b>Headteacher</b>	Graham Skidmore
<b>Website</b>	<a href="http://www.redcar.outwood.com">www.redcar.outwood.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Outwood Academy Redcar is a small but growing secondary school. It caters for 554 pupils from age 11 to 16.
- The school uses the alternative provision setting at Outwood Alternative Provision Eston.

## Information about this inspection

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

- This was the academy's first routine inspection since opening in 2017.
- Inspectors discussed the impact of the COVID-19 pandemic on the school and have taken this into account in their evaluation.
- Inspectors carried out deep dives in history, science, physical education and English.

- Inspectors held discussions with senior leaders, subject leaders and teachers. They also talked to pupils about their learning and looked at work they had completed.
- In addition, inspectors considered a range of other subjects. They visited lessons, reviewed curriculum plans with subject leaders and spoke to teachers and pupils.
- Inspectors met with the designated safeguarding lead and reviewed documentation related to safeguarding and referrals to the local authority. They also spoke to staff about how they keep children safe.
- Inspectors met with the special educational needs coordinator, spoke to pupils with SEND, reviewed plans to support these pupils and visited lessons to see how these pupils are supported to learn.
- Meetings were held with representatives of the academy council and the MAT.
- Inspectors talked to staff and pupils. They analysed the 44 responses to Ofsted's Parent View survey, including 33 free-text responses. They also considered the 29 responses to Ofsted's staff survey and 15 responses to the pupil survey.

### **Inspection team**

Tim Jenner, lead inspector	Her Majesty's Inspector
Bernard Clark	Ofsted Inspector
Joe Barton	Ofsted Inspector
Geoff Lumsdon	Ofsted Inspector

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