

# Outwood Academy Foxhills

2 Foxhills Road, Scunthorpe, Lincolnshire DN15 8LJ

**Inspection dates** 20–21 January 2016

**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
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, managers and governors are exceptionally ambitious for pupils. They have very high expectations of pupils and staff. As a result, teaching is now good and pupils' progress improved significantly in 2015.
- From starting points that are well below average on entry to the academy, the proportion of pupils attaining five or more GCSE grades at A\* to C, including English and mathematics, is close to average.
- The progress of disadvantaged pupils and those who have special educational needs is checked very carefully and is improving strongly. Progress for these pupils is good because of very effective approaches that meet their needs well.
- Teachers plan activities which interest pupils and lead to good attitudes to learning. Teachers create many opportunities for pupils to work together and this not only strengthens pupils' progress but also develops their social skills.
- Pupils are punctual to the academy and to their lessons. Their conduct around the academy is of a high standard. They treat each other with dignity and respect, and are polite and courteous to adults.
- All pupils say they are safe in the academy and enjoy being there. Leaders have made sure that there are excellent safeguarding procedures in place to protect pupils.

### It is not yet an outstanding school because

- Occasionally, the quality of teaching is not consistently good. There are times when pupils' work is not checked quickly enough to ensure that they are achieving well.
- Although the number is reducing, there are still a few pupils who are regularly absent from the academy.
- There are times when work set is not challenging enough for pupils to reach the highest standards or to help them to make better than expected progress.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Further improve the quality of teaching to strengthen pupils' outcomes across the academy by ensuring that:
  - work is assessed quickly to identify those pupils who need greater support or greater challenge
  - work set for pupils, particularly the most able, challenges them to deepen their knowledge and understanding to raise standards of attainment
  - a greater proportion of pupils across Years 7 to 9 are making more than expected progress in their subjects.
- Strengthen pupils' behaviour by further reducing the numbers of pupils who are excluded or often absent from the academy.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- In a very short period of time, the senior leadership team and governors have had an exceptionally positive impact on the overall effectiveness of the academy. Their passion for all pupils to do well permeates the academy. Middle leaders and all staff have high expectations and are highly ambitious for pupils. As a result of exceptional leadership, the academy is providing a good education for its pupils. The capacity for further improvement is outstanding.
- Staff morale is high and contributing strongly to the quick improvements that are being made. Many staff took the opportunity to tell inspectors how proud they are to be members of the academy.
- Subject leaders are highly skilled and use a wide range of evidence to determine the quality of teaching and the progress pupils are making. They are making a highly effective contribution to the development of teaching and learning. When checking teaching, they identify clearly any strengths that can be shared and set clear targets for improvement. This practice is helping teaching to improve quickly although further work is to be done to ensure consistently strong progress in Years 7 to 9.
- Procedures for checking pupils' progress are extremely detailed, accurate and refined. Pupils who might be falling behind, or not meeting the high targets set for them, are quickly identified and given appropriate support and advice to improve. As a consequence, pupils' outcomes have improved rapidly regardless of their starting points.
- Performance management is used exceptionally well to identify the skills that teachers and leaders need to improve. A thorough system of performance review is in place for all other staff in the academy. The Principal and the regional chief executive use the information astutely to make sure that teachers and other staff are well trained to drive forward the quality of teaching and support for pupils. The academy has invested heavily in bespoke professional development, particularly for middle leaders, and this has led to much more consistently good or better teaching and better outcomes for pupils.
- The curriculum has been completely redesigned to make sure that pupils can be successful in a wide range of subjects. Pupils say that they believe they are benefiting well from the additional focus on mathematics and English across the academy, and the personalised support for learning given in 'The Bridge', as well as the many extra activities that are on offer for them. Besides gaining academically from the curriculum, there are strong gains in pupils' spiritual, moral, social and cultural development. The academy has a highly developed programme to ensure that pupils are exceptionally well prepared to take their place in modern Britain.
- Leaders and managers carefully check the safety and behaviour of those pupils attending off-site provision. There are very close links with the providers and the local authority to ensure that behaviour and attendance are well managed.
- The impact of the use of the pupil premium is exceptionally strong. It enables disadvantaged pupils to participate in all aspects of academy life. The progress of these pupils is checked closely and additional support and teaching are provided to make sure that they meet the aspirational targets set for them. The support for these pupils is impressive and reflects in the quick gains they are making. The Outwood Grange Academies Trust and governors invest a considerable amount of additional funding, above that allocated by the government, to support these pupils exceptionally well. This is an excellent example of the academy's commitment to equality of opportunity for all.
- After the previous inspection, the predecessor school, Invenio Academy, was judged to require special measures. The local authority sought the support of the trust to overcome the inadequacies. The trust has been instrumental in ensuring that Outwood Academy Foxhills is providing a good education for its pupils. Appointing exceptional leadership to the academy, providing highly accurate systems to support improvements for pupils and teamwork across the trust have all supported improvements for pupils. The local authority continues to work in partnership with the academy and the trust to check that pupils are being educated well.

## ■ The governance of the academy

- The governing body is making a strong contribution to the development of the academy. Governors are well informed about the academy through regular weekly reports and accurate information provided by the academy. They hold senior leaders to account through robust challenge and a clear understanding of the academy's improvement plan and targets. They have benefited from the significant training provided by the trust and the local authority, and have an accurate view of pupils' outcomes in relation to national information. Governors and the trust are having a powerful impact on the academy's rapid improvement.
- Governors are determined that the academy continues to improve. They have thorough procedures for checking the academy's finances. They use performance management well and link teachers' performance and pupils' outcomes to pay progression. They take action when they are not satisfied that targets are met. Through progress meetings governors are very clear about how all groups of pupils are achieving. Governors have approved the very effective use of government funding for disadvantaged pupils; they are clear about how successfully it is used and how successfully 'catch-up funding' is used.
- The arrangements for safeguarding are effective. Exemplary systems to ensure that pupils are safe, including those in off-site provision, and protected from harm are used highly skilfully by leaders in the academy. Staff are exceptionally well trained and vigilant. There are close links with external agencies to support safeguarding, including the local authority.

## Quality of teaching, learning and assessment **is good**

- The quality of teaching and learning is usually good, with some examples of outstanding practice. As a result, current pupils are making good progress.
- There are well-established routines and pupils settle quickly to their learning. Planned activities interest pupils and good resources, including computers, maintain pupils' good engagement in learning. Pupils are given clear explanations of what to do and know what is expected of them. Consequently, pupils make good progress.
- Questioning is used well to search out pupils' understanding and to check for misconceptions. Pupils are keen to give full explanations of what they are learning. Teachers take good advantage of pupils' enthusiasm to share their learning. They create good opportunities for pupils to work together and learn from each other. Pupils enjoy these opportunities and learn well.
- Work is usually well matched to the needs of different groups of pupils and there are good opportunities for pupils to write in detail about what they are learning and to deepen their knowledge and understanding. However, an analysis of current work shows that occasionally, and particularly in Years 7 to 9, pupils are not challenged sufficiently well to make good progress although they make expected progress. At times, pupils are not expected to show a deep understanding of what they are learning, to strengthen their knowledge and skills and develop work of the highest standard.
- There is a clear policy for marking and feedback. The consistent application of the academy's policy is contributing well to the good progress being made.
- Pupils' work is normally checked quickly in lessons and they are given appropriate support and challenge to make good or even better progress. There are times when work is not reviewed sufficiently well and the pace of learning slows as some find the work too easy or for others it is too hard.
- Across many subjects, there are good opportunities for pupils to develop their reading and writing skills with appropriate checks made on spelling. This contributes well to the strong progress being made in English. There are also good opportunities for pupils to use their mathematical skills across a range of subjects.
- Good relationships and mutual respect are strong and this helps lessons to flow smoothly.

## Personal development, behaviour and welfare **is good**

### Personal development and welfare

- The academy's work to promote pupils' personal development and welfare is good.
- Pupils have good attitudes to learning that are contributing well to the good progress they are making.

- Pupils are keen to be involved in the opportunities to take part in enrichment activities after school, participating in community work, collecting for charity and mentoring other pupils in the academy. The academy rewards them for engaging in these activities with 'pledges', which pupils are keen to collect.
- Pupils have a strong understanding of how to stay safe and healthy. Weekly 'life skills' sessions and assemblies ensure that pupils have a detailed understanding of all the forms of bullying and how to stay safe when using the internet. Pupils discuss and debate bullying, tolerance of others, democracy and what it is to be a good citizen. Pupils said they are confident that should bullying occur, staff will deal with it swiftly and appropriately.
- Pupils elected their 'Student Voice Council' and are proud of the work they do. All pupils say they know their views are listened to and are proud to talk about the 'massive' improvements made in the academy since it became an 'Outwood Academy'.
- The academy promotes pupils' physical health and their emotional well-being exceptionally well across the academy. Regular sport, opportunities to learn about healthy lifestyles and the involvement of external agencies to support pupils' understanding of mental health and well-being are provided.
- All pupils are taught about 'the world of work and higher education' in the 'life skills' sessions, during form time and assemblies. There are strong links with local employers and sixth form providers, and there is independent careers advice for pupils. As a result, pupils have a good understanding of how to choose their optional subjects for Key Stage 4 to meet their career aspirations. In 2015, all pupils leaving the academy at the end of Year 11 continued in education or employment with training; this included those at off-site provision.
- Pupils told inspectors they are safe in the academy, well cared for and enjoy coming to the academy. Parents and staff agreed with pupils' views in these matters. Inspectors found that the systems in place to ensure pupils' safety, including the safety of those at off-site provision, are outstanding and exceptionally well managed.

### **Behaviour**

- The behaviour of pupils is good.
- Around the academy, and in their lessons, pupils are polite and courteous to each other and to adults. They wear their uniform with pride and are dressed smartly.
- The academy is a calm and purposeful place where pupils get on well together. Pupils are punctual to the academy and throughout the day they make their way quickly to lessons.
- Pupils conduct themselves well because of the high expectations of adults and the good relationships that exist between adults and pupils.
- Pupils know that expectations of behaviour are high and they are clear about the rewards they gain for good behaviour and the sanctions imposed for any poor behaviour. They are clear that the highest expectations of conduct have led to 'massive' improvements in behaviour. Exclusions from the academy have reduced quickly but more has to be done to ensure that they are further reduced.
- The behaviour and attendance of those very few pupils attending the off-site provision is checked regularly by the school, and these pupils are responding well and attending appropriately.
- There are very effective systems in place that have resulted in attendance improving to be average. However, there are still a few pupils who are often absent. Despite the academy's hard work, staff have yet to be successful in gaining the parental support of these pupils to ensure that they attend regularly.

### **Outcomes for pupils**

**are good**

- Outcomes are good because of the leadership's high level of success in improving teaching and providing high-quality support for pupils who are falling behind. In 2015, more than double the proportion of pupils attained five or more GCSE grades at A\* to C, including English and mathematics, than at the time of the previous inspection.
- Pupils at the previous academy made weak progress over time. The new academy leaders took swift and highly successful action to improve progress. Within a year, those pupils leaving Year 11, in 2015, made accelerated progress in a range of subjects, especially in English and in mathematics.
- Information for current pupils, provided from the academy's thorough and accurate systems, shows that the older pupils in the academy are on track to do better in 2016 than those leaving in 2015. An analysis of pupils' work across all year groups in the academy shows that pupils' outcomes are continuing to improve over time.

- The analysis of work shows that pupils are doing as well as expected in their subjects in Years 7 to 9. In English, many pupils are doing better than expected because of excellent teaching. However, pupils are not making consistently strong progress across some other subjects and need greater challenge in work that is set, particularly for the most able.
- Disabled pupils and those who have special educational needs make good progress along with others in the academy. They make especially strong progress in English. Since the start of the new academy, excellent leadership has clearly identified the needs of these pupils well and, with the support of highly trained teaching assistants, the rate of progress for these pupils is improving strongly.
- Pupils who speak English as an additional language are making good progress. The good support they receive in speaking English and the strong emphasis on reading and writing throughout the academy helps them to participate well in class.
- Gaps in attainment between disadvantaged pupils and other pupils, both in the academy and nationally, are closing quickly. Disadvantaged pupils make very strong progress in English because of the quality of teaching and the additional support given to them. In mathematics, progress for disadvantaged pupils improved significantly in 2015 and because of continued improvement it is now good.
- The academy does not use early entry to GCSE.
- There are very few pupils studying at alternative provision. Therefore, meaningful comparisons between their outcomes and other pupils in the academy, and nationally, cannot be made.
- Year 7 catch-up funding (government funding for those entering secondary school with below average standards in English and mathematics) is used highly effectively. Additional time is provided during the week for pupils to catch up in both English and mathematics. Bespoke programmes for reading, writing and mathematics are provided and these pupils make strong gains in both English and mathematics. These pupils are 'catching up' on others in the academy because of the high-quality support they are given and the high level of extra funding provided by the academy to support these pupils.
- The academy is promoting reading well and regularly checks improvements in pupils' reading skills. Pupils in Key Stage 3 have regular library lessons and say that they appreciate the new books that have been bought for them. They enjoy using computers to check their understanding of what they have read. Pupils told inspectors that they are keen to read well to win a reward such as a book voucher or a medal.
- Current published national information shows some pupils making less than good progress between Years 7 and 11. However, new leaders have accelerated progress in the past four terms and it is now good for current pupils.

## School details

<b>Unique reference number</b>	137004
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10008145

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

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	534
<b>Appropriate authority</b>	Outwood Grange Academies Trust
<b>Chair of the Local Academy Council</b>	Sue Hague
<b>Principal</b>	Angela Hull
<b>Regional chief executive</b>	Julie Slater
<b>Telephone number</b>	01724 292920
<b>Website</b>	<a href="http://www.foxhills.outwood.com">www.foxhills.outwood.com</a>
<b>Email address</b>	<a href="mailto:enquiries@foxhills.outwood.com">enquiries@foxhills.outwood.com</a>
<b>Date of previous inspection</b>	29 January 2014

## Information about this school

- The academy was renamed Outwood Grange Foxhills, on 1 September 2014 when it joined the Outwood Grange Academies Trust. Previously, it was the Invenio Academy and had been judged to be requiring special measures in January 2014. The Principal took up her post on 1 September 2014.
- The academy is much smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium is above average. (The pupil premium is additional funding to support those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The large majority of pupils are White British. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils with a special educational needs statement or an education, health and care plan is well above average.
- Four alternative providers are used by the academy for a very small number of pupils; they are Seven KS, Coritani, Darley Centre and CAMNET.
- The chief executive and the regional chief executive of the trust are national leaders of education who provide support for the academy.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 11.
- There have been significant changes in staffing and leadership since the previous inspection.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with senior leaders.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the academy.
- Inspectors listened to pupils reading.
- An inspector held meetings with the chair of the Local Academy Council, two other governors and the chief executive of the Outwood Grange Academies Trust. Inspectors also held meetings with senior leaders, other staff, a representative of the local authority and the regional chief executive of the trust.
- Inspectors looked at the academy's review of its own performance, its development and improvement plan, academy policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books.
- Inspectors analysed 36 questionnaires completed by staff. Inspectors evaluated 45 responses to the online questionnaire for parents (Parent View) and a parental questionnaire distributed by the academy.

## Inspection team

James McGrath, lead inspector	Ofsted Inspector
Barbara O'Brien	Ofsted Inspector
Adam Ryder	Ofsted Inspector

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