

Outwood Academy Adwick

Inspection report

Unique Reference Number	135963
Local authority	Not applicable
Inspection number	381986
Inspection dates	1–2 February 2012
Lead inspector	Marianne Young HMI

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

Type of school	Academy
School category	Non maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,163
Of which number on roll in the sixth form	176
Appropriate authority	The governing body
Chair	John Mounsey
Principal	Ms Anne Seneviratne
Date of previous school inspection	Not previously inspected
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Introduction

Inspection team

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Ariane Roberts

Her Majesty's Inspector
Her Majesty's Inspector
Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 36 lessons, of which three were jointly observed with members of the senior leadership team. Additionally, short visits were made to observe the learning by small groups of students. Inspectors also observed tutor time and an assembly. Meetings were held with the Principal, other senior leaders, the Chief Executive of the Trust Board, middle leaders, teachers, members of the governing body and groups of students. Informal discussions were also held with students at social times. Inspectors scrutinised a range of documents provided by the academy, including information relating to students' progress, the quality of teaching, development plans and minutes of meetings. When planning the inspection there were 15 responses available on the on-line questionnaire (Parent View). These were considered along with the smaller than average response, (86 returns), from parents and carers and also those returned from staff at the academy and from a representative sample of students.

Information about the school

Outwood Academy Adwick is part of the Outwood Grange Academies Trust and is a larger than average sized secondary school. The academy was formed in 2009 and currently occupies buildings across a large site, which means that students and staff have to walk considerable distances between lessons and other times. The academy was monitored in 2011 as part of the regular monitoring connected with the academies initiative. Almost a quarter of students are known to be eligible for free school meals and this is above that found nationally. Virtually all students are White British and very few speak English as an additional language. The proportion of students with a statement of special educational needs is below average. The academy has twin specialist status in science and sport. The academy has met in the previous two years, the floor standard for secondary schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- Outwood Academy Adwick provides a satisfactory standard of education. Achievement in the core subjects is showing signs of improvement despite being below the national average. Senior leaders recognise that improving progress in English and mathematics, particularly for students of average and more-able abilities, is an urgent priority. Additional support, especially for mathematics, has been sought and provided by staff from other academies within the trust. As a result improvements in both English and mathematics are evident in the progress made by different groups of students.
- Inspectors observed lessons that were delivered at a fast pace with little regard for students' capabilities and potential. Consequently, some students were left behind in lessons and found it difficult to concentrate and make progress. The best lessons provided careful feedback and guidance so students knew how to improve. Skilful questioning, appropriate expectations and opportunities to develop students' literacy and numeracy skills were features that combined successfully to ensure rapid progress by all groups of students.
- Relationships between students and adults are generally positive, and the vertical tutor groups, plus opportunities for students from different year groups to work together, contribute well to their social awareness. Attendance is improving and leaders' zero tolerance approach to behavioural issues has seen a rise in students being excluded. However students understand the need for an orderly society and the penalties incurred if this does not happen. A strong emphasis on rewards does balance this firm approach.
- The sixth form is satisfactory because students have a positive view of education and they have high aspirations. Students feel they are treated as adults and the opportunity to learn and work with younger students, both within and outside the academy, helps develop well their social and moral responsibility. Inspectors found teaching to be better in the sixth form with more appropriate challenge and feedback than that seen elsewhere.
- The Principal is well supported by senior leaders and they presented to inspectors clear evidence to indicate what needs to improve. Regular meetings are held with subject leaders and they are more accountable for student progress and the quality of provision in their departments. Inspectors noted that there is, however, variability between subjects.

- A very small minority of parents and carers responded either to their questionnaire or by using the on-line Parent View facility. They raised concerns about students' behaviour and communication between themselves and the academy. Leaders recognise that the latter needs to be improved. During the inspection, by talking to students, adults and staff, plus examining data provided by leaders, inspectors found behaviour to be satisfactory. However, in a few lessons, students' behaviour does not promote learning and, therefore, progress suffers as a result.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment urgently in both English and mathematics by:
 - providing additional support for these subjects where needed
 - monitoring closely the progress made by all students, particularly those of average and more-able abilities, in these subjects so all groups fulfil their capabilities.
- Ensure that teaching is consistently good by guaranteeing that:
 - planning is sharply focused on meeting the needs of all students given their starting points and abilities
 - lessons are not driven by tasks to complete but enable all students to understand what they are to learn and to how to make appropriate progress
 - teachers' questioning more deeply probes and develops all students' understanding in lessons and ensures they know how to make improvements
 - all lessons interest and engage students in their learning in order to eradicate potential disruption in some classes.
- Strengthen the capacity for further improvement and reduce variations in subject leaders ability to drive forward initiatives by:
 - enabling all subject leaders to monitor, evaluate and bring about changes in their departments effectively
 - evaluating more effectively the impact of actions, including the evaluation of teaching in their subject areas, on the outcomes for different groups of students across the academy.

Main Report

Achievement of pupils

Students' attainment, when they start at the academy in Year 7, is below average. Since the academy was formed, there is evidence of improvement in students' attainment, for example, in the key indicator of five GCSE A* to C grades, including English and mathematics, but overall, it is below average. Improvement has been more evident in English compared to mathematics. Students attain well in vocational courses and in science subjects in the sixth form where appropriate planning and good teaching are strong contributory factors. Senior leaders recognise that too many groups of students, particularly those who are of average ability and those who are more-able, are not fulfilling their

potential. The most recently published data shows that although, overall, Year 11 students in 2011 made satisfactory progress, when English and mathematics are considered, progress was unsatisfactory. Students did not make the expected amount of progress in these subjects between Year 7 and Year 11, again this was particularly so for average and more-able students. However, inspectors saw that changes to groupings and additional help are now ensuring that all students are making satisfactory progress in both English and mathematics. Students with disabilities and those with special educational needs make expected progress because of the carefully planned provision tailored to their individual needs. Inspectors saw strong evidence of this during an English lesson for Year 7 students, which was having a strong positive impact on their spelling and reading.

Students' progress is hampered when they are either given the same work to do, or work that is too difficult and delivered at too fast a pace. As a result, students are unable to consolidate, understand what they are learning, know how to improve and maintain their concentration and behaviour in lessons. Group and paired work is generally monitored well, however where teacher questioning and monitoring is less effective, students reinforce each others' misconceptions or wrong answers. Again this limits the progress made by students in these lessons. Inspectors saw an inconsistent approach in lessons to help students apply literacy and numeracy skills in a range of subjects. A good example was observed during a science lesson where students had to discuss their work correctly using scientific language.

Quality of teaching

Inspectors saw, during the inspection, a variety of teaching styles. The best lessons enabled students to make progress because the lesson content was matched appropriately to students' capabilities and adapted, if necessary, as the lesson progressed. Students were challenged to maximise their capabilities because marking and feedback in lessons enabled them to understand how to improve. However, these strong features were not present in enough lessons and consequently students, overall, made satisfactory progress. Too often, inspectors saw examples of detailed and rigorous lesson planning where teachers adhered rigidly to the carefully timed sessions. This approach meant that insufficient time was given for students to consolidate and understand concepts before moving onto the next one. On occasions, key words designed to promote students' use and understanding of literacy were mentioned, but their meaning was not developed or considered in relation to different subjects. These missed opportunities, together with students' inability to control their own behaviour, did, on occasions all contribute to weaker progress being made in lessons. Paired and group working, especially in lessons for Year 7 students, is a regular feature in lessons. Together with lessons for students from different year groups learning together, students' social and moral understanding is developed successfully. Opportunities to develop students' spirituality in lessons are often missed. However, a positive example was seen during a history lesson, where the teacher skilfully enabled students to imagine, consider and describe conditions at the front during the First World War. Academy documents and inspectors observations confirmed that teaching is better in the sixth form. Teachers' subject knowledge, engaging students in lessons and providing opportunities for students to learn from each other were all strong contributors to their progress in lessons.

Behaviour and safety of pupils

Students spoken to and who responded to their questionnaire, explained to inspectors that they felt safe within the academy, any form of bullying is not tolerated and that behaviour overall has improved. This view is contrary to that expressed by the very small minority of parents and carers who responded to their questionnaire. Leaders provided documents to show that attendance, although below average, has risen for all groups of students. Evidence was also provided to indicate that because appropriate off-site provision is provided for some students, improvements in their behaviour and attendance is evident. The high staff presence before and after school and during lesson time was confirmed by students to be normal practice. Despite the considerable distances between buildings on the site, students generally move around sensibly and respond to requests from adults appropriately. Strategies to reduce exclusion from school and to deal with inappropriate behaviour are understood by students. However, inspectors noted that not all staff apply the consequences system consistently. Inspectors observed occasions when students, having been removed from lessons, did not use the time wisely because often they did not have work with them. 'The Bridge' is used well and is an opportunity for students to receive additional help before returning to the classroom. However, the isolation room was less well used by both staff and students. Leaders recognise that considering individual students needs, especially those who are particularly vulnerable, is not always given enough attention to ensure that their particular circumstances are taken into account when devising sanctions and support. Consequently, alternative systems are being given active consideration by leaders.

Leadership and management

Although the academy is within the family of schools managed by the trust board, the Principal, senior leaders and members of the governing body are determined to ensure and maintain the academy's identity while welcoming the benefits afforded by this situation. To this end, senior leaders have embraced the support and guidance provided by practitioners from other academies. For example, inspectors noted the impact of their work to support those teachers who are either new to the profession or who need additional coaching. Current government requirements for safeguarding were being met and given a high priority at the time of the inspection. Senior leaders provided a well-considered and thorough self-evaluation document where their view of current provision and what needs to be done to improve, matched that found by the inspection team. A key priority for the academy is to improve the progress of all students, especially in English and mathematics. Additional support for some groups of students is now in place, not only for students in Year 11 prior to their examinations. Consequently, during the inspection, inspectors saw evidence of students making better progress than previously, throughout all year groups. This is clear evidence to support leaders' view that equality of opportunity between different groups of students is improving. Leaders agree that communication with parents and carers needs to be improved, an issue highlighted in the questionnaires.

Senior leaders recognise that subject leaders' ability to monitor, evaluate and identify clear strategies for improvements within their departments are inconsistent at present. Subject leaders take a broad view of provision currently and lack the detailed, forensic approach needed to interrogate data, consider remedies and ensure all students fulfil their capabilities. The curriculum provides a range of different approaches to learning, including opportunities for students from different year groups to learn and work together. Inspectors

noted that some teachers are more adept than others in planning lessons which last for three hours compared to the normal one hour lesson. External agencies, in addition to providing alternative courses for those students who receive part of their education off-site, ensure that these students develop their literacy and numeracy skills regularly.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 February 2012

Dear Students

Inspection of Outwood Academy Adwick, Doncaster, DN6 7SF

Thank you for talking, both formally and informally, with me and my colleagues when we inspected your academy recently. We took careful note of your opinions and behaviour both in lessons and at social times. Many of you enjoy learning in the vertical learning groups where you get an opportunity to work with both younger or older students and where you get to get to know more students. Generally in lessons you try hard to complete the tasks set. However, at times we noticed that some work is either too easy or too hard and consequently some of you become bored and do not behave properly. The consequences system is generally used appropriately, however a few of you still do not take responsibility for your actions and therefore you miss important learning. Attendance is getting better with more of you realising the importance of coming to the academy regularly.

We agree that the feedback you receive in some lessons and particularly so in the sixth form, enables you to understand how to get better and thus gain higher marks in your assessments and examinations. Not enough of you have made sufficient progress in some subjects, especially in English and mathematics, in the past. You will have noticed that extra help is being provided so that more of you do better in English and mathematics, however, more needs to be done and your Principal has clear plans for this to happen.

Ms Seneviratne, together with other senior leaders and members of the governing body, agrees with the inspectors that improvements in teaching, monitoring how well you are doing in lessons and then taking appropriate action, must happen urgently so that you all make the progress of which you are capable. I hope you will help with these developments, come to school regularly, be ready to learn and make the most of all the opportunities provided.

Yours sincerely

Marianne Young
Her Majesty's Inspector

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