

Nunthorpe Academy

Guisborough Road, Nunthorpe, Middlesbrough, Teesside TS7 0LA

Inspection dates

27–28 March 2019

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

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and head of school are unrelenting in their drive to ensure that pupils receive a good-quality educational experience during their time at Nunthorpe Academy.
- Senior leaders and governors have an accurate view of the strengths of the school. Crucially, they also have a candid understanding of those areas that need attention to improve.
- Middle leaders complement the work of senior leaders. They are enthusiastic about the subject areas they lead and demonstrate the ability to improve further the quality of teaching and pupils' outcomes in their subjects.
- Pupils are confident and self-assured. They are willing to share their views and engage in discussions.
- Pupils receive timely careers information, advice and guidance. They appreciate this. As a result, the vast majority of pupils progress to education, employment or training when they leave.
- Most pupils attend school regularly. Leaders' concerted efforts to work with pupils, especially disadvantaged pupils, and their families is paying off.
- Students in the sixth form benefit from high-quality and consistently strong teaching. As a result, they achieve excellent outcomes. The provision in this phase of the school is outstanding.
- Overall, the quality of teaching, learning and assessment is good. Teachers' strong subject knowledge contributes effectively to their planning for pupils. Most tasks and learning opportunities engage pupils and develop their knowledge, skills and understanding across a range of subjects, successfully.
- Despite the quality of teaching being, in the main, strong, there are some inconsistencies. This is particularly so in the expectations and level of challenge in pupils' learning from some staff.
- The vast majority of pupils demonstrate respect and tolerance for and towards others. However, a significant minority do not. These pupils from time to time spoil the positive atmosphere in the school for others. Therefore, pupils' behaviour requires improvement.

Full report

What does the school need to do to improve further?

- Continue to improve the quality of teaching, learning and assessment so that the inconsistencies in pupils' outcomes are ironed out and reflect those in stronger subject areas by:
 - ensuring consistently high expectations for all pupils in terms of what they can and should achieve in their learning, taking into account their starting points
 - providing further opportunities to develop staff and share good practice so that questioning and planned learning activities consistently provide sufficient challenge for pupils
 - ensuring that opportunities are taken for pupils who have been absent to catch up on their learning.
- Improve the behaviour of those pupils who do not conform to the high standards in the school, by:
 - providing further opportunities in the curriculum to educate the significant minority of pupils who demonstrate negative attitudes to others so that they have a more informed understanding of differences in people
 - providing support and guidance for those pupils who are repeatedly silly or misbehave so that their behaviour improves and fixed-term exclusions reduce.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and head of school are relentless in their determination to provide the best possible educational experience for pupils. They are both highly ambitious for the school. Other leaders and staff feel supported in their work and have the confidence to work alongside them so that the standards that pupils reach are maintained and improved.
- The executive headteacher and head of school's candid and credible leadership allows them to have a thorough and detailed understanding of the school's strengths, and also those areas that need attention. They are reflective leaders, and this is demonstrated through an accurate self-evaluation document. The school's development plan is precise and incisive. It contains accurate priorities for improvement, appropriate actions and details about how success will be measured alongside key milestones of leaders' actions. As a result, leaders at all levels are regularly and rigorously held to account for the impact of their work.
- The quality assurance processes and systems in place are effective and focus clearly on monitoring those areas which will have the biggest effect on improving pupils' outcomes. For example, leaders' systematic monitoring of standards in science and history brought about demonstrable improvements in pupils' outcomes by the end of key stage 4 in 2018. Furthermore, current pupils are maintaining these improved outcomes and are making good progress in these subjects over time.
- Leaders take firm and decisive action to ensure that teaching improves. For those staff whose performance is not in line with leaders' expectations, close monitoring and coaching is initiated so that pupils receive a consistently strong experience. Staff are appreciative of the training opportunities afforded to them and believe it supports their professional development. Although, some staff are yet to apply these training opportunities in practice so that their classroom practice improves.
- Middle leaders share the ambition of the executive headteacher and head of school. They have a clear sense of direction and use quality assurance processes and systems to identify the strengths in their subject areas as well as, those areas and individuals that need additional attention and support. Middle leaders demonstrate a passion for their subject areas and have a clear understanding of how important their role is in improving standards, particularly the quality of teaching in their teams.
- The literacy and numeracy catch-up funding is used wisely. For example, current pupils' reading skills are improving because of planned strategies to improve pupils' vocabulary and comprehension skills and understanding.
- Leaders use the pupil premium funding effectively to support those pupils who need it the most. The expectations from leaders are clear. There is a range of strategies in place that are contributing to current disadvantaged pupils making improved rates of progress. This is evident across almost all year groups and in current pupils' books, particularly in English, mathematics and science. Leaders' efforts to intervene early and overcome pupils' barriers are paying off. Although, a few inconsistencies are evident as some staff do not have high enough expectations of what some disadvantaged pupils

can achieve.

- Leadership of provision for pupils with special educational needs and/or disabilities (SEND) demonstrates a knowledgeable understanding about the identification and monitoring of those pupils with SEND. Teaching assistants are deployed to support those pupils who need additional help. Due to leaders' actions, some pupils with SEND are making improved progress and learning over time. However, there remain inconsistencies in these pupils' experiences and outcomes.
- The curriculum is broad. It provides pupils with a range of appropriate courses they can access and is leading to improved outcomes. This is as a result of leaders' momentum to improve teaching continually and provide courses that meet the varying needs of pupils. The broad curriculum is contributing to a high proportion of pupils progressing to the next stage of their education, employment or training.
- Pupils participate in a wide range of extra-curricular activities. These activities develop pupils personally, socially and emotionally, as well as providing some with opportunities to participate in subject specific revision sessions.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. As a result, the vast majority of pupils are respectful and demonstrate tolerant attitudes towards others with different attitudes and beliefs to their own. Unfortunately, a significant minority of pupils are not tolerant of difference and they display poor attitudes. Consequently, the behaviour of these pupils, at times, spoils the ethos of the school.

Governance of the school

- Governors and trustees are well informed. They have a strong understanding of the many strengths evident in the school, but they also have a realistic grasp of those areas that need extra attention to improve further.
- Governors and trustees have a clear understanding of their roles and responsibilities. Both groups comprise of individuals who genuinely care about the school and the pupils.
- Governors have a strong understanding of their safeguarding responsibilities. They ensure that staff are trained appropriately. They regularly check and review safeguarding in both policy and practice.
- The structures in place to keep governors and trustees informed about the school serves them well. Consequently, they regularly hold leaders, at all levels, to account for their work. They are instrumental in supporting the executive headteacher and head of school in continuing the momentum of change and improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and those responsible for safeguarding pupils follow up concerns diligently and, therefore, make sure that pupils are well supported. Documents and records are maintained effectively.

- Checks and vetting procedures for appointing new staff are well managed and thorough.
- Staff are trained in appropriate safeguarding matters. They are regularly updated by leaders to make sure that they have an accurate understanding of issues affecting pupils in their care. As a result, staff take their responsibility to care for and keep pupils safe, seriously.
- A large number of parents who completed Parent View agree that their child is safe and feels safe at school. Pupils spoken to during the inspection confirmed this view.
- Most pupils spoken with during the inspection are knowledgeable about issues of safety and risks. Most talk confidently about how important it is to look after each other. Most pupils are confident that should an issue or concern arise, staff would support them.

Quality of teaching, learning and assessment

Good

- Most teaching across the school is characterised by well-planned activities and learning that is aimed to develop and extend pupils' knowledge, understanding and/or skills. As a result, the quality of teaching is enabling most pupils to achieve well in a range of year groups and subjects, particularly so in English and mathematics.
- Teachers' use of written and verbal feedback is strong. For example, in science pupils benefit from reviewing and reflecting on end of topic tests. Consequently, they are afforded opportunities to address gaps in their knowledge and understanding. Such opportunities are enabling current pupils to make better progress, particularly in science.
- Good relationships between teachers, support staff and pupils result in positive learning environments in most classrooms. This helps pupils to achieve well over time.
- A conscientious effort to improve pupils' literacy is evident. Pupils benefit from extended opportunities to write at length, for example in history. Pupils also use subject-specific vocabulary frequently and fluently to express and extend upon their ideas.
- Homework is regularly set so that pupils can consolidate and develop ideas and concepts. Most parents say their children are given appropriate homework for their age. Pupils see the benefit of the homework they are set.
- Teachers use their strong subject knowledge to question, probe and encourage pupils to think deeply about key concepts and ideas. Teachers focus on what the aims of learning are and use this to challenge pupils' thinking and ideas. However, this strong picture is not consistent across all teaching practice.
- Most teaching is consistently strong in English and mathematics. Teachers know their pupils well and plan activities that meet their needs and abilities. Consequently, in these subjects the level of challenge and learning is high. This is also the case in history, music, art and drama. In these subjects, expectations of what pupils should and can achieve is high. However, in other areas of the curriculum, some teachers' expectations are not high enough, for example in science and geography.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. They are happy to share their views and engage in mature and responsible conversations about their learning and what it is like to be part of Nunthorpe Academy. The vast majority of pupils are keen to do well, and they demonstrate this by working hard in lessons. Pupils' work in books is generally well presented. Pupils value the feedback they receive from their teachers and explain how they benefit from opportunities to check through their work and to learn from their mistakes.
- Pupils who attend alternative provision, arranged by the school, attend regularly, show improved attitudes and behave well. The alternative provision placements are well thought through and so they benefit individual pupils' personal and social skills.
- Pupils have a sound understanding of how the careers advice, information and guidance that they receive helps them make informed choices about their future ambitions and options. Pupils feel well supported by staff and, as a result, feel that they will do well by the time they leave school.
- The curriculum provides pupils with a range of opportunities to engage in meaningful discussions and receive appropriate information about the values of modern Britain such as tolerance of difference and respect for others. The vast majority of pupils demonstrate these values in practice in school. These pupils are fully prepared for life in modern Britain. However, a significant minority of pupils do not demonstrate these values.

Behaviour

- The behaviour of pupils requires improvement.
- Despite leaders' efforts and the well-thought-out curriculum, a significant minority of pupils do not conform to expectations and are disrespectful, particularly to those who are different from themselves. Consequently, they are too frequently excluded for a fixed-term basis and are yet to recognise the consequences of their actions.
- The vast majority of pupils' conduct around the large school site is, in the main, good. However, the aforementioned significant minority, at times, spoil the atmosphere for others because of their silly behaviour. Pupils who spoke to inspectors noted that typically behaviour is fine, but they were at pains to acknowledge that they are fed up with the poor behaviour of this significant minority.
- Pupils' attendance has markedly improved because of leaders' and staff's efforts, notably in working closely with vulnerable pupils and their families. Those pupils who have been persistently absent in the past are now attending more frequently. Attendance for disadvantaged pupils and those pupils with SEND has improved over time. These vulnerable pupils are now attending school with increased regularity. Overall attendance is broadly in line with the national average.

Outcomes for pupils

Good

- Pupils' progress by the end of key stage 4, particularly for disadvantaged pupils and those with SEND, has not been good enough in recent years. However, leaders' strategies to improve pupils' outcomes by the end of Year 11 in 2018 paid off. There were demonstrable improvements in science and history, with some incremental improvement in geography. As a result of leaders' concerted efforts and close monitoring, in 2018, overall, pupils made broadly average progress from their starting points. These improvements are set to continue, and inspection evidence would support this view.
- Outcomes in English and mathematics have remained consistently strong overall. This reflects good teaching in these areas, particularly so in English. Current assessment information, observations of learning and scrutiny of work in these subjects indicates that current pupils across the school are achieving well and making good progress. Alongside English and mathematics, a range of evidence indicates that the progress overall of pupils currently in the school is good.
- The outcomes for disadvantaged pupils over time have been variable but are showing signs of incremental and steady improvement across a range of subjects, including English and mathematics. Effective use of the pupil premium funding, improved attendance and effective tracking of disadvantaged pupils' learning are all contributing to these pupils' improved outcomes. There is a similar story for those pupils with SEND. Pupils who speak English as an additional language make very strong progress.

16 to 19 study programmes

Outstanding

- The joint pursuit of excellence between leaders, staff and students contributes strongly to the provision in this phase being outstanding.
- The quality of teaching, learning and assessment in this phase of the school is consistently strong and, in some instances, very highly effective. Questioning is routinely used to extend and deepen students' knowledge and understanding. Students benefit further from regular opportunities to practise and develop their skills. As a result, over time and currently, students achieve exceptionally well from their varying starting points.
- Leaders' monitoring of teaching and systems to assess students' achievement are highly effective. Such systems are enabling expectations to be consistently high and standards to be sustained over time.
- Leaders ensure that the 16 to 19 study programmes are met. For example, students access work experience that meets their needs and future aspirations. Alongside this, careers information, advice and guidance are bespoke to individual students' aspirations. Consequently, students make well-informed choices about their future pathways. Students' applications and successful entry to their university of choice are high.
- Students' attendance is very high. They attend very regularly and are extremely punctual. They are well prepared to learn and show excellent attitudes to their

learning.

- Students have an excellent knowledge about how to keep themselves safe and mitigate against risk. Students show mature attitudes when it comes to remaining mentally and physically healthy. They are confident that staff in the sixth form and school will support them should they have an issue or concern. Students are great ambassadors and role models for younger pupils in the school as they demonstrate consistently respectful and tolerant values.

School details

Unique reference number	138845
Local authority	Redcar and Cleveland
Inspection number	10057881

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
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	1627
Of which, number on roll in 16 to 19 study programmes	187
Appropriate authority	Board of trustees
Chair	Stephen Jones (Local Governing Body) Allan Mansfield (Trustees)
Headteacher	Danny Yates Lee Brown (Executive Headteacher)
Telephone number	01642 310561
Website	www.nunthorpe.co.uk
Email address	admin@nunthorpe.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a larger than average-sized secondary school. It converted to become an academy in 2012 and then formed the Nunthorpe Multi Academy Trust (NMAT) in 2016. The school has a board of trustees with whom responsibility lies. There is a local governing body with specific devolved responsibilities.
- When its predecessor school, Nunthorpe School, was last inspected by Ofsted in April 2013, it was judged to be outstanding overall.
- The majority of pupils that attend the school are White British. Very few pupils speak

English as an additional language.

- The proportion of pupils who are disadvantaged is broadly average.
- The proportion of pupils with an education, health and care plan is broadly average. This is similar to the proportion of pupils who receive additional support for their SEND.
- The school uses the following providers of alternative education: Educ8, RTMAT, KEYS/7KS, Connect2Education, Redcar and Cleveland Training, Evolve Training, Archways.

Information about this inspection

- Inspectors observed learning in all year groups, in all phases of the school and in a variety of subjects. A number of these observations were undertaken jointly with school leaders. Inspectors scrutinised pupils' work during lessons and spoke to pupils about their learning.
- Inspectors scrutinised and evaluated a wide range of work in pupils' books.
- Inspectors held meetings with the executive headteacher, head of school and senior leaders, middle leaders and staff. Inspectors also met with a group of governors and trustees.
- Inspectors spoke informally with pupils across the two days of the inspections. They also met formally with several groups of pupils.
- An inspector telephoned two alternative providers and examined the documentation relating to the pupils attending these.
- A range of documents was reviewed. These included the school's self-evaluation document, improvement plan, the school's single central record and other pertinent documents relating to safeguarding and child protection.
- Inspectors took into account the 113 responses to Ofsted's online questionnaire for parents, Parent View. They also considered other information received during the inspection.

Inspection team

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Jill Bowe	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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