

# Inspection of The Orme Academy

Milehouse Lane, Newcastle, Staffordshire ST5 9JU

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Inspection dates: 7 and 8 December 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Requires improvement

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

Pupils are proud to belong to The Orme Academy. Older pupils point to the improvements they have seen during the time that they have been at the school. They particularly like the new uniform and school name. Pupils say that teachers now have higher expectations of them.

Leaders have carefully planned out what pupils should learn and when. However, some teachers do not use information about what pupils can do well enough, so pupils do not always make the progress they should. Pupils at the early stages of learning to read do not yet receive the support they need to help them read fluently.

Behaviour in school is mostly calm and orderly. The new behaviour policy is clear and understood by pupils. However, not all teachers use sanctions and rewards consistently. Pupils say that they feel safe in the school and that staff listen to their problems. Prefects deliver assemblies on bullying and encourage pupils to speak to them if they need help. Pupils extend their learning through a wide range of extra-curricular activities. These include the opportunity to take part in local 'Poet Laureate' competitions and visits to museums and galleries.

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

Senior leaders took up their posts during the first national lockdown. The new principal has identified many of the strengths and weaknesses of the school. They have begun to make the changes the school needs. However, there is still more work to do.

Leaders have designed a clearly sequenced curriculum, but this is not yet being implemented consistently across the school. Subject leaders have worked with trust leaders to map the knowledge pupils most need. For example, in art, pupils learn how to use clay in Year 7 and create a simple model of the local Potteries. Pupils build on these skills and by Year 10 they can use sophisticated techniques to create model coral reefs. However, across the curriculum, not all teachers use this careful planning to support their teaching. Some teachers do not have sufficiently high expectations of what pupils can do. As a result, the work is not always challenging. This is particularly the case for the most-able pupils. This means that pupils do not make as much progress through the curriculum as they should.

At times, some teachers do not routinely check that pupils have understood their work. They do not consider what pupils have learned and remembered to help them plan learning that builds on what pupils already know. Additionally, some teachers do not spot when pupils have not understood what they have learned. Leaders are not addressing this sufficiently well. This means that pupils do not always make as much progress as they could.

Leaders have provided teachers with accurate information about how to support pupils with special educational needs and/or disabilities (SEND). Leaders support teachers to use the detailed pupil passports when planning learning for these pupils. However, some teachers do not use this information effectively. This means that they do not consistently adapt the curriculum to meet the needs of pupils with SEND.

Leaders have recently introduced reading programmes to make sure that pupils read regularly. There are a small number of pupils who are at the early stages of reading. There is no programme or effective support in place to help these pupils become fluent readers. This means that some pupils struggle to read and understand their learning in other subjects.

Pupils take part in a wide range of activities, such as 'spirited arts', community clean-ups and young writers, in their timetabled enrichment lesson. Pupils welcome the addition of personal, social, health and economic (PSHE) education to their timetables. They enjoy learning about important issues such as healthy relationships and consent. The careers programme supports pupils to consider and choose their next steps after leaving school. Leaders are continuing to develop this programme to ensure that all pupils go on to education, employment or training after school.

Staff are positive about the way that leaders support their well-being and help them to manage their workload. The trust provides the school with support to help it improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have secure safeguarding systems in place. They know their pupils and the community well and act decisively to make sure that pupils who need help receive it. Staff receive regular safeguarding training. They are frequently reminded of key safeguarding messages. Pupils learn about online safety. Leaders identified that, during lockdown, pupils were at additional risk from adults online. They acted swiftly to address this. They worked with pupils, families and other agencies to make sure that pupils were safe during this time.

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

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

- Some teachers do not implement the curriculum well enough. As a result, pupils do not make progress through the curriculum as they should. Leaders should ensure that all teachers understand the planned curriculum and follow it carefully so that pupils learn more and remember more.
- Leaders have not ensured that all teachers use assessment information effectively to plan work that is suitably matched to pupils' needs, particularly for the most-

able pupils. As a result, pupils do not build on their prior learning well enough. Leaders should ensure that teachers use assessment information effectively and plan work that is appropriately matched to pupils' needs to enable them to build on prior learning.

- Leaders provide teachers with detailed information about pupils' special educational needs, for example through pupil passports. However, some staff do not use this information well enough to plan appropriately to meet the needs of pupils with SEND. Leaders should make sure that all staff pay due regard to the specific adaptations that pupils need to enable them to access the curriculum successfully.
- Pupils who are at the early stages of learning to read do not receive appropriate support to help them develop their basic reading skills. For example, some pupils are unable to use phonics to decode and blend words successfully. Leaders should develop the teaching of early reading strategies to enable pupils to become fluent readers.

## 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>	142015
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10211767
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	727
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Meehan
<b>Principal</b>	Mark Boughey
<b>Website</b>	<a href="http://www.theormeacademy.org.uk">www.theormeacademy.org.uk</a>
<b>Date of previous inspection</b>	22-23 May 2018

## Information about this school

- This school is part of the Shaw Education Trust.
- The school does not use any alternative provision.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

## 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 this into account in their evaluation.

- During the inspection, inspectors held discussions with the principal and other senior and middle leaders, including curriculum and pastoral leaders and the special educational needs coordinator.
- Inspectors held discussions with teachers and representatives of the multi-academy trust.
- Inspectors carried out deep dives in English, science, art and geography. For each of these subjects, inspectors met with subject leaders, looked at curriculum plans, carried out visits to lessons, spoke to teachers, spoke to pupils and looked at some of their work.
- Inspectors visited tutor time, PSHE, maths, history, French, religious education, technology and computing lessons.
- Inspectors met with members of staff individually and in groups, and spoke to pupils at various points during the inspection. Inspectors took account of responses to pupil and staff surveys, as well as Ofsted Parent View.
- An inspector visited the school reflection room and spent time talking to pupils in there.
- Inspectors looked at records relating to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.

### **Inspection team**

Claire Price, lead inspector	Her Majesty's Inspector
Ann Pritchard	Her Majesty's Inspector
Sukhbir Farar	Ofsted Inspector
Gemma Mann	Ofsted Inspector

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