

Inspection of Outwood Academy Foxhills

2 Foxhills Road, Scunthorpe, North Lincolnshire DN15 8LJ

Inspection dates: 9 and 10 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Staff and pupils at Outwood Academy Foxhills work, learn and excel together. This is an outstanding school. Pupils value the school's diverse population. Staff see the uniqueness in every pupil and have the highest of ambitions for all. Pupils' starting points when joining the academy does not set their potential. There is no limit on success at Foxhills.

Leaders, staff and pupils value every minute in school. Pupils excitedly talk about their studies and have a thirst for knowing more. Staff harness the curiosity pupils have in lessons. They challenge pupils to think deeply and reward their efforts. A culture of celebrating success is present in lessons. Pupils and staff applaud positive contributions in class. Pupils are keen to see who are the 'classroom champions' in lessons. At lunchtime, pupils happily take part in the 'chilli challenge', answering subject-based questions over lunch. Pupils care about themselves, each other, and school. This is their school and they are proud to say so.

Pupils reflect on their time at the school with maturity. They value the abundance of support they receive from staff. If pupils have worries, they know that there is always someone to talk to. Bullying is not tolerated. When pupils report concerns staff act quickly to support those involved.

Pupils have a wide range of extra-curricular activities to choose from. These include clubs ranging from sports to journalism. Leaders welcome and encourage all to attend.

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

A tailored curriculum that meets the needs of all pupils is in place. Ambition and high expectations go hand in hand in every subject area. Teachers are enthusiastic, knowledgeable and friendly. Relationships in the school are extremely positive. Pupils recall their prior learning with ease. Over time, pupils gain greater knowledge.

Teachers are skilful at bringing lessons to life. They select appropriate activities which align closely with the important knowledge pupils must know and remember. Leaders have considered innovative ways to help pupils remember important concepts. For example, television screens are on the walls in the physical education changing rooms. While changing, pupils observe footage of elite athletes executing various skills. The screens also highlight to pupils the key skills they will learn, broken down, so they are easy to understand before the lesson starts.

Discussions are part of learning at Foxhills. Whether this is in science debating diffusion or in English, discussing the characters in Shakespeare's play 'The Tempest'. Pupils respectfully engage with views and opinions that are different to their own.

Teachers are quick to address pupils' misconceptions through the effective use of assessment. Staff support for pupils is rapid, skilled, and effective. Pupils and staff welcome feedback and see it as a gift that secures improvement.

The special educational needs and disabilities coordinator and pastoral team work well together. They supply detailed information about pupils to staff. Teachers provide individual support to pupils with special educational needs and/or disabilities (SEND). The help provided reduces over time to allow pupils to achieve independently.

Leaders help pupils develop an interest in reading from the very start of school. Pupils who need help to read receive highly effective support. Pupils who speak English as an additional language are also supported skilfully. They make quick progress and, because they can read with increasing fluency, are able to access the full curriculum.

Expectations for behaviour are exceptionally high. Pupils consistently meet the standards set. Leaders and staff model these expectations to pupils. Teachers reward pupils' positive attitudes in class. They name three pupils in each lesson as 'classroom champions'. Pupils congratulate each other and thank staff routinely.

A planned 'Life' curriculum is in place. As a result, pupils are ready for life in modern Britain. Pupils have a deep understanding of topics ranging from democracy to human rights. Leaders offer an extensive range of wider opportunities that pupils enjoy. Careers provision is part of pupils' journey at Foxhills. Planned and deliberate interactions with a wide variety of careers are in place. Pupils leave Foxhills with a career direction and a destination planned.

Staff are incredibly enthusiastic about their work at the school. They believe that leaders care about their well-being and are always there to help.

Governors are wholly invested in the school. Their passion is to provide pupils with the best start in life. They successfully support and challenge the principal to achieve this.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. Pupils learn how to stay safe offline and online. They are aware of who to approach if they have any worries or anxieties.

All staff including governors receive regular training on how to safeguard children. Training uses the most up to date information available. Weekly staff briefings give updates about vulnerable pupils.

Governors diligently fulfil their duties overseeing the school's safeguarding procedures, including the safe recruitment of staff.

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.

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

Unique reference number	137004
Local authority	North Lincolnshire
Inspection number	10241288
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	711
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
Head of school	Tracy Motson
Lead Principal	Darren Smith
Website	www.foxhills.outwood.com
Date of previous inspection	5 and 6 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a member of the Outwood Grange Academies Trust.
- The school is smaller than the average-sized secondary school.
- The proportion of pupils who speaks English as an additional language is above average.
- The proportion of pupils with SEND is above average.
- The proportion of pupils who are disadvantaged is above the national average.
- The school currently uses five alternative education providers: Act Fast, Hackberry, TAMNET, Hobbies Centre and Changing H & H Equestrian.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with the head of school and senior leaders.
- Inspectors met with the executive principal and the lead principal.
- The lead inspector met with the chief executive officer of the trust.
- A meeting was held with governors.
- The lead inspector met with the vice chair of the board of directors.
- Inspectors carried out deep dives in English, mathematics, science, dance and physical education. These involved meeting with subject leaders, visiting lessons, looking at pupils' work and talking to pupils and staff.
- Information about pupils' attendance and behaviour was scrutinised.
- The lead inspector met with the designated safeguarding lead to discuss the arrangements in place to safeguard all members of the school community. The lead inspector scrutinised checks leaders make on the suitability of staff, and other safeguarding records.
- The inspection team spoke to staff about behaviour and their workload in the school. The responses to Ofsted's surveys for pupils, staff and parents were also considered.

Inspection team

Richard Jones, lead inspector	His Majesty's Inspector
Matthew West	Ofsted Inspector
Michelle Farr	Ofsted Inspector
Peter Cole	Ofsted Inspector

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