

Inspection of Tuxford Academy

Marnham Road, Tuxford, Newark, Nottinghamshire NG22 0JH

Inspection dates: 28 and 29 March 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils say that they enjoy attending Tuxford Academy. They feel safe at school. Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Most pupils respond well to these expectations. They behave well in lessons and at unstructured times. Pupils are polite and respectful. Usually lessons are calm and orderly. Pupils say that lessons get disrupted occasionally. Most pupils think that teachers are fair and consistent when dealing with any behaviour issues. Leaders ensure that pupils get rewarded regularly for meeting the school's expectations.

Pupils say that bullying happens sometimes. Most pupils are confident that staff will deal with any incidents well. A few pupils feel that sometimes it can take too long to sort out issues.

Pupils have a range of opportunities to get involved in the life of the school. They can be sports leaders, digital leaders or college presidents, and be in the school band. There are a range of extra-curricular activities for pupils to take part in. Many pupils take up these opportunities. For example, they attend drama club, football, rugby, chess club and trampolining. Sixth-form students also run the 'Pride at Tuxford' club.

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

Leaders have ensured that there is a broad curriculum so that pupils can learn a range of subjects. They are ambitious for more pupils to study languages at key stage 4. Leaders promote the study of modern foreign languages well. As a result, more pupils are now opting for a foreign language.

Leaders have worked to develop an ambitious, well-planned curriculum for all subjects. In most subjects, curriculum plans are well sequenced and detail the knowledge and skills leaders want pupils to know. This supports teachers in delivering the curriculum. In a few subjects, curriculum plans do not precisely identify key knowledge. Leaders are aware of this and are reviewing these plans.

In lessons, most teachers present topics clearly. They have secure subject knowledge. Most teachers question pupils well to check and deepen their understanding. For example, in English, teachers use questioning to address misconceptions and to help pupils develop their writing. Pupils achieve well in English. In some subjects, such as mathematics, teachers do not always question pupils to check their understanding, or adapt their teaching to address gaps in knowledge. This means that some pupils do not always have a secure understanding of key knowledge. As a result, they do not always achieve as well as they could.

There is a clear process for identifying the needs of pupils with SEND. Leaders have ensured that teachers have the information they need to support these pupils. This

helps teachers to meet their needs. Pupils with SEND, who need extra support, attend some of their lessons in the 'HELM' (helping everyone learn more). Teachers use a range of strategies with this group of pupils to support their learning. This means that pupils with SEND access the same curriculum as other pupils and achieve well.

There is a clear strategy in place to develop pupils' reading skills. Leaders use assessment well to diagnose any issues with reading. Pupils who need help with reading receive extra support. This helps them to become more fluent readers.

Students in the sixth form are positive about their experience at school. They feel well supported by teachers. Teachers have high expectations of what students can achieve. They deliver subject content well. Teachers provide clear feedback so that students know how to improve their work. Students in the sixth form achieve well.

Leaders have high expectations of pupils' behaviour. They have set out their climate for learning principles as 'safe, respectful and ready'. Not all pupils are clear about these expectations. Some pupils say that teachers can be too lenient when dealing with conduct issues. Some teachers do not use the behaviour policy consistently well. This means that sometimes, 'off-task' behaviour goes unchallenged.

There is a well-planned programme in place for pupils' personal development. In 'global awareness' lessons, teachers help pupils to understand important issues. Pupils learn about healthy lifestyles, British values and protected characteristics. They know to treat those who are different from them with respect. The provision for careers is strong. Pupils have a range of experiences to learn about different careers. This means that they are well prepared for their next stage of education.

The school is well led. Staff say that leaders are considerate of their workload and well-being. Governors know the school well. They challenge leaders effectively. The trust provides effective support.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. The single central record is well managed. Leaders keep detailed records of any concerns. They act quickly to address any issues. Leaders work well with other agencies so that pupils who need extra support get it. Staff are well trained. They receive regular safeguarding updates. Staff know how to report any concerns they may have.

Pupils learn about healthy relationships and how to keep themselves safe, including when online. They know who to speak to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not always use the behaviour policy consistently well. Some pupils are unclear about the school's expectations of their behaviour. This means that some behaviour issues are not always dealt with effectively. Leaders should ensure that pupils are clear about expectations of their behaviour. They should ensure that all teachers understand and use the school's agreed approach to dealing with poor behaviour.
- Some teachers do not always use questioning well to check pupils' understanding and to address misconceptions. This means that some pupils have gaps in their knowledge and do not achieve as well as they could. Leaders should ensure that teachers check pupils' understanding systematically to identify any misconceptions, so that they can adapt their teaching to address these.

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	137319
Local authority	Nottinghamshire County Council
Inspection number	10264121
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1489
Of which, number on roll in the sixth form	230
Appropriate authority	Board of trustees
Chair of trust	Mike Quigley
Principal	Jon Hardy
Website	www.tuxford-ac.org.uk
Date of previous inspection	17 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information about approved technical education qualifications and apprenticeships.
- The school uses two registered alternative providers and four unregistered alternative providers.
- The school runs an off-site provision for a small number of pupils.
- The school has an on-site provision for a small number of pupils with complex SEND.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: English, mathematics, geography, design and technology, and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons in other subjects and visited global awareness sessions.
- Inspectors met with groups of pupils from a range of year groups, including sixth-form students and pupils with SEND.
- Inspectors observed and spoke to pupils at break and lunchtimes.
- Inspectors reviewed a range of documentation relating to safeguarding, self-evaluation, behaviour, attendance and governance.
- Inspectors spoke by telephone with representatives of alternative providers used by the school.
- Inspectors considered the responses of parents, pupils and staff through Ofsted Parent View and the staff and pupil surveys.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- The lead inspector met with trustees and members of the local academy committee. The lead inspector also met with representatives of the trust.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Jackie Thornalley	Ofsted Inspector
Stephen Long	Ofsted Inspector
James Laming	Ofsted Inspector
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