

# Inspection of a good school: Ormiston Sir Stanley Matthews Academy

Beaconsfield Drive, Blurton, Stoke-on-Trent, Staffordshire ST3 3JD

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Inspection dates: 27 and 28 June, and 3 July 2023

## Outcome

Ormiston Sir Stanley Matthews Academy continues to be a good school.

## What is it like to attend this school?

Pupils feel cared for in this inclusive school. Staff know their pupils well and support them to be the best they can be. The school's core values of confidence, resilience, enthusiasm, empathy, challenge, and kindness are rooted in the curriculum and beyond.

Pupils are kind, respectful and feel safe at school. There are high expectations for pupils and most pupils live up to these. They behave well in lessons and at social times. However, some pupils do not meet the school's expectations and repeat unwanted behaviours. Leaders have not ensured that these pupils get the support they need.

Many older pupils are role models for their younger peers. The reading mentors in Year 10 help younger pupils to gain the confidence to read fluently. The 'OAT student voice' group gathers views and take these to leaders to bring about change. They have introduced 'anti-bullying and well-being ambassadors' to encourage pupils to talk about their concerns.

The extra-curricular programme has something for everyone. It includes badminton, a drum workshop, keyboard club, and chess club. There are also visits to Berlin, South Africa, and reward trips to theme parks. Many pupils take part, including pupils with special educational needs and/or disabilities (SEND).

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

The curriculum is well sequenced and ambitious for all pupils. It is broad and balanced. Pupils have started to recognise the importance of studying a language. As a result, the number of pupils completing the full suite of subjects which make up the EBacc is increasing.

Teachers regularly revisit what has already been taught. Pupils can make links between what they know and their new learning. Most teachers do not move on to new work until

all pupils have a secure understanding of what is being taught. When needed, they will re-teach and ensure that pupils have mastered the skills and concepts required. As one pupil said, 'No pupil is left behind'. However, in some lessons, teachers do not routinely check that pupils are consolidating their learning. As a result, some pupils continue to make the same mistakes or find the work too easy.

Leaders have prioritised reading. Careful thought has been put into the books that pupils read. They learn about diversity, social disadvantages, and cultural challenges. Pupils who struggle to read get the support they need. This includes reading interventions and lessons being taught in more manageable chunks. This helps pupils to catch up quickly.

Leaders ensure that pupils with SEND can access the same curriculum as their peers. The SEND team identify what each pupil's needs are. Staff use this information to make changes to their lessons. Pupils with SEND receive further guidance in the 'thrive centre' where they are given strategies to help manage their needs. All of this helps pupils to achieve well.

Pupils focus on their learning in lessons. There is a calm and purposeful atmosphere around the school. However, for a small minority of pupils, the behaviour systems are not having the desired impact. Too often pupils repeat the same poor behaviours. Leaders recognise that more work needs to be done to understand the root of the behaviour issue, so that pupils get the help they need.

The wider development curriculum includes topics such as online safety, healthy relationships, and harmful sexual behaviours. It is amended as necessary to include issues that arise in the local area, such as gangs, and knife crime. Pupils have a good understanding of these topics. Pupils receive guidance about further education, employment, and training. This includes visits from local colleges, on-site work experience with employers, and mock interviews. This means that pupils are well prepared for their next steps.

Staff feel well supported by leaders and enjoying working at the school. They appreciate opportunities for collaboration and sharing good practice with their colleagues. Leaders have accurately identified what the strengths and weaknesses of the school are. Governors have an oversight of what is working well and what is not. They recognise what changes should happen for the school to continually improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a culture of safeguarding in the school. Pupils are taught how to stay safe in and out of school, and know the potential dangers associated with the internet. Staff report any concerns they have. The safeguarding team deal with these quickly to ensure the pupils get the right help at the right time.

Leaders have ensured that staff have had the appropriate recruitment checks. Staff receive regular training and updates. They are alert to signs to be aware of if pupils are at risk of harm. This creates vigilance throughout the school.

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

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

- Some teachers do not rectify the misconceptions that pupils may have or check how to support pupils who find the work too easy. This means that pupils do not consistently learn from their mistakes, nor do they enhance their knowledge. Leaders should ensure that all teachers use the assessment systems as intended and check that teachers are providing pupils with opportunities to consolidate their learning.
- Leaders have not ensured that the behaviour systems are having the desired impact for all pupils. Some pupils often repeat the same unwanted behaviours, which results in further sanctions being given. Leaders should ensure that they systematically analyse the information they collect about behaviour and use this carefully to review the way in which they manage behaviour. They should use this information carefully to consider the root causes of issues so that that the pupils get the support and intervention they need to improve their behaviours in line with the school's values.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 11–12 October 2017.

## **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

<b>Unique reference number</b>	136145
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10241747
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,166
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Julius Weinberg
<b>Principal</b>	Nick Brennan
<b>Website</b>	<a href="http://www.ormistonsirstanleymatthewsacademy.co.uk/">http://www.ormistonsirstanleymatthewsacademy.co.uk/</a>
<b>Date of previous inspection</b>	11 and 12 October 2017, under section 5 of the Education Act 2005

## Information about this school

- The principal was absent at the time of the inspection.
- The acting principal has been in post since April 2023.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 11 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses four registered alternative providers for five pupils.
- The school uses one unregistered alternative provider for one pupil.

## Information about this inspection

- Inspectors initially inspected the school on 27 and 28 June 2023. On 3 July 2023, two of His Majesty's Inspectors returned to the school to gather further evidence. The evidence gathered from all three days was used to inform the final judgements.

- 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.
- During the inspection, inspectors held discussions with the acting principal, education director, other senior and middle leaders, the special educational needs coordinator, the designated safeguarding lead, and the careers lead.
- Inspectors held discussions with those responsible for governance, and the CEO of the trust.
- Inspectors carried out deep dives in English, history, and languages, and science. 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 reviewed the school's tutor programme and wider development programme.
- Inspectors also visited reading at the start of the day.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to behaviour, workload, bullying, and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment.

## Inspection team

Sultanat Yunus, lead inspector	His Majesty's Inspector
Mike Onyon	Ofsted Inspector
Sarah Godden	Ofsted Inspector
Emma Gregory	His Majesty's Inspector

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