

# Inspection of Evolve Academy

St. Georges Road, Lupset, Wakefield, West Yorkshire WF2 8BB

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Inspection dates: 5 and 6 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Matthew Long. This school is part of Ethos Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jayne Foster, and overseen by a board of trustees, chaired by Victoria Del Giudice. There is also an executive headteacher, Mark Richardson, who is responsible for this school.

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

Evolve Academy works effectively in order to re-engage pupils with learning and school life. Pupils join the school after a permanent exclusion or if they need time away from mainstream school. Some pupils have an education, health and care (EHC) plan or are assessed for an EHC plan while they attend the school. All pupils have special educational needs and/or disabilities (SEND). Pupils receive targeted support to help them get back on track with their education.

Staff are skilled and caring. They take time to get to know pupils well. They work patiently to build secure relationships with pupils. This helps pupils feel safe in school. Many pupils show improvements in their attendance during their time in school. They demonstrate improved attitudes and commitment to learning. Many pupils successfully return to their mainstream school or have a fresh start in a new school locally.

The school has implemented a new curriculum. The curriculum is ambitious yet mindful of pupils' individual starting points. Leaders ensure that all pupils are supported to improve their reading. Pupils learn how to manage their emotions and strengthen their social skills through the school's nurture-based approach. This prepares pupils well for next steps in their education.

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

The school is embedding a new curriculum. This includes programmes to develop pupils' reading and phonics knowledge. The school has mapped out and resourced the curriculum well. Leaders are refining approaches to support pupils' learning to ensure that the curriculum meets pupils' needs consistently well. The school has developed a curriculum that contains the most important knowledge for pupils to learn while they attend the school. Staff skilfully build on pupils' existing knowledge to develop it further. They recognise that many pupils have gaps in knowledge. Staff provide personalised support. They use well-designed SEND support plans and small steps targets from pupils' EHC plans. This supports pupils' learning well.

Pupils engage well in lessons. They are supported by caring staff who understand their individual needs. Staff and pupils' relationships are respectful and warm. When pupils need help to manage their emotions, staff know what to do. Leaders recognise that attendance is 'everybody's business'. Many pupils make attendance improvements after joining the school. This ensures that they are better prepared to return to mainstream school. Staff work supportively to help pupils and their families overcome attendance barriers. Some work is challenging due to the geographical spread of pupils' homes across the Wakefield area. As a result, some pupils do not attend school well. This includes some pupils who receive transport to school. This impacts negatively on their academic progress and personal development.

Pupils experience a well-thought-out personal development curriculum. Pupils' talents and interests are nurtured. For example, pupils who are interested in boxing

visit the local boxing club to develop their sporting talent. Pupils learn how to recognise risks. External speakers support pupils to understand personal safety and the impact of crime. Pupils learn how to use technology responsibly and how to keep themselves safe while online. The curriculum is responsive to news topics. Pupils learn to debate and discuss current events. Staff provide thought-provoking discussion points to structure conversations. Pupils on the school council are given link responsibilities, such as mental health champion. Pupils learn about diverse communities and faiths through educational visits and meeting people who are different to them.

Staff are positive about working at the school. They speak highly of leaders' efforts to support their workload and well-being. Staff receive frequent training to keep their safeguarding and classroom practice up to date. Early career teachers receive regular mentoring. Governors and trustees are well informed. They are kept up to date through visits to the school and leaders' detailed reports. They effectively challenge and support leaders about the school's work. The CEO and director of education have an accurate view of the school's priorities. They are proud of leaders' ongoing improvements to the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school has implemented a newly developed curriculum. This needs time to embed consistently well. Leaders at all levels should continue to monitor and refine the school's curriculum developments. The school should ensure improvements are implemented consistently well in all subject areas.
- Some pupils do not attend school regularly. This includes some pupils who receive transport to school. They miss important learning, which negatively impacts their academic progress and personal development. The school should continue to strengthen its attendance systems to support pupils and their families to overcome any barriers to attending school regularly.

## **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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148771
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10323148
<b>Type of school</b>	Alternative provision
<b>School category</b>	Academy alternative provision sponsored
<b>Age range of pupils</b>	7 to 14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Victoria Del Giudice
<b>Executive Headteacher</b>	Mark Richardson
<b>Headteacher</b>	Matthew Long
<b>Website</b>	<a href="http://www.evolveacademy.uk.com">www.evolveacademy.uk.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Evolve Academy is an alternative provision for pupils aged between seven and 14 years. It is one of six schools in Ethos Academy Trust.
- The school caters for pupils who have been permanently excluded from mainstream schools and for pupils who are at risk of permanent exclusion. Pupils join the school throughout the academic year.
- All pupils have SEND and some pupils have an EHC plan. All pupils have social, emotional and mental health needs.
- Pupils in key stage 2 and those pupils with an EHC plan access local authority transport to and from school.
- The school makes use of one registered alternative education provision. This is for pupils with medical needs.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

Inspections are a point-in-time judgment about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with the CEO, director of education, executive headteacher, headteacher, senior leaders, and teaching and support staff in the school. The lead inspector spoke to members of the governing body and the chair of trustees. An inspector spoke to a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and personal, social and health education. 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 a sample of pupils' work.
- The lead inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in a range of situations, including at breaktimes, lunchtimes and in lessons. Inspectors also spoke with pupils about their perceptions of behaviour and bullying in the school.
- An inspector held a discussion, by telephone, with one registered alternative education provider used by the school.
- Inspectors reviewed a range of school documents, including the school's self-evaluation and development plans.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses to Ofsted Parent View.
- Inspectors took account of the school's analysis of its own surveys of parents' and pupils' opinions.

## Inspection team

David Mills, lead inspector

His Majesty's Inspector

Richard Jones

His Majesty's Inspector

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