

Outwood Academy Ormesby

URN: 138711 | Inspected: 09 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Pupils' attainment is significantly below the national average overall, and has been over time. There are a significant minority of pupils who have gaps in their learning. This is hindering their progress through the curriculum. Some pupils have gaps in their basic literacy and numeracy knowledge. Occasionally, this is not addressed specifically or early enough. This prevents these pupils from achieving as well as they could. Pupils could be better prepared for their

next steps

. The proportion of pupils sustaining their destinations in education, employment or training is significantly below the national average. However, there are signs that this is beginning to improve as pupils achieve better outcomes. For example, in 2025 the proportion of disadvantaged pupils achieving secure grades in GCSE English and mathematics was close to the national average. In addition, there are improvements in pupils' work in other subjects.

Curriculum and teaching Needs attention

The curriculum and its delivery are in development. Leaders, with support from the trust, are working effectively to ensure that the curriculum is suitable, well designed for each subject and meets pupils' needs. Leaders know that there is further work to do to improve the support they provide to those pupils who struggle with the basics of reading, writing and mathematics. While the school identifies the weakest readers quickly and has appropriately trained staff to help pupils catch up, there are inconsistencies. For example, in the way teachers support pupils with their spelling and learning of new vocabulary. The school provides teachers with effective and regular training on the school's chosen approach to teaching, known as 'the five pillars'. Although this is helping to bring about improvements, the quality of teaching is mixed. Teachers typically have secure subject knowledge. However, they do not check pupils' understanding routinely. As a result, they do not identify, adapt their teaching and address the gaps and misconceptions that some pupils have consistently. Disadvantaged pupils and pupils with special educational needs and/or disabilities have the same experiences of the curriculum and its delivery as their peers. However, teachers ensure that they get the support they need in lessons.

What it's like to be a pupil at this school

Outwood Academy Ormesby is rapidly improving. The school is increasingly successful in reducing the barriers

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that pupils face so that they receive an inclusive, high-quality education that improves their life chances. Pupils enjoy the improved experiences of school. However, as yet, pupils do not achieve or attend school as consistently well as they should. This is also the case for disadvantaged pupils, who are not routinely well prepared for their next steps

. Pupils' behaviour is on a journey of improvement. The school is generally calm and orderly. Lessons are productive and there are clear routines that most pupils follow. At social times, pupils generally mix well. The school promotes 'random acts of kindness' and 'thankful Thursdays'. Through these, pupils are taught how to demonstrate respect. There is a clear focus on developing positive relationships. Despite these improvements, there are a small number of pupils who present disruptive behaviour. On the rare occasion that bullying happens, pupils are confident that teachers will deal with it quickly. Pupils are safe in school. The school supports pupils' personal development well. The 'welcome hub' provides the school with the chance to check pupils' wellbeing at the start of every day. The school provides pupils with cultural experiences, for example, by visiting local landmarks and attending the theatre. Pupils take on roles, such as peer mentors, pupil prime minister and cabinet members, which develops their sense of belonging and responsibility. Pupils actively support their local community through the school's 'Outwood Out There' programme. This gives pupils the opportunity to visit care homes, litter pick, support local emergency services and marshal local park runs.

Next steps

- Leaders and governors should build on their recent work to improve attendance and behaviour by ensuring policies are followed consistently by staff, and that support and interventions are timely and have a sustained impact.
- Leaders should improve the quality of teaching by ensuring that teachers routinely check pupils' understanding and adapt their teaching consistently in order to address gaps and misconceptions in pupils' knowledge so they make secure progress through the curriculum and achieve more.
- Leaders should ensure that the impact of the personal development programme, including pupils' learning about different cultures, faiths and careers, is deep, embedded and consistent.

Inclusion

Expected standard

The school has a very high proportion of pupils who are disadvantaged. Leaders have prioritised their work on inclusion effectively. Staff are deeply committed to supporting pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known to children's services. The school's approach to identifying pupils' individual needs is secure. Leaders review pupils' progress through the curriculum regularly and they make appropriate adaptations to the support pupils receive. The school's approach to supporting pupils with social, emotional and mental health needs is focused on building positive relationships. Staff have received appropriate training on this, which is helping to meet these pupils' needs and promote high aspirations. Targeted support in provisions, such as 'Temenos' and 'The Bridge', helps pupils to re-engage with their learning.

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The school works proactively with a range of professionals to ensure pupils' needs are met. Pupils with SEND who access the school's specially resourced provision mix well with their peers across the school. Leaders have ensured that the pupil premium grant they receive is used appropriately. This has contributed to improvements seen in pupils' attendance, behaviour and achievement. The school uses alternative provision in pupils' best interests. It is having a positive impact on pupils.

Leadership and governance

Expected standard

Leaders, including those with responsibility for governance, know the school and wider community very well. The trust has clear oversight of the school's work and holds it to account effectively. They, along with the school leaders, are deeply committed to ensuring pupils overcome the barriers that many of them face. Often, this involves going the extra mile to support vulnerable families. Leaders have taken appropriate action to improve the school by developing an inclusive culture and promoting pupils' personal development successfully. Leaders ensure that staff receive appropriate training. As a result, this means that staff have an increasing understanding of the school's chosen approach to teaching, known as 'the five pillars' and its expectations when staff manage behaviour. While leaders know there is more to do in these areas of the school, clear improvements are evident. Teachers have a secure understanding of disadvantaged pupils' needs, including pupils with special educational needs and/or disabilities, and those known or previously known to children's social care. Pupils who face additional barriers generally have their needs met and their achievement is improving. School leaders make decisions that are in pupils' best interests. For example, the recent extension of the school day is designed to promote more regular opportunities for pupils' personal development. Staff are very positive about working at the school. Leaders are considerate of their workload and wellbeing. Staff, including those new to the teaching profession, value the support and recognition they receive. There is wide recognition from staff, pupils and some parents of the significant improvements that are beginning to be seen at pace in the school.

Personal development and wellbeing

Expected standard

The school has a carefully planned programme for pupils' personal development. The personal, social and health education curriculum teaches pupils important elements, such as healthy relationships and online safety in an age-appropriate way. Pupils have regular opportunities to debate and discuss topical issues. The programme helps pupils to develop their understanding of fundamental British values. For example, pupils are taught how to demonstrate respect for others and they take part in democratic processes, such as when they elect pupil leaders. Pupils recognise the importance of learning about different cultures, although the depth of some pupils' knowledge of different faiths is not secure. The school promotes equalities effectively. For example, there is support for LGBTQ+ pupils and staff challenge derogatory language on the rare occasions it is heard. The school offers pupils high-quality pastoral care. This is tailored to meet pupils' individual needs. For example, appropriately trained staff provide pupils with targeted support to help them manage their anxiety, wellbeing

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and emotions. Pupils are confident that staff will deal with any concerns they have. The school offers pupils a range of inclusive opportunities for pupils to develop their interests and talents. Disadvantaged pupils receive support so they can access trips that are further afield. Pupils build their confidence and teamwork skills in the performing arts, the Duke of Edinburgh award and a number of sports teams. Leaders work diligently so that pupils maximise the benefits of the school's wider offer. The school has an established careers programme. Over their time at the school, pupils learn about a wide range of careers and post-16 options available to them. This supports pupils' ambitions for their future. Needs attention

Attendance and behaviour Needs attention

Pupils do not attend school regularly. As a result, leaders prioritise improving pupils' attendance. The school analyses absence patterns carefully and leaders have increased the number of staff working with families to understand what the main barriers to attendance are. This helps the school to put in place targeted and specific support. This includes drawing on the expertise of other professionals when it is necessary. While this is improving rates of attendance, leaders recognise there is more to do to ensure pupils attend school more regularly. The school's behaviour policy is not consistently applied by staff. Some pupils' attitudes to learning vary. While the rate of suspensions has reduced, it remains high. That said, the school has secured steadfast improvement. Lessons are typically calm and orderly. The school has focused on developing positive relationships and teaching kindness and respect. The school's strategies to support pupils with social, emotional and mental health needs has helped to reduce suspensions effectively. For example, the 'Temenos' provision provides pupils with access to specialist support in regulating behaviour and managing emotions.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/outwood-academy-ormesby-middlesbrough>