

Inspection of The Orme Academy

Milehouse Lane, Newcastle, Staffordshire ST5 9JU

Inspection dates: 18 and 19 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Mark Boughey. This school is part of the Shaw Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Morgan, and overseen by a board of trustees, chaired by Andrew Meehan.

What is it like to attend this school?

The Orme Academy staff and pupils share the same high aspirations. Pupils understand and follow the ambition around 'empowering learners for life'. Pupils say this ambition helps them focus on how to develop positively as young people. Relationships between pupils and staff are warm and respectful. While the school's high aspirations for all its pupils have not yet been fully achieved, pupils say this is an improving environment to learn in.

There is a purposeful atmosphere around the school. Pupils focus on their learning well and work hard. Where pupils' behaviour is not acceptable, staff speak quickly and efficiently with pupils to explain the school's high expectations. During social times, pupils mix with others in a calm and orderly manner. Pupils feel safe. They know who to talk to about any concerns they have.

The school places a strong emphasis on pupils' personal development, including mental health and well-being. Leadership opportunities include language ambassadors and Year 9 reading leaders who support younger pupils. Pupils also raise money for local charities and support a local care home. These roles help pupils understand how to be responsible. Pupils regularly take part in activities such as sports, dance and the Duke of Edinburgh's Award scheme.

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

The school has undergone a significant period of change and development since the last inspection. This includes changes to staff in senior, subject and pastoral leadership roles. The school has raised expectations around learning and behaviour and has developed a highly ambitious and well-sequenced curriculum. New policies have brought improvement in how pupils learn. However, these improvements have not yet led to consistently improving outcomes by the end of key stage 4.

Most teachers check what pupils know well and ensure that they understand what they have to do. For example, Year 8 pupils in science can explain how their previous learning of filtering helps them to develop their understanding of current work. However, there are times when some teachers do not check pupils' understanding carefully enough. As a result, they do not have a sufficiently detailed understanding of whether pupils have remembered what they have learned before. This means that some teachers do not consistently adapt the learning to address any wrong ideas or missing knowledge which limits the progress pupils make.

The school quickly identifies any special educational needs that pupils may have. Teachers use 'pupil passports' effectively to adapt their teaching to meet those needs. Leaders ensure that all pupils access the same, ambitious curriculum and that teachers adapt the curriculum, if necessary, to meet these pupils' individual needs. The school has effectively developed strategies to support pupils who are not confident readers. Specialist teaching rapidly addresses weaknesses in pupils' phonics, grammar and comprehension. Teachers model reading and encourage

pupils to read in and outside school. This is helping to improve pupils' reading across the school.

Absence from school is preventing a significant number of pupils from achieving their full potential. There are too many pupils who miss school unnecessarily. This means that they miss out on too much learning. The school is aware of the need to continue with its current work on the importance of attendance and to engage with pupils, parents and external agencies further.

To support pupils' personal development, the personal, social, health and economic curriculum is well planned and sequenced. Pupils learn about topics such as healthy relationships and online safety well. The school provides pupils with the opportunity to develop their knowledge and awareness of cultural diversity. A comprehensive careers programme is in place for all pupils. Pupils engage enthusiastically with this programme.

All leaders, including those responsible for governance, understand how the school's local context impacts pupils' learning and attendance. The trust has provided bespoke, targeted and rapid support to develop the school. Trustees provide effective challenge and support. This has helped the school to improve. Leaders have implemented a well-thought-out professional development programme for staff. Staff feel very well supported and consulted about policy changes. Leaders carefully consider staff workload, of which staff are appreciative.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, gaps in pupils' knowledge are not identified and addressed well enough. This leads to some pupils not fully understanding or remembering key knowledge. The school should ensure that all teachers consistently check pupils' understanding and adapt their teaching accordingly so that all pupils become secure in, and remember, the key knowledge they need.
- Some pupils, including disadvantaged pupils, miss too much school. This holds back pupils' progress and achievement. The school should continue its work with parents and external agencies to secure more regular attendance for all pupils.

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 special educational needs and/or disabilities (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

Unique reference number	142015
Local authority	Staffordshire
Inspection number	10322875
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	760
Appropriate authority	Board of trustees
Chair of trust	Andrew Meehan
CEO of the trust	Jo Morgan
Headteacher	Mark Boughey
Website	www.theormeacademy.org.uk
Dates of previous inspection	7 and 8 December 2021, under section 5 of the Education Act 2005.

Information about this school

- The school is part of the Shaw Education Trust which contains 30 schools.
- The school does not use any school-based alternative provision for pupils. Some pupils are supported to complete their learning at home due to medical and well-being 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

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

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors focused on the following deep dives: English, French, art, history and science. The inspectors held discussions about the curriculum, visited lessons, looked at pupils' work and talked with pupils about their learning. The inspectors also looked at the curriculum in other subjects.
- The inspectors reviewed a range of school documents. These included information about pupils' behaviour and attendance, the school's curriculum and improvement planning. The school's website was also checked.
- 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.
- The inspectors observed informal times of the day as part of their evaluation of safeguarding and pupils' behaviour.
- The inspectors held meetings with the vice-chair and the chief executive officer of the trust; the headteacher of the school and other senior leaders, subject leaders, teachers, support staff and pupils. The inspectors also talked informally to pupils and staff to gather information about school life.
- The inspectors considered responses to Ofsted Parent View and the free-text comments. The inspectors also considered the responses to Ofsted's staff survey and pupil survey.

Inspection team

Stuart Clarkson, lead inspector	His Majesty's Inspector
Rob Bourdon-Pierre	Ofsted Inspector
Hayley Clarke	Ofsted Inspector
Ed Leighton	Ofsted Inspector

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