

Ossett Academy and Sixth Form College

Address: Storrs Hill Road, Ossett, West Yorkshire, WF5 0DG

Unique reference number (URN): 136462

Inspection report: 24 February 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✓ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils' achievements in national tests and examinations, such as GCSEs, have been consistently above or close to national averages over time. Vulnerable pupils achieve very well. They make significant progress from their starting points, academically, socially and emotionally. The gaps in performance between disadvantaged pupils and non-disadvantaged pupils are narrowing year on year.

Pupils make consistently positive progress through the curriculum. Any gaps in their knowledge are identified. Staff then work with individuals or small groups to help them address these gaps and achieve highly. Pupils achieve well across subjects, and particularly well in English and art. For example, the art and photography that pupils produce, including sixth-form students, is of very high quality. Recent developments in science have secured impressive attainment in this subject also. Pupils leave Year 11 very well prepared for their next steps in education. Students in the sixth form have high ambitions. They leave Year 13 having achieved well, with firm plans in place for their future.

Expected standard ●

Curriculum and teaching

Expected standard ●

Leaders have constructed a coherent and ambitious curriculum. They have an accurate understanding of the quality of the curriculum and its delivery. For each subject, the curriculum is well sequenced. It identifies the essential knowledge that pupils will learn. New content builds on what pupils have previously learned, step by step. Leaders ensure that staff have the subject knowledge needed to teach the curriculum effectively, including in those subjects taught at A level.

Typically, teaching is purposeful, although there is a little variation in this across the school. Leaders ensure that the trust's classroom principles of 'connect, activate, demonstrate, consolidate' are in place. Generally, teachers explain concepts well, model activities effectively and question pupils with precision. They expect pupils to think for themselves, for example, in the 'challenge zone' within lessons. This is also the case in the sixth form. Staff check what pupils know regularly in order to help them with the next steps in their learning.

Whole-school approaches to developing reading, vocabulary and speaking skills are effective. Targeted teaching is provided for pupils who need support with the basics, for example, in handwriting, spelling and grammar in English and with number facts in mathematics. Staff understand pupils' starting points and learning needs. They ensure pupils with special educational needs and/or disabilities receive the support that they require.

Inclusion

Expected standard 

Leaders seek to put vulnerable pupils first. They believe that 'those with the least should receive the most'. Leaders are committed to ensuring that all pupils succeed at school.

Leaders identify any additional needs that pupils have promptly. They use assessments, information from previous schools, and ongoing checks to inform this process. Pupils with special educational needs and/or disabilities progress well. Teachers are informed about the extra support these pupils need, including for example, through pupils' 'personalised learning plans'. They provide support that generally reduces or removes any barriers to learning that pupils face. For example, some pupils access additional teaching sessions, some receive extra help in class and others have tasks broken down for them to help them to complete work successfully.

Leaders monitor pupils' progress closely. They check that support is having an impact and adapt strategies where needed. Training is effective in ensuring that staff have the expertise to help individual pupils.

Additional funding, such as the pupil premium grant for disadvantaged pupils, is used wisely. Disadvantaged pupils achieve well. Leaders work closely with families, social care and other professionals to ensure that all vulnerable pupils receive appropriate help. Pupils' social and emotional development, and their mental health needs, are supported effectively. Alternative provision is used appropriately and in the best interests of pupils.

Leadership and governance

Expected standard 

Leadership has successfully brought about improvements at the school. Leaders' mantra, 'compassionate rigour', ensures that expectations of staff and pupils are high, but implemented with warmth. The positive impact on pupil behaviour is noted by staff, pupils and parents and carers. Leaders have inclusion at the heart of their work. The commitment from school and trust leaders to nurture the most vulnerable pupils is demonstrable.

Those responsible for governance meet their statutory duties effectively, for example, in overseeing the school's safeguarding systems. They use a variety of information to challenge leaders and direct resources strategically. For example, governors and trust leaders have ensured a renewed focus on attendance. They prioritise the needs of disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care. Leaders ensure their decisions are consistently made in pupils' best interests. Their oversight of the use of alternative provision and a recent focus on supporting pupils' mental health are examples of this.

Leaders have a thorough understanding of the school's strengths and priorities. They respond swiftly where improvements are needed. They use robust quality assurance to guide improvement. Staff benefit from a coherent, research-informed professional learning programme, driven by leaders' priorities. Staff are proud to work in the school. They value the care and attention that leaders and governors give to their workload and work-life balance. Leaders have recently focused on engagement with families. A variety of events have taken place to hear the voice of parents and build constructive relationships.

Personal development and wellbeing

Expected standard 

Leaders provide a structured personal development programme. Through the 'life curriculum', assemblies and form time, pupils develop their knowledge well. They reflect on their beliefs and engage thoughtfully with ethical issues, such as those related to consent and online risks. Pupils share their views and listen to each other respectfully.

The personal development programme also ensures that pupils are knowledgeable about life in modern Britain. Pupils understand the importance of key concepts, such as democracy and respect. They know that everyone is different and that it is important to accept each other. Pupils learn about different religions and cultures. The school community is caring and tolerant.

Relationships and sex education and health education is delivered sensitively and is age-appropriate. This helps pupils to understand positive relationships, safety, health and wellbeing. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities receive appropriate support, if needed, to access this curriculum.

The school provides an extensive programme of trips and extra-curricular opportunities. This includes, for instance, fundraising for curriculum trips to Iceland and Peru. Pupils play a wide variety of sports. For example, a recent focus on rugby is enabling some pupils to explore their talents and interest in this sport with professional clubs. For other pupils, 'Orchard football club' is a key feature of school life. The learning resource centre is a hive of activity at lunchtime.

Pupils benefit from experiences that develop their leadership skills. The student leadership team oversee a variety of committees. These include the environmental committee and sports leaders. Some pupils act as reading buddies for younger pupils. These activities develop pupils' confidence and resilience.

Careers education is high quality. There is an appropriate curriculum in place which builds over time. It provides pupils with important knowledge to make well-informed decisions. Bespoke guidance for individual pupils ensures that most are well prepared for life beyond school by the time they leave.

Post 16 provision

Expected standard 

Leaders have a clear understanding of the quality of the 16 to 19 study programmes. They have developed an ambitious curriculum shaped by student voice and subject expertise. Pathways are available for students of different starting points and interests. Where courses have been less successful, leaders have taken decisive steps to improve the quality of these.

Teaching is effective and supports students to achieve well overall. For example, in history, students respond to teachers' probing questions and act on suggestions to improve their work. This is typical of most teaching. Teachers have secure subject knowledge in the courses that they teach.

Outcomes are broadly in line with national averages. Leaders swiftly intervene where this is not the case. Students with special educational needs and/or disabilities achieve particularly well. Leaders support students to achieve their individual goals. Personalised pastoral support ensures that students overcome barriers and make progress from their starting points.

Students are very well prepared for their next steps. The advice and guidance they receive is highly effective. Students leave Ossett having made positive decisions. Some move to prestigious courses at university, while others go into the world of work. Enrichment is extensive. Additional qualifications, access to the football academy, international visits and working with younger pupils are but a few examples of this.

Needs attention

Attendance and behaviour

Needs attention 

For some groups of pupils, particularly the most disadvantaged, attendance has not been high enough historically. Too many disadvantaged pupils have not attended school regularly and often enough. Leaders are aware of this. Attendance is front and centre of the school's improvement strategy. The early signs are that this work is effective. Leaders' actions to analyse attendance information and provide targeted support to individual pupils are beginning to bear fruit.

Leadership has driven clear improvements in behaviour. Leaders have galvanised staff and pupils to develop a 'team Ossett' ethos. 'Compassionate rigour' is everyone's aim. Lessons are generally purposeful, transitions between lessons are smooth, and behaviour around the site is calm. Bullying and discriminatory language are not tolerated. Pupils report that incidents are rare and addressed swiftly. The majority of pupils demonstrate positive attitudes to learning. They respond well to encouragements, such as 'be Ossett – be on time' or 'be Ossett – be the best you can be'. Staff apply behaviour policies with increasing consistency. Relationships between staff and pupils are positive. Pupils recognise that staff know and support them well. Leaders ensure that pupils who need extra support to help them focus at school receive it. For example, these pupils benefit from spaces, such as 'the hub' and 'the orchard'.

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

There is a warmth in this school community. Pupils and staff show respect to one another. Leaders have high expectations for pupils' behaviour and for what they can achieve. Standards of behaviour have improved markedly in recent times. Classrooms are calm and corridors are orderly.

Pupils, including those with special educational needs and/or disabilities, value how well their teachers know them as individuals. Staff use their expertise to support pupils in

overcoming their individual barriers to success. Pupils who need extra support receive this, for example, in the school's bespoke spaces, such as 'the hub' and 'the orchard'.

Pupils achieve well here. They generally enjoy learning and benefit from purposeful teaching and an ambitious curriculum. Achievement in national tests, such as GCSEs, has been consistently positive over time. This is also the case for disadvantaged pupils. Pupils receive high-quality careers education. Very few pupils leave Year 11 without firm plans for the future. Students in the sixth form are also well supported to move on to destinations of their choice. Pupils leave Ossett with the skills and qualifications they need for their next steps.

Rewards and recognition help pupils to feel valued and successful. Pupils feel safe and say that they belong. 'Swap shop', 'Wow Wednesday', 'Friday praise' and 'golden tickets' all play their part in this regard. Pupils say that unkind words or bullying are dealt with effectively. However, some pupils do not attend as regularly and as often as they might. This includes disadvantaged pupils.

Pupils have access to a wide range of enrichment activities and clubs. Orchard football club, chess club and rugby are popular. Curriculum visits abroad and leadership opportunities are also widely available. These build pupils' character, broaden their horizons and develop their independence, preparing them for life in modern Britain.

Next steps

- Leaders should ensure they continue to work to improve pupils' attendance and reduce rates of persistent absence, particularly for disadvantaged pupils.
- Leaders should ensure that they support teachers, including those in the sixth form, to deliver the curriculum with a high degree of consistency, explaining concepts and activities well and questioning pupils with precision.

About this inspection

This school is part of Accord Multi 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), Alan Warboys, and overseen by a board of trustees, chaired by Andrew Lancashire.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive principal, head of academy and CEO during the inspection. The lead inspector also met those responsible for governance and other staff from the trust.

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.

The inspectors confirmed the following information about the school:

The school makes use of 7 alternative provisions, including 3 that are unregistered.

Since the previous inspection, a new executive principal and head of academy have been appointed.

Executive principal : Nicola Walker

Lead inspector:

Michael Wardle, His Majesty's Inspector

Team inspectors:

Chris Fletcher, Ofsted Inspector

Dan Whieldon, Ofsted Inspector

Sarah Hubbard Hubbard, Ofsted Inspector

Jayne Gaunt, Ofsted Inspector

Penny Green-Harding, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 February 2026

School and pupil context

Total pupils

1,728

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

2,000

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

20.39%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

1.91%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

15.34%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	55.3%	45.4%	Above
2023/24 (final)	58.4%	45.9%	Above
2022/23 (final)	55.7%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	51.0	46.0	Above

Year	This school	National average	Compared with national average
2023/24 (final)	52.1	45.9	Above
2022/23 (final)	50.1	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.24	-0.03	Above
2022/23 (final)	0.08	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	34.0%	25.8%	Close to average
2023/24 (final)	21.8%	25.8%	Close to average
2022/23 (final)	33.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	40.1	34.9	Above
2023/24 (final)	36.4	34.6	Close to average
2022/23 (final)	34.5	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.40	-0.57	Close to average
2022/23 (final)	-0.50	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	34.0%	53.1%	-19.2 pp
2023/24 (final)	21.8%	53.1%	-31.3 pp
2022/23 (final)	33.3%	52.4%	-19.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	40.1	50.4	-10.3
2023/24 (final)	36.4	50.0	-13.6
2022/23 (final)	34.5	50.3	-15.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.40	0.16	-0.56
2022/23 (final)	-0.50	0.17	-0.66

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	92%	91%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	94%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	36.29	34.99	Close to average
2023/24 (final)	30.38	34.38	Below
2022/23 (final)	34.31	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.0	0.0	Close to average
2023/24 (revised)	-0.2	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.6%	8.1%	Close to average
2023/24 (3 term)	8.4%	8.9%	Close to average
2022/23 (3 term)	8.4%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	24.7%	21.9%	Close to average
2023/24 (3 term)	24.6%	25.6%	Close to average
2022/23 (3 term)	24.3%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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