

Outwood Academy Redcar

Address: Kirkleatham Lane, Redcar, Cleveland, TS10 4AB

Unique reference number (URN): 145188

Inspection report: 16 June 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.

Expected standard

Inclusion

Expected standard

Leaders want all pupils to succeed. They have a heart for those who are more vulnerable. Leaders identify pupils' needs quickly and accurately. This includes the needs of pupils who have special educational needs and disabilities (SEND). As individual pupils' needs emerge or change, leaders respond quickly. 'SEND support plans' and 'reasonable adjustment passports' are suitably adapted.

In lessons, staff know the needs of pupils. Teachers generally adapt their teaching to meet pupils' needs. Some pupils spend time in 'the bridge' or the 'personalised learning centre'. Both spaces are effective at supporting pupils who need extra short-term support, due to missing work because of absence or those experiencing mental health pressures, for example.

Supporting disadvantaged pupils is a priority. Leaders target extra support effectively. A high proportion of disadvantaged pupils take part in clubs and other activities beyond the classroom. Alternative provision is used appropriately, and leaders monitor this closely. Leaders work effectively with external agencies to support the needs of pupils. This includes the most vulnerable. For example, staff work effectively with the virtual school to support children known or previously known to social care.

Personal development and wellbeing

Expected standard

Pupils benefit from a wide range of experiences beyond the classroom. Leaders track participation carefully. Most pupils attend an enrichment activity. Disadvantaged pupils' participation is noteworthy.

Many activities enable pupils to develop leadership skills and support their local community. The 'Outwood Out There' programme enables pupils to participate in community projects. The range of opportunities broadens experiences and enables pupils' talents to develop. Choir, film club and kindness club are examples of these opportunities.

Pupils start each day with a 'personal development and growth' session. This newly developed curriculum is ambitious. Topics are age-appropriate and include personal finance, healthy relationships and online safety. Leaders adapt the programme when needed, for example, through including a session on water safety. Where necessary, the programme is tailored for pupils with special educational needs and/or disabilities.

Leaders make sure that pupils learn about what it is to be a citizen in modern Britain. Pupils learn to be resilient and that everyone matters. They learn to become determined and committed to doing their best. They know they are accountable for what they do and that they need to respect everyone. This is woven into the curriculum at school.

Weekly events help pupils to develop socially. Proud Tuesdays celebrate individual achievements, for example. The welcome hub is available as pupils arrive to school. Staff help pupils should they need equipment or uniform. Friendly faces help to settle pupils and get them ready for the day.

The careers programme is impactful. It includes workplace experiences. Pupils learn about local post-16 providers, among other choices for their future. Guidance sessions support all pupils with their next steps. Pupils who need it are given additional support with their transition. Almost all pupils leave school with realistic plans for their next steps.

Needs attention ●

Achievement

Needs attention ●

Historically, pupils have not achieved as well as they could in national examinations, such as GCSEs. The percentage of pupils who achieve grade 5 or above in both English and mathematics GCSEs has been below the national average. However, disadvantaged pupils' performance has been more in line with other disadvantaged pupils nationally. In addition, it is rare for a pupil not to continue to education, employment or training after Year 11.

Leaders are taking appropriate action to improve achievement. There are some signs that pupils' attainment is improving. For example, the standards pupils are reaching in English and health and social care have already improved. The extra support that pupils with special educational needs and/or disabilities receive is effective.

Pupils who need extra help in securing the basics, for example, in mathematics and spelling, typically receive the support they need. The focus on reading has been effective.

Attendance and behaviour

Needs attention ●

Over time, pupils have not attended school regularly and often enough. Leaders are implementing a variety of systems to support pupils to attend. They are ensuring that school is a warm and inviting place. Leaders monitor attendance closely. They work with families to try to help remove any barriers. This is leading to green shoots of improvement, and attendance is increasing for some individuals. The attendance of disadvantaged pupils is in line with disadvantaged pupils nationally. However, there is still work to do to help pupils who miss a sizable amount of school due to absence.

Behaviour is improving. Pupils say they feel safe. Pupils enjoy social times. Games, basketball and music are available at break. Pupils socialise well together. Bullying, unkind words and discriminatory language are rare. Staff deal with this when it does occur.

Many teachers build positive relationships with pupils and communicate high expectations clearly. Systems are clear for staff and pupils. However, currently, these are not consistently applied. Leaders track behaviour carefully and support is in place for those pupils who need extra help to regulate their emotions. Staff feel leaders support them well with managing behaviour. Suspension rates are falling, but are above national averages.

Curriculum and teaching

Needs attention 

The curriculum is carefully planned and sequenced in all subjects. Key knowledge is identified. Leaders make sure that teachers have the expertise for the subjects they teach. However, leaders are also aware that the quality of teaching across school is too variable. They know what is working well and where improvements can be made. Leaders in school are supported by 'trust subject leads', among others. As a result of everyone's efforts, the quality of teaching is improving.

Where teaching is effective, questioning is purposeful and assessment is precise. This helps teachers to know what pupils understand. Modelling is clear and pupils know how to improve. Here, teachers apply the 'five pillars' to great effect. These include helping pupils to recap previous learning and giving time for independent practice. Sometimes, however, staff do not assess learning well enough to spot any misunderstandings that pupils may have. This slows their progress. In addition, behaviour could be managed more effectively in some classrooms.

Most teachers adapt their teaching to support pupils with additional needs. Leaders have prioritised developing reading across the school. This includes the 'Outwood reads' strategy. This is having a positive effect.

Leadership and governance

Needs attention 

This is a school that has undergone some turbulence in leadership. It is now firmly on its improvement journey. Leaders currently in school are effective and are having a palpable impact. However, over time, improvements in the quality of provision have been too slow.

Leaders know the school and its pupils well. They have a clear understanding of the school's strengths and where there is work to be done. They have prioritised the right areas for action and are taking appropriate steps. Their analysis of data to support them is impressive. Professional learning is effective. 'Practice clinics' and 'learning and performance time' are helping teachers to refine their craft. Staff are very positive about the way leaders prioritise their wellbeing and workload.

Those responsible for governance meet their statutory duties. Trustees and members of the academy council have a clear understanding of the school's progress and priorities. They ask leaders meaningful and challenging questions. Support from the trust is helping to take the school in the right direction.

Leaders work hard to establish good relationships with parents. There are strategies in place to engage parents in their children's education. One example of this is a coffee morning for the parents of children with special educational needs and/or disabilities.

Pupils are at the centre here. Leaders act in the best interests of pupils. They care for them and want them to flourish. Leaders are fired up and want to improve the school for the benefit of its pupils.

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

Pupils feel included and cared for at Outwood Redcar. Staff know pupils well and meet their individual needs. The welcome hub supports pupils as soon as they arrive at school and helps them to be ready for learning.

The culture is shifting at school. Behaviour has improved. Pupils move around the building in a calm manner. In most lessons, pupils focus well on the task in hand. Pupils are polite and welcoming. Bullying and discriminatory language are rare. They are dealt with effectively. There are positive relationships between staff and pupils.

Social times have been extended. Pupils now spend more time developing friendships and engaging in social activities. Breaktimes are lively and pupils have a wide choice of activities to suit their interests. Each day has a theme that helps to celebrate pupils' achievements. For example, Proud Tuesday showcases examples of exemplary work by pupils.

Pupils have not achieved as well as they could in national tests and examinations. Historically, inconsistent teaching and low attendance levels have had a negative impact on pupils' outcomes. However, this is starting to change. Some pupils have significantly improved their attendance and teaching is becoming more and more effective. Most pupils enjoy their learning, and the quality of their work is improving. Those who need extra support in class receive it.

Pupils want to support their local community. For example, they participate in community projects such as the 'Outwood Out There' programme. The personal development programme helps pupils understand what it is like to be a citizen in modern Britain. Careers education is a strength of the school. Very few pupils leave without firm plans for the future.

School staffing and leadership are now much more stable. Pupils are starting to feel the benefit of this.

Next steps

- Leaders should ensure that checks on pupils' learning are used to consistent effect to identify gaps in their understanding. Leaders should ensure that staff help to close these gaps so that pupils' attainment improves markedly.
 - Leaders should ensure that rates of attendance increase and the number of pupils that are persistently or severely absent decreases.
 - Leaders should ensure that teachers and other staff members implement behaviour policies consistently, thereby decreasing the number of incidents that lead to suspensions.
 - Those responsible for governance should ensure that stable leadership ensures that improvements continue at their current rate and have the desired impact.
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About this inspection

This school is part of Outwood Grange Academies 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), Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw.

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.

Inspectors spoke with the principal, members of the senior leadership team, members of the education team and the CEO during the inspection. The lead inspector also met some of those responsible for governance.

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 currently makes use of 4 alternative provisions, 2 of which are registered.

Community executive principal : Gemma Trattles

Lead inspector:

Michael Wardle, His Majesty's Inspector

Team inspectors:

John Downs, Ofsted Inspector

Jill Bowe, Ofsted Inspector

Simon Barber, 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 16 June 2026

School and pupil context

Total pupils

614

Well below 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

862

Below 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: 1,154

Pupils eligible for free school meals (FSM)

52.28%

Well above 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

2.44%

Close to 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

20.85%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

Above 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 (final)	33.3%	45.4%	Below
2023/24 (final)	40.8%	45.9%	Close to average
2022/23 (final)	32.6%	45.3%	Below

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 (final)	37.3	46.1	Below
2023/24 (final)	39.6	45.9	Below
2022/23 (final)	40.5	46.3	Below

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)	-1.02	-0.03	Below
2022/23 (final)	-0.55	-0.03	Below

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 (final)	20.5%	25.8%	Close to average
2023/24 (final)	31.3%	25.8%	Close to average
2022/23 (final)	8.1%	25.2%	Below

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 (final)	30.0	34.9	Close to average
2023/24 (final)	37.2	34.6	Close to average
2022/23 (final)	30.2	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)	-0.99	-0.57	Below
2022/23 (final)	-0.58	-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 (final)	20.5%	53.1%	-32.6 pp
2023/24 (final)	31.3%	53.1%	-21.9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	8.1%	52.4%	-44.3 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 (final)	30.0	50.4	-20.4
2023/24 (final)	37.2	50.0	-12.8
2022/23 (final)	30.2	50.3	-20.1

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)	-0.99	0.16	-1.16
2022/23 (final)	-0.58	0.17	-0.75

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 (revised)	89%	92%	Average
2022 leavers (revised)	83%	93%	Below
2021 leavers (revised)	87%	94%	Not available

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 (3 term)	10.8%	8.4%	Above
2023/24 (3 term)	9.9%	8.9%	Close to average
2022/23 (3 term)	9.2%	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 (3 term)	30.2%	23.4%	Above
2023/24 (3 term)	27.5%	25.6%	Close to average
2022/23 (3 term)	25.7%	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.

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