

Ormiston NEW Academy

Address: Marsh Lane, Fordhouses, Wolverhampton, West Midlands, WV10 6SE

Unique reference number (URN): 145134

Inspection report: 28 April 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 ●

Attendance and behaviour

Strong standard ●

Pupils attend well. Many pupils join Ormiston New Academy having had weak attendance in the past. The school's work to improve pupils' attendance is very effective. The school uses a range of approaches and works with families to rapidly reduce the barriers to attendance. Pupils' attendance is improving consistently and quickly. Where there are dips in pupils', or groups of pupils', attendance, leaders identify the barriers and attendance improves.

Leaders have established a school culture where it is the norm to do the right thing. Pupils behave extremely responsibly around the school while being able to be exuberant at social times. They speak to one another and staff kindly and confidently. Bullying is rare in school. Pupils say that the school's expectations about how to treat one another are very clear, and pupils meet these expectations. Leaders regularly review their work on behaviour and take any action they need to maintain the culture of kindness and positivity. Suspensions are reducing considerably.

Inclusion

Strong standard ●

Through rigorous screening and vigilance, the school identifies effectively any additional barriers pupils have. Leaders ensure that staff are well prepared to meet pupils' particular needs, and the school uses additional funding for disadvantaged students effectively. Leaders ensure that disadvantaged pupils benefit from effective teaching and that they take a full part in the wider life of the school.

The school's work with pupils who have speech, language and communication difficulties is of particular note. These pupils benefit from an ambitious curriculum that meets their specific needs. Pupils learn in a calm environment where they have the space, support and facilities they need to succeed. They are well integrated into the school, spending plenty of time with their peers and attending as many lessons with their peers as they can. The school works very effectively with all its partners, such as the local authority. This helps the school to secure extremely positive outcomes for these pupils while giving them the opportunity to thrive socially in the school. This aspect of its work is very well regarded by these partners.

The school uses a wide range of alternative provisions that meet pupils' particular needs. Leaders make sure that any alternative provision is safe, and they meet with parents and pupils regularly to review the impact of alternative provision.

Leadership and governance

Strong standard ●

Leaders at all levels are highly ambitious for pupils. They have a no-excuses approach and a deep understanding of the strengths and areas for development in the school. They take effective action when they need to improve any element of what the school does. As a result, inclusion is strong. Pupils behave very well and attendance is improving. The work the school does to develop pupils personally and look after their wellbeing is strong. Pupils' attainment and progress are improving quickly and pupils in the sixth form are benefiting from a high quality of education.

Trustees, those responsible for governance and executive leaders have ensured that the school has the resources it needs to improve quickly and sustainably. Staff are highly complimentary about the positive impact leaders have on the school and their working lives. Staff feel well supported with pupil behaviour, and feel listened to and invested in in terms of their professional learning and effective initiatives to reduce their workload. All say that they are proud to work at the school.

Leaders work collaboratively with local partners. This has resulted in the school becoming a hub for inclusion, sharing its practice across the trust and more widely.

Personal development and wellbeing

Strong standard ●

Leaders have a shared passion and ambition to provide opportunities to enhance the lives of all pupils. Their strategic planning in this area is notable. Leaders use their 'personal development pledge' to identify the impact that each of the activities should have on pupils and monitor this impact closely. This helps leaders make sure that work in this area responds to pupils' emerging development needs. For example, leaders have allocated more dedicated time to pupils' personal development. They have introduced higher expectations of pupils' work, and classroom activities make sure that all pupils are able to review and hone their knowledge of relationships and sex education, British values, citizenship, religion, beliefs, and online and offline safety. As a result, pupils are confident in their knowledge of these topics.

The school has a wide range of enrichment activities on offer and all groups of pupils participate well. Wherever there are barriers to participation, leaders identify these and address them. Whatever a pupil's interest, there is something exciting to do outside of lessons, such as a drawing club, bracelet making, sport skills, LEGO club, fitness and origami. Pupils enjoy developing their interests together.

The school's work on preparing pupils for their next steps means that the vast majority of pupils go on to positive destinations, including the school's sixth form. All pupils have effective careers guidance and support. Pupils who need more specific support to enable them to plan their future receive this.

Pupils feel secure in the knowledge that there is always someone to help them if they are struggling. The school employs trained specialists to provide additional help where it is needed. This ensures that pupils benefit from strong pastoral support.

Expected standard ●

Achievement

Expected standard ●

At Ormiston New Academy, pupils typically achieve well from their starting points. Pupils' progress is improving over time. This positive progress is not always reflected by the published information from national tests. Disadvantaged pupils achieve in line with their peers nationally and their progress is improving. Pupils who are more vulnerable, such as

those with special educational needs and/or disabilities, are making appropriate progress from their starting points as a result of the improvements in teaching.

The school's work to support pupils who need to develop their foundational skills is effective. Leaders make sure that any pupils who arrive not quite ready for secondary school get the support they need to succeed across the curriculum.

The school prepares pupils very well for their next steps. Staff support pupils to make appropriate choices about their future and the school's character curriculum gives pupils the skills and personal attributes to take their next steps confidently.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching in the school. Generally, the curriculum is taught well. Teachers typically have sound subject knowledge. They explain concepts with simplicity. As a result, over time, all pupils build their knowledge and understand increasingly complex material. Often, pupils are able to work independently for periods of time in lessons because teachers have made sure they have the foundational knowledge to do so.

Typically, teachers use assessment well to understand what pupils know and can do. Where pupils cannot read as well as they need to, or have gaps in their mathematical knowledge, leaders take swift action to support them. This action is effective. On a few occasions in a very small number of subjects, gaps in pupils' knowledge are not addressed as quickly as in other subjects. When this happens, pupils' learning is hindered.

Where staff are new or teaching a subject new to them, leaders make sure that they have the training they need to teach confidently. This has brought about swift improvements across some key subjects in the school.

Leaders have made ambitious choices about the curriculum. For example, they have chosen texts and subjects that expose pupils to concepts and culture that they would otherwise not experience. Pupils appreciate this.

Post 16 provision

Expected standard 

The sixth form is inclusive and ambitious. It welcomes some students who have the ability to study demanding courses but who may not have had the opportunity to thrive in school in the past. The school recognises that most students in the sixth form are the first in their family to take up advanced-level study. Many are the first in their family to apply to university. This has helped to shape leaders' clear vision for the sixth form. Students benefit from the school's meticulous work to develop their study, organisational and independent learning skills. As a result, students typically become more independent and well organised, and can take their next steps confidently.

Students enjoy their time in the sixth form. They feel that the school supports them well, listens to them and meets their individual needs. Students particularly appreciate the relationships they build with their teachers and the excitement they feel as they learn fascinating content on their courses. The school's football academy gives students an

opportunity to combine high-level sport development with academic study. Students appreciate the opportunity this presents them. Generally, students in the sixth form achieve well from their starting points both academically and personally. They enjoy the opportunity to be involved in student leadership activities, supporting younger pupils, taking extra qualifications and undertaking charity work.

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

Staff and pupils agree that Ormiston New Academy is a special place to go to school. Pupils greatly appreciate how leaders and staff listen to them and consult them before any changes happen. Pupils feel very well cared for. They enjoy school because it is a safe place where they proudly live the school's values of 'pride, endeavour, together and excellence'.

Pupils meet the school's expectations and behave well so that the school is a calm and vibrant place in which to learn. Pupils get on well with one another. They are confident that any issues of bullying will be dealt with effectively by staff in the school. Their attendance is high and continues to rise steadily.

The school is an inclusive place where everyone is welcomed. The school's work to support pupils who have had a turbulent education in the past or who have additional needs or barriers to their learning is very effective. The school welcomes these pupils actively. As a result, these pupils feel a sense of belonging in the school. Typically, these pupils thrive.

Pupils achieve well from their starting points and achievement is improving further. Alongside this, as pupils progress through the school they become increasingly articulate. They speak confidently about their views and aspirations. As a result, pupils are well prepared for their next steps. Students in the sixth form achieve well from their starting points. Many value the academic atmosphere and the support they receive to do well.

Next steps

- The school should continue to develop teachers' practice in assessment so that gaps in pupils' knowledge can be identified more consistently.

About this inspection

This school is part of Ormiston 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, Tom Rees, and overseen by a board of trustees, chaired by Dr Julius Weinberg.

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 pupils, school staff, trust and school leaders, trustees and a representative of the local governing board during the inspection.

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 school includes provision for 30 pupils with speech, language and communication difficulties.

The school currently makes use of 5 alternative provisions, including 2 that are unregistered.

Principal: Craig Cooling

Lead inspector:

Dan Owen, His Majesty's Inspector

Team inspectors:

Josie Leese, Ofsted Inspector


Helen Reeves, Ofsted Inspector

Peter Bassett, Ofsted Inspector

Niall Gallagher, 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 28 April 2026

School and pupil context

Total pupils

1,067

Close to 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

1,200

Close to 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)

61.15%

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

2.25%

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

16.59%

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)	31.4%	45.4%	Below
2023/24 (final)	27.0%	45.9%	Below
2022/23 (final)	21.6%	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)	35.7	46.1	Below

Year	This school	National average	Compared with national average
2023/24 (final)	38.1	45.9	Below
2022/23 (final)	36.2	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)	-0.27	-0.03	Close to average
2022/23 (final)	-0.58	-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)	25.5%	25.8%	Close to average
2023/24 (final)	21.8%	25.8%	Close to average
2022/23 (final)	13.3%	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)	33.1	34.9	Close to average
2023/24 (final)	34.7	34.6	Close to average
2022/23 (final)	32.2	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)	-0.27	-0.57	Close to average
2022/23 (final)	-0.91	-0.57	Below

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)	25.5%	53.1%	-27.6 pp
2023/24 (final)	21.8%	53.1%	-31.3 pp
2022/23 (final)	13.3%	52.4%	-39.2 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)	33.1	50.4	-17.4
2023/24 (final)	34.7	50.0	-15.3
2022/23 (final)	32.2	50.3	-18.1

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)	-0.27	0.16	-0.43
2022/23 (final)	-0.91	0.17	-1.07

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)	75%	92%	Below
2022 leavers (revised)	89%	93%	Average
2021 leavers (revised)	84%	94%	Below

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 (final)	27.30	35.00	Below
2023/24 (final)	24.82	34.38	Below
2022/23 (final)	16.32	34.16	Below

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 (final)	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 (3 term)	9.1%	8.4%	Close to average
2023/24 (3 term)	10.0%	8.9%	Close to average
2022/23 (3 term)	11.1%	9.0%	Above

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)	26.9%	23.4%	Close to average
2023/24 (3 term)	32.2%	25.6%	Above
2022/23 (3 term)	37.2%	26.5%	Above

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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