

Inspection of Eggescliffe School

Urlay Nook Road, Eggescliffe, Stockton-on-Tees TS16 0LA

Inspection dates: 31 January and 1 February 2024

| Overall effectiveness | Outstanding |
|------------------------------|--|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Sixth-form provision | Outstanding |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher of this school is Lindsay Oyston. This school is part of Vision Academy Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon White, and overseen by a board of trustees, chaired by Charlotte Irving.

Ofsted has not previously inspected Eggescliffe School under section 5 of the Education Act 2005. However, Ofsted previously judged Eggescliffe School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils flourish in this highly inclusive environment. They are committed to their learning. This is reflected in their high attendance and purposeful engagement in lessons. The school encourages pupils to 'be the best they can'. Pupils enjoy an expansive range of experiences that broaden their horizons and inspire them to achieve ambitious goals.

Pupils are happy and safe. They build resilience in learning and life through precisely planned opportunities. Students in the sixth form are leaders in the school. They teach and mentor younger pupils. Sixth-form students are well-prepared for the exciting and prestigious opportunities that lie ahead of them.

Pupils benefit from an exceptional curriculum that goes beyond the expected. Pupils learn important knowledge while developing different perspectives on the world. For example, while learning about the history of the Civil War, they also consider this from the viewpoint of a female historical figure.

Pupils meet the high standards leaders set for behaviour with pride. They value their learning highly. Pupils also embrace the kindness that the school promotes. The school takes swift and effective action if pupils' behaviour falls below expectations.

Personal development is at the heart of the school. Across the curriculum, high-quality education is skilfully enriched with unique and inspiring opportunities. Pupils can explore their talents in many ways. This includes singing at the Venice Basilica and working with local engineering firms.

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

Pupils benefit from an exceptionally well-designed curriculum. Leaders have created sequences of learning that enable pupils to acquire deep knowledge. The school clearly identifies the important knowledge and skills that pupils need to learn in each subject. Staff check pupils' learning carefully. For example, in English, pupils receive personalised targets to improve their work. Pupils and teachers check pupils' responses closely until the pupils have mastered them. This supports pupils to write independent high-quality responses.

Teachers have excellent subject knowledge. They use this knowledge to inspire pupils in the classroom and beyond. Teachers explain complicated learning in a clear way. Pupils build confidence in lessons. They are happy to contribute and debate ideas. In music, the school places a strong emphasis on performance and composition. Pupils are proud to perform in front of their peers. Students in the sixth form are articulate about how their learning has developed from Year 7 to Year 13.

The school is ambitious for all pupils. Barriers to learning are swiftly addressed. Pupils who struggle with reading receive targeted support to catch up. Pupils value this support and the independence it gives them. Pupils with special educational

needs and/or disabilities (SEND) are thriving at the school. They benefit from high-quality relationships. Staff know pupils well. They ensure pupils with SEND enjoy discrete support where needed. This continues in the sixth form. Pupils move on to rewarding opportunities after leaving the school. A comprehensive careers programme supports this ambition.

Pupils benefit from the school's dedication to providing exceptional pastoral care. Personalised support and thoughtful involvement of external agencies ensure attendance levels are high. Students in the sixth form demonstrate commitment to learning. This goes beyond their academic lessons. Sixth-form students contribute to pupils' development in the younger years. For example, they act as subject ambassadors or teach mathematics to small groups. Sixth-form students also champion diversity. They create and run extra-curricular groups exploring the role of ethnic minorities in modern society.

Providing an expansive education is a core aim of the multi-academy trust. The school embraces this vision. Pupils benefit from a vibrant curriculum. The school promotes learning across a broad range of subjects. To enhance this, opportunities for enrichment are plentiful. For example, the science curriculum teaches pupils in-depth knowledge about space. Inspirational external speakers bring this learning to life. Pupils learn to build their own satellites. The school is also proud of its wider music curriculum. A significant proportion of pupils enjoy expert music tuition. In addition, many pupils engage in a wide range of sports at local, regional and national level. This helps pupils to discover hidden talents or develop existing ones.

Pupils benefit from strong leadership in the school. Several leaders have wider responsibilities across the multi-academy trust. They are experts in their field. Staff continually strive to improve their practice. A high-quality professional development programme supports this well. Staff are proud to work at the school. They appreciate the efforts leaders make to reduce their workload. Governors and trustees have wide-ranging skills and expertise. They use this to challenge and support leaders. The trust vision, 'inspiring excellence in learning and life', underpins their strategic work. Parents are overwhelmingly positive about the school. They appreciate the wider development the school provides for their child.

Safeguarding

The arrangements for safeguarding are effective.

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

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|---|---|
| Unique reference number | 143063 |
| Local authority | Stockton-on-Tees |
| Inspection number | 10315583 |
| Type of school | Secondary |
| School category | Academy converter |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 1,533 |
| Of which, number on roll in the sixth form | 357 |
| Appropriate authority | Board of trustees |
| Chair of trust | Charlotte Irving |
| Headteacher | Lindsay Oyston |
| Website | http://www.egglescliffe.org.uk/ |
| Date of previous inspection | Not previously inspected |

Information about this school

- Eggescliffe School converted to be an academy in August 2016. When its predecessor school, Eggescliffe School, was last inspected by Ofsted, it was judged to be outstanding overall.
- A small number of pupils access alternative provision with three registered providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders over the course of the inspection. The lead inspector also held a meeting with the chief executive officer.
- The lead inspector held a meeting with three trustees. They also met with five members of the local governing board. They reviewed documentation relating to governance, including minutes from trust board meetings.
- Inspectors carried out deep dives in the following subjects: English, science, geography, music, physical education and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also visited a sample of lessons in other curriculum areas and spoke to additional subject leaders.
- An inspector met with leaders responsible for the sixth form.
- An inspector met with the special educational needs coordinator and visited a sample of lessons to look at the support given to pupils with SEND.
- To inspect the effectiveness of safeguarding arrangements, the lead inspector met with the designated safeguarding lead. Inspectors reviewed safeguarding records and the school's single central record. Inspectors spoke with staff and pupils about safeguarding in school.
- Inspectors met with leaders responsible for personal development and visited tutor sessions.
- Inspectors met with groups of pupils and students formally throughout the inspection and spoke with them informally at social times and in lessons.
- A range of school documents were reviewed, including the school's self-evaluation and the school improvement plan.
- Inspectors considered the views of pupils, parents and staff gathered through Ofsted's questionnaires.

Inspection team

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His Majesty's Inspector

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