

Inspection of Newstead Wood School

Avebury Road, Orpington, Kent BR6 9SA

Inspection dates: 2 and 3 February 2022

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	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the education Act 2005. The school has not been inspected since October 2018.

What is it like to attend this school?

Pupils thrive here. They are happy and safe in the school's nurturing environment. Behaviour is exemplary. Pupils treat their peers and staff with mutual respect. If any bullying does occur, leaders work swiftly to resolve any issues.

Leaders have high expectations for every pupil. These expectations are realised through the ambitious academic curriculum, and time spent fostering pupils' well-being. Pupils have high aspirations for themselves. They are eager to learn. In the lower school, pupils establish professional working relationships with staff. Many pupils stay on to continue their studies in the sixth form. They feel proud to be part of the school community.

Leaders build rich extra-curricular opportunities into the school day for all pupils. All pupils participate in local and international charity events. These encourage pupils to develop into well-rounded individuals who understand their role in a changing world.

Students in the sixth form run societies, including feminist and LGBTQ societies. These enable pupils to consider and discuss topical and contemporary issues in school. Initiatives such as the Duke of Edinburgh's Award are popular and help pupils to build character, confidence and resilience.

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

The curriculum is broad and ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). It extends beyond the academic for all pupils, too. Through the wider curriculum, pupils engage in a number of opportunities. These include the performing arts, volunteering at a local primary school and learning about mindfulness and meditation. In the sixth form, students can choose from a wide variety of subjects.

All subjects are carefully planned and sequenced so that pupils study subjects in depth. Pupils acquire knowledge in the lower school which gives them the foundations they need for future success in A-Level studies. For instance, in English, pupils learn about dramatic conventions and stagecraft through studying a range of plays in Years 7 to 11. Students who choose to study English literature at A Level draw on this knowledge to support more advanced study of dramatic texts by Shakespeare and Tennessee Williams. All pupils take part in a whole-school reading programme. Reading this diverse selection of literary works and books from the extensive collection in the school's library helps to ensure that all pupils read widely and often.

Teachers are highly skilled in the subjects they teach. They regularly check that all pupils remember the knowledge they need in order to acquire new learning. For example, in biology, teachers checked that all pupils knew what body temperature was, before building on this prior knowledge to learn about enzymes and rates of

reactions. Assessment helps teachers to understand what pupils know and remember over time. Pupils readily use knowledge learned across the curriculum to enable them to grapple with demanding content. For example, when discussing the meaning of a literary allegory, pupils drew on their knowledge of allegories previously learned in philosophy. All pupils achieve exceptionally well across all subjects.

Leaders ensure that remote education matches what is taught in school. Whether pupils are in class or accessing remote education at home, they get the same curriculum and extra-curricular opportunities, including lectures that complement the curriculum. Teachers work alongside pupils with SEND to meet their needs and support their learning.

All pupils learn and use subject-specific vocabulary. In the sixth form, students enjoy demanding work and use academic vocabulary to question and challenge concepts readily. They speak eloquently and with confidence. Students in the sixth form take part in extensive enrichment opportunities that are planned into the timetable. For instance, they study Japanology, and participate in model United Nations conferences which strengthen their debating skills. Leaders ensure that all pupils receive purposeful careers education and guidance. Information is wide-ranging and aims to challenge stereotypes. In the sixth form, students achieve well and are very well prepared for their next steps in education.

Pupils behave exceptionally well at all times. They value the plentiful leadership experiences on offer. Leaders enable pupils to discover cultures that are different to their own, to celebrate their individuality and to contribute to society. For example, pupils in the African-Caribbean society took the initiative to organise a charity-fundraising event to increase awareness of knife crime in London.

Leaders ensure that teachers' professional development supports the school's ongoing curriculum developments. Staff appreciate leaders' continuous efforts to support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are acutely aware of the safeguarding risks that pupils may face. These include potential risks to their safety online, including when using social media, and other issues that may arise outside of school. Leaders take active steps to mitigate and manage these risks and help pupils to keep themselves safe from harm through the curriculum.

Staff receive regular and up-to-date safeguarding training. They take appropriate action should they have any concerns. Leaders work effectively with outside agencies, where needed.

Leaders do not shy away from sensitive issues such as consent and sexual harassment. These are addressed through the curriculum in an age-appropriate manner. Sixth-form students work with teachers to support younger pupils in personal, social and health education lessons.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136551
Local authority	Bromley
Inspection number	10212546
Type of school	Secondary grammar (selective)
School category	Academy convertor
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1238
Of which, number on roll in the sixth form	418
Appropriate authority	Board of trustees
Chair of trust	Yasmin Bevan
Headteacher	Alan Blount
Website	www.newsteadwood.co.uk/
Date of previous inspection	9 and 10 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders, the regional director of United Learning trust, and the chair of the governing body.
- Inspectors completed deep dives in these subjects: English, mathematics, modern foreign languages, art and design, and history. 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 visited a sample of lessons and looked at samples of pupils' work in a wide range of other subjects.
- Inspectors scrutinised a range of documents, including leaders' priorities for school improvement.
- Inspectors observed pupils' behaviour in lessons and at lunchtime.
- Inspectors looked at the effectiveness of the school's work on safeguarding by reviewing the record of pre-employment checks for staff, speaking to staff, governors and pupils, and meeting with the safeguarding team.
- Inspectors considered the responses to Ofsted's online Parent View survey, including the free-text comments, as well as responses to the online staff and pupil questionnaires.

Inspection team

Lucy Bruce, lead inspector	Her Majesty's Inspector
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Yvonne Chisholm	Ofsted Inspector
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