

Northallerton School & Sixth Form College

Address: Brompton Road, Northallerton, DL6 1ED

Unique reference number (URN): 146969

Inspection report: 24 March 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

Attendance and behaviour

Expected standard 

Attendance at the school, including for pupils with special educational needs and/or disabilities, and those who are disadvantaged, is improving over time. As a result of the work to tackle low attendance to school, the number of persistently absent pupils is reducing. However, the attendance of pupils continues to be below national averages. Leaders prioritise their actions to improve pupil attendance. An effective attendance policy with clear strategies is carefully implemented by leaders. Leaders rigorously analyse attendance information to identify any patterns and trends. They identify individual pupils who may need support. The support offered to these pupils is effective in removing barriers to attending school.

Pupils behave well across the school. The school is calm and orderly. Most pupils enjoy their learning. Bullying and other forms of harassment are rare. Staff, pupils and some parents comment positively about the recent improvements in behaviour. Leaders set out their high expectations for pupil behaviour through revised, clear systems and practises. Pupils know these expectations and routines. Staff uphold them well. When low level disruption in lessons does occur, it is effectively and swiftly dealt with. The school uses suspensions appropriately. The number of suspensions and the amount of time pupils are suspended for is reducing.

Curriculum and teaching

Expected standard 

A new curriculum across all areas of the school has been recently introduced. The curriculum is ambitious, suitable and well planned. Sensible approaches to teaching, based on robust educational research, helps teachers to implement the curriculum effectively.

Leaders regularly check how well the curriculum is being followed and taught. As a result, leaders make appropriate and informed changes to the curriculum. Teachers have good subject knowledge. The curriculum is generally taught well. However, there are some inconsistencies in its implementation between subjects. Staff check what pupils know well. They effectively identify and address where there are gaps in pupils' knowledge.

Leaders effectively identify pupils who have gaps in their basic reading and mathematical skills. Effective support helps these pupils to catch up with their peers. Staff receive well-considered training to help them adapt the curriculum for pupils with special educational needs and/or disabilities. These adaptations are generally implemented well. In the sixth form, small classes allow teachers to carefully tailor support for individual students who may need it. Students acknowledge that this support helps them to progress through the curriculum.

Inclusion

Expected standard 

Leaders quickly and accurately identify any pupils who may have additional needs. This work begins during transition from primary school. Leaders work closely with feeder primary schools to ensure that pupils with special educational needs and/or disabilities receive the

support they need as soon as they start secondary school. Leaders meet regularly to review the support that is in place. As a result, leaders adapt and refine the support if necessary. Staff receive appropriate training to support pupils during lessons. As a result, the needs of pupils are generally met.

Leaders have developed a number of internal support provisions to help overcome barriers for the most vulnerable pupils. Provisions such as an adapted curriculum pathway for a small number of pupils, bespoke interventions for pupils who need social and emotional support and support for pupils who have gaps in their curriculum knowledge. These provisions effectively remove barriers and prepare pupils well for their next steps.

The school works closely with outside agencies, such as the virtual school. Additional funding to support disadvantaged pupils is effectively used by the school. Alternative provision is appropriately commissioned. Places appropriately match the needs of the pupils who attend.

Leadership and governance

Expected standard 

The school has experienced a number of changes in leadership in the past few years. The school has a new senior leadership structure with clearly defined roles. Staff, pupils and most parents comment positively about the changes at the school, in particular, improvements to pupil behaviour.

Leaders at all levels make decisions that are in the best interest of pupils, particularly the most vulnerable. Leaders have prioritised the areas for improvement that are the most pressing. A sharp focus on improving attendance and achievement is having a positive impact. Leaders have refined approaches to attendance and recently introduced a new curriculum. As a result, pupil attendance has improved. A clear structure to support curriculum and teaching is well implemented.

Those responsible for governance have an accurate view of the school's strengths and areas for development. Governors meet their statutory duties. Governors and trustees apply their skills and experience effectively to fulfil their roles. They support and challenge leaders when appropriate.

Staff are positive about recent changes in the school. They feel optimistic about the impact of this work. As a result of recent improvement, staff workload has increased. As the priorities and actions embed, leaders are considerate of workload. Staff feel supported with their well-being. Staff access a well-planned professional learning programme aligned with the schools' development priorities. Teachers in the early years of their career are appropriately supported.

Personal development and wellbeing

Expected standard 

Leaders have recently redesigned the school's plans for the personal development of pupils. The programme is well planned and appropriate. The taught content aligns with the school's values. Pupils develop positive character traits such as kindness, resilience and respect. This positively impacts on pupils' improved behaviour and conduct. Pupils display a good understanding of diversity, tolerance and inclusivity. They develop their knowledge of

fundamental British values. Pupils know how to stay safe online and in the community. Pupils, and students in the sixth form, learn age-appropriate relationships and sex education and health education.

The pupil and student leaders take an active part in school and community life. Sixth-form student leaders proudly lead younger pupils in the four 'social action' groups. Younger members of the 'inclusion' social action group lead assemblies on cultural diversity. The student council works with the local 'town investment' group. They are proud to be the community voice of young people in Northallerton.

Pupils have access to a wide range of extra-curricular opportunities to develop their talents and interests. These include sports, arts and musical theatre. Trips and visits enhance pupils' knowledge of the curriculum and help their understanding of the wider world. Pupils with special educational needs and/or disabilities, and those who are disadvantaged fully access the enrichment offer.

Pupils and students in the sixth form access a well-structured and age-appropriate careers programme. They receive impartial advice and guidance. Pupils in Year 10 and students in Year 12 take part in work experience. This helps pupils and students make informed choices about their next steps in education, training or employment.

Post 16 provision

Expected standard 

Leaders have developed a suitable and well planned post-16 study programme. The programme takes into account the local context and students' aspirations. Leaders regularly review the programme and make changes and adaptations when appropriate. Students with special educational needs and/or disabilities, and those who are disadvantaged are well supported in their post-16 studies. Staff provide effective individual support that helps students to achieve well.

Students develop age-appropriate skills and knowledge throughout post-16. This helps them to be well prepared for life outside of school. Students generally achieve well. National tests and published outcomes are in line with national averages.

Students access a well-planned personal development programme. They learn age-appropriate relationships and sex education and health education. Students learn life skills such as driving and car safety. Student leaders lead the 'social action' groups. This helps students to develop their confidence, communication and leadership skills.

Students receive a comprehensive careers programme. This includes visits to universities, careers interviews and external visitors. Students are well prepared for their next stages of education, employment or training.

Needs attention

Achievement

Needs attention 

Historically pupils have not achieved well at the end of key stage 4. Attainment and progress in national tests and examinations is below national average and has been for some time. In the most recent published outcomes, disadvantaged pupils made some incremental improvement in their English and mathematics GCSEs.

Leaders focus their priorities on raising achievement. A new curriculum and shared expectations for teaching implemented across the school have started to address this. The positive impact of this work is especially evident in some subjects, such as English and mathematics. Here, the quality of pupils' work and their knowledge of the curriculum shows that they are achieving more than they were previously.

Pupils have the knowledge to make informed choices about their next stages of education. However, many pupils do not achieve the outcomes they need to be well prepared for their next steps at the end of Year 11.

In examinations and assessments for both academic and vocational courses, students in the sixth form generally achieve in line with their peers nationally. They are well prepared for their next steps to further education, training or employment.

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

Most pupils enjoy coming to school. They reflect that many aspects about the school have improved considerably. Pupils behave and conduct themselves more positively. Recent changes to the curriculum mean that pupils learn a well-planned and coherent curriculum. The improved routines in lessons help pupils to learn the content leaders want them to know. Pupils feel safe at school. They have trusted adults to share their worries with if needed. Pupils with additional barriers to learning or wellbeing are generally well supported by the school.

Historically pupils have not achieved well in end of key stage 4 exams and assessments. Published outcomes show that pupils' achievement is lower than their peers nationally. Students achieve much better outcomes in the sixth form. At the end of key stage 5, students' achievement is in line with national averages for both academic and vocational qualifications.

Pupils' attendance to school is improving. The number of pupils who are persistently absent is decreasing. However, pupils attend school less often than their peers nationally. Pupils behave well across the school. Lessons are typically free from disruption. Pupils build positive relationships with each other and with staff in the school. Bullying is rare. When it happens, it is effectively dealt with by school leaders.

Pupils and students in the sixth form access a wide range of extra-curricular and enrichment opportunities. Pupils can take part in school musical theatre performances. They go on trips

abroad to France, Italy, Austria and Spain. The student leaders have a positive impact on the school and the local community. They play an active role in important decisions the school takes, such as moving to split lunchtimes. These activities help prepare pupils and students for life in modern Britain.

Next steps

- Leaders should ensure that actions to raise pupils' achievement are robustly embedded, so that pupils are well-prepared and this is reflected in their attainment and progress in national tests at the end of key stage 4.
 - Leaders should ensure that the teaching of the revised curriculum is of a consistently high quality across subjects and year groups, so that pupils make strong progress as they move through the school.
 - Leaders should make sure their work to improve the attendance of groups and individuals is carefully sustained, so that pupil attendance continues to positively increase.
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About this inspection

This school is part of the Arete 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 (CEO), Mark McCandless, and overseen by a board of trustees, chaired by Jan Linsley.

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

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

Inspectors spoke with the headteacher, the CEO, the chair of the trust, a trustee and three members of the local governing body, including the chair, during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of three unregistered alternative provisions.

The school has undergone a significant change since the last inspection. A new headteacher took up post in April 2025.

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.

Headteacher : Kevin Broom

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Toni Spoors, Ofsted Inspector

Kieran McGrane, Ofsted Inspector

Brian Kelly, Ofsted Inspector

Vicky Callaghan, 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 March 2026

School and pupil context

Total pupils

1,037

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

1,250

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: 1,153

Pupils eligible for free school meals (FSM)

29.99%

Close to 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

2.51%

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

17.36%

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

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)	33.7%	45.4%	Below
2023/24 (final)	28.1%	45.9%	Below
2022/23 (final)	36.3%	45.3%	Close to average

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)	37.5	46.0	Below
2023/24 (final)	35.5	45.9	Below
2022/23 (final)	40.4	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)	-0.76	-0.03	Below
2022/23 (final)	-0.37	-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 (revised)	18.8%	25.8%	Close to average
2023/24 (final)	10.8%	25.8%	Below
2022/23 (final)	15.6%	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)	27.9	34.9	Below
2023/24 (final)	20.6	34.6	Below
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)	-1.51	-0.57	Below
2022/23 (final)	-1.02	-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 (revised)	18.8%	53.1%	-34.4 pp
2023/24 (final)	10.8%	53.1%	-42.3 pp
2022/23 (final)	15.6%	52.4%	-36.9 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)	27.9	50.4	-22.6
2023/24 (final)	20.6	50.0	-29.4
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)	-1.51	0.16	-1.68
2022/23 (final)	-1.02	0.17	-1.19

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)	91%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	98%	94%	Above

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)	29.47	34.99	Below
2023/24 (final)	31.82	34.38	Close to average
2022/23 (final)	25.08	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 (revised)	-0.1	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

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)	12.2%	8.1%	Above
2023/24 (3 term)	13.1%	8.9%	Above
2022/23 (3 term)	12.6%	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 (2 term)	30.9%	21.9%	Above
2023/24 (3 term)	34.0%	25.6%	Above
2022/23 (3 term)	33.5%	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.

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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