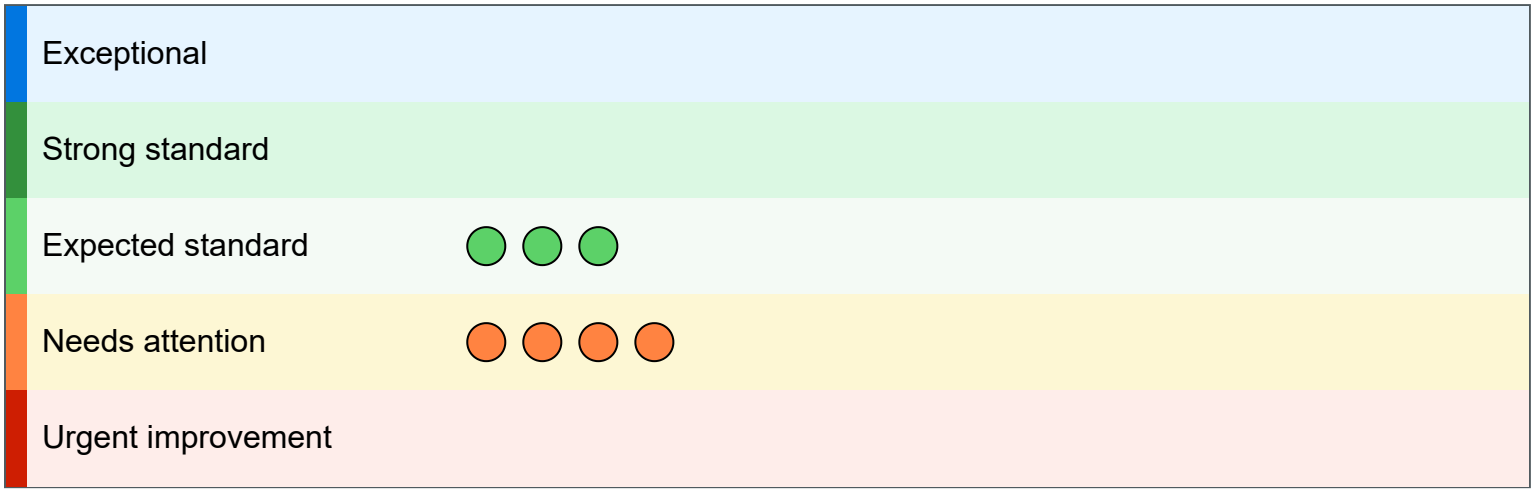
Newent Community School and Sixth Form Centre

Address: Watery Lane, Newent, Gloucestershire, GL18 1QF

Unique reference number (URN): 138746

Inspection report: 22 September 2026



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

The school has high expectations for behaviour. Pupils behave positively. Pupils are courteous and respectful to each other and to staff. They understand the school rules and follow clear routines. This contributes to a calm and orderly atmosphere around the school, including social times and lesson change overs. Pupils display positive attitudes and generally remain focused on learning. When pupils need additional help to improve their behaviour, leaders act effectively. This has reduced suspensions, which are now in line with other schools. Leaders address any instances of bullying, discrimination or harassment promptly.

Leaders are taking effective action to improve attendance. Pupils now attend school as often as others nationally. Although disadvantaged pupils do not attend as regularly as they should, there is an improving trend. Leaders have high expectations for pupils' attendance, and pupils understand the importance of coming to school. Leaders understand the patterns of absence and the reasons that pupils miss school. Reasonable adjustments are made to remove barriers for pupils, enabling them to improve their rates of attendance. Leaders also create a sense of belonging for pupils, which has led to improving rates of attendance over time.

Leadership and governance

Expected standard

Leaders have a clear understanding of the school’s context and know where improvements are needed. The new leadership of the school has acted decisively and impactfully in a short period of time. They have made effective improvements to inclusion, curriculum, attendance and behaviour. There are generally robust systems in place to monitor the effectiveness of all aspects of the school’s provision. The positive impact of the changes leaders have made is clear; however, there is more to do. Leaders consistently reflect on the impact of their work and are determined that the school continues to improve.

Trustees have made changes to ensure they have an accurate understanding of the school and its priorities. Trustees and leaders now work effectively with other schools and professionals. This is to provide effective support and challenge as they make further improvements. Trustees ensure that the school fulfils its statutory duties, such as their responsibilities for safeguarding. They also ensure that resources, including digital technologies, are used effectively.

Staff are happy and proud to work at the school. They appreciate the high-quality professional learning programme that has been well designed to strengthen their expertise. Leaders prioritise the staff's wellbeing and strive to make sure that workloads are manageable.

Most parents and carers are positive about the school. They told inspectors that they appreciate the improvements that have been made recently.

Personal development and wellbeing

Expected standard

The conduct of pupils reflects the school's HEART values of honesty, excellence, accountability, respect and teamwork. These values influence pupils to make positive decisions about their behaviour. Pupils understand that these are important elements of being a positive citizen in modern Britain. Pupils are respectful of others and learn about people who have characteristics that are protected by law. Pupils feel part of the school community, with older pupils acting as role models for younger ones.

Leaders ensure that the personal development of pupils is well planned, including post-16. Topics include age-appropriate coverage of relationships, personal safety and responsible driving. This helps pupils and students to understand how to keep themselves safe online and in the wider community. In addition, the wider curriculum helps pupils look after their physical and mental health. The range of careers events planned for each year group means that pupils are well informed about the possible routes available for their next steps. This includes encounters with employers to experience the world of work.

Leaders ensure that pupils broaden their horizons, social skills and interests during their time at the school. This includes volunteering in the local community or personal challenges such as the Duke of Edinburgh's Award. Leaders remove barriers to participation for disadvantaged pupils or those who have special educational needs and/or disabilities. There are a range of clubs and groups to develop pupils' talents and interests. For example, there are a number of sports clubs, such as rugby and boccia, and a school orchestra. Trips such as the ski trip and visits to the theatre bring enrichment opportunities to life. The whole-school drama productions engage pupils across the year groups in a range of performance and backstage roles.

Needs attention

Achievement

Needs attention

Pupils' achievement in examinations is below the national average, including at post-16. This is because pupils do not consistently get the chance to deepen their knowledge and understanding. Some pupils join the school with gaps in their reading and other basic skills. This means they find it difficult to learn what is expected. As a result, pupils and students are not prepared as well as they could be for their next steps.

More recently, leaders have been taking action to improve achievement. This includes ensuring the curriculum is suited to all pupils and that adaptations to teaching help pupils with additional barriers progress better from their starting points. Leaders are rightly looking to improve how support is delivered. For example, leaders identify pupils with gaps in their basic skills early, but this does not consistently lead to these pupils systematically getting the help they need. As a result gaps in knowledge remain.

Curriculum and teaching

Needs attention

The quality of teaching is too variable. Leaders understand this and are taking swift action. Nevertheless, in many lessons, too little time is given to allow pupils to revisit prior learning, and teacher's checks are not used well enough to adapt teaching to build on what pupils already know and can do. This means that for too many pupils gaps in their knowledge persist and misunderstandings remain.

Similarly, the adaptions made to teaching for pupils with special educational needs and/or disabilities (SEND) and those facing other barriers to their learning is inconsistent. This means that pupils with SEND and other barriers to learning do not make the progress they should from their starting points.

Sometimes practice is more established. Where this is the case, learning is planned to meet the individual needs of pupils and is explained clearly. Checks on learning are more precise. Lessons and sequences of learning are adapted more deftly, and this leads to better progress over time.

Pupils who need support with their reading receive help. However, some pupils do not catch up with their peers quickly enough. There is not enough support for those needing help with other basic skills, such as with numbers or their handwriting. Leaders have recently changed the way pupils are supported, but it is too soon to see the impact of this work.

Inclusion

Needs attention

Leaders identify pupils' barriers to learning, such as for those with special educational needs and/or disabilities (SEND). However, they do not make timely or appropriate adjustments to support changing or emerging needs effectively. The teaching to support pupils with barriers to learning is not precise enough. For example, there are inconsistencies in how well teachers make adaptations to support pupils with SEND. This hinders how well some pupils achieve.

More recently, leaders have implemented strategies to support pupils who face barriers to their learning. For example, teachers are developing their expertise in using strategies to adapt lessons with better precision and effectiveness. These strategies are starting to have a positive impact for some pupils. However, this work is in its infancy. Leaders work closely with other agencies to support pupils with their wellbeing.

Leaders evaluate and have a clear understanding of the impact of some strategies. This includes how they use additional funding to support disadvantaged pupils in lessons. However, in other areas, they do not build a precise enough picture. For example, leaders lack clear insight into how to further overcome the barriers that prevent some disadvantaged pupils from participating in wider activities.

Pupils known to social care typically receive the support that they need. Leaders make use of alternative provision appropriately.

Post-16 provision **Needs attention**

Students in the sixth form do not achieve as well as other students nationally in external examinations over time. The quality of teaching is too variable. Teacher's checks are not used well enough to adapt teaching to build on what students already know and can do. This means that gaps in knowledge persist and misunderstandings remain for too many students. Leaders recognise this. They have taken steps to strengthen the curriculum and improve the quality of teaching in the sixth form. However this is at an early stage and, as a result, students do not make the progress they should.

The sixth form offers an inclusive personal development programme. This includes leadership roles, volunteering and opportunities to mentor younger pupils at the school. There are also a range of cultural experiences and community-focused activities to enrich the curriculum. Leaders track participation and prioritise opportunities for students with special educational needs and/or disabilities, as well as those who are disadvantaged or vulnerable.

Leaders ensure that careers education in the sixth form is well planned and delivered effectively. They ensure that all students benefit from personalised advice and impartial guidance about the range of options available to them after they leave the school.

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

Pupils feel a sense of belonging to Newent Community School and Sixth Form Centre. They appreciate the recent changes made by leaders to improve their experiences in and out of the classroom. They generally enjoy their learning. Some teaching enables pupils to make progress through the curriculum. However, variation in teaching means that pupils do not achieve as well as they should in national examinations. Those who need additional support, such as those with special educational needs and/or disabilities or other barriers to learning, are now identified quickly. However, they do not consistently receive effective support in lessons. This means they do not all progress well from their starting points.

Pupils behave well during lessons and social times. The school's 'HEART' values, of honesty, excellence, accountability, respect and teamwork, help them make positive decisions about the way they treat each other. Pupils have good relationships with staff, and pastoral support is effective. As a result they feel cared for. Pupils feel safe. They are confident that if any bullying or harassment occurs, staff will deal with it effectively. Pupils' attendance is now generally in line with national averages. Too many pupils are persistently absent, although there is an improving trend.

There are many broader experiences that pupils can take part in. There are clubs such as film, music and chess. The annual school production is a popular event where pupils develop their confidence and acting skills. The curriculum is brought to life through trips such as to Chepstow Castle and a residential field trip to Yorkshire. International trips include visits to Iceland and a Duke of Edinburgh's award expedition to the Norwegian

Arctic. Opportunities to develop their leadership skills include being antibullying ambassadors, prefects and sports leaders and mentoring younger pupils.

Next steps

- Leaders should ensure that any barriers to academic success are consistently and effectively addressed in lessons, including at post-16.
- Leaders should ensure that the implementation of the curriculum is consistent, including at post-16, and gaps in foundational knowledge are closed quickly so that pupils achieve well.
- Leaders should raise pupils' achievement so that pupils are better prepared for their next steps.
- Leaders should continue to tackle barriers to attendance so that pupils attend very well.
- Leaders and trustees should continue to strengthen their analysis of school performance in order to evaluate the effectiveness of their work more thoroughly.

About this inspection

The school is part of a single academy trust. The trust is overseen by a board of trustees, chaired by Chris Germaine.

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 school leaders, teachers, pupils and trustees 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 inspectors confirmed the following information about the school:

The school currently makes use of 12 alternative provisions, including 3 that are unregistered.

Headteacher: Ben Dumayne

Lead inspector:
Sarah Wilson, His Majesty's Inspector

Team inspectors:
Deirdre Fitzpatrick, Ofsted Inspector
Benjamin Houghton, Ofsted Inspector
Jonathan Jones, Ofsted Inspector
Jo Butler, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

976
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: 1,063

School capacity

1,442
Above 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)

24.22%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

2.46%
Below 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: 3.53%

Pupils with special educational needs (SEN) support

21.00%
Well above average

What does this mean?

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

National average: 14.0%

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)	34.2%	45.4%	Below
2023/24 (final)	24.5%	45.9%	Below
2022/23 (final)	23.7%	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)	41.5	46.1	Close to average
2023/24 (final)	38.1	45.9	Below
2022/23 (final)	39.2	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)	-0.65	-0.03	Below
2022/23 (final)	-0.56	-0.03	Below
2021/22 (final)	-0.28	-0.03	Close to average

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)	26.3%	25.8%	Close to average
2023/24 (final)	16.3%	25.8%	Close to average
2022/23 (final)	3.6%	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)	36.2	34.9	Close to average
2023/24 (final)	31.2	34.6	Close to average
2022/23 (final)	28.0	35.0	Below

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)	-0.86	-0.57	Close to average
2022/23 (final)	-1.11	-0.57	Below
2021/22 (final)	-0.70	-0.55	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)	26.3%	53.1%	-26.8 pp
2023/24 (final)	16.3%	53.1%	-36.9 pp
2022/23 (final)	3.6%	52.4%	-48.9 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 (final)	36.2	50.4	-14.2

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	31.2	50.0	-18.8
2022/23 (final)	28.0	50.3	-22.3

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)	-0.86	0.16	-1.02
2022/23 (final)	-1.11	0.17	-1.28
2021/22 (final)	-0.70	0.15	-0.85

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)	91%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	96%	94%	Average

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)	24.15	35.00	Below
2023/24 (final)	28.39	34.38	Below
2022/23 (final)	24.64	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)	-0.2	0.0	Below
2023/24 (revised)	0.1	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 (3 term)	9.7%	8.4%	Above
2023/24 (3 term)	10.9%	8.9%	Above
2022/23 (3 term)	10.0%	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)	27.8%	23.4%	Above
2023/24 (3 term)	31.1%	25.6%	Above
2022/23 (3 term)	32.4%	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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