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17 March 2011

Mr Tony Rawdin
Principal
Oasis Academy Immingham
Pelham Road
Immingham
North East Lincolnshire
DN40 1JU

Dear Mr Rawdin,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Oasis Academy Immingham

Thank you for the help which you and your staff gave when Lyn Field, additional inspector, and I inspected the academy on 16 March 2011 and for the information provided before and during the inspection. Please pass on special thanks to the students who met with us during our visit.

The academy has appointed a new Principal who will take up post full-time in April. He is currently spending two days per week at the academy.

As a result of the inspection on 1 and 2 December 2009, the academy was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the academy has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Attainment is rising quickly as a result of better teaching, improved behaviour and more effective monitoring of students' progress. In 2010, 38% of Year 11 students achieved five high grade passes at GCSE, including English and mathematics; eight percentage points more than in 2009. Already 35% of current Year 11 students have high grade passes in English and mathematics indicating further improvement this year. Internal data show that students in Key Stage 3 are making increasingly better progress. In the past, off-site provision was used as an alternative for students at risk of becoming disaffected but attendance was very low and they obtained few qualifications. These students are now taught at the academy and their attendance and progress are improving.

A new data system, accompanied by effective staff training, has made the tracking of students' progress much more robust. A wide range of reliable reports helps teachers to plan lessons and enables managers to pinpoint concerns and tackle any emerging issues quickly.

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INVESTOR IN PEOPLE

The quality of teaching is improving well. At the time of the last inspection, a third of teaching was good or better but recent observations show this proportion has doubled. Tough action has been taken to eradicate inadequate teaching. Students agree that teaching has improved and cite more opportunities for discussion as a key improvement. Systematic monitoring of teaching and the weekly sharing of exemplary practice keeps staff focused on improving their own performance. Senior leaders have an in depth knowledge of what has led to improvements and what is still to be done.

Behaviour in lessons has improved as a result of enhanced teaching and better provision for students with special educational needs and/or disabilities. This provision has been overhauled completely. The academy has introduced effective systems for identifying needs, tailoring appropriate interventions, raising awareness of specific learning disabilities and providing training in how to respond to them. The review system, involving staff, students, parents and external professionals, is much more effective. It is too early to see the full impact of the changes but individual success stories are emerging and internal data show improvements in achievement.

The Executive and Associate Principals, on secondment from an outstanding school, are excellent role models and have developed the leadership capacity of the academy very effectively. They worked with the existing leaders to introduce more rigorous systems and academy staff have now taken ownership of the new systems and are driving improvements themselves. Under-performance has been tackled well and some difficult staffing issues have been resolved.

The specialisms of engineering and business have played a key role in building good relationships with local primary schools and local industry. For example, open days for Year 5 and 6 pupils are run in partnership with local companies.

The academy has received very good support from Norton College, not only through the Executive and Associate Principals but via other links that have developed. Support from Oasis, the sponsor, has been especially helpful in addressing difficult staffing issues. The academy received very valuable support from their former School Improvement Partner (SIP) and is building a supportive relationship with its new SIP. The academy also enjoys good support from its sister academy at Winteringham.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jan Bennett
Her Majesty's Inspector

January 2011



Annex

The areas for improvement identified during the inspection which took place

- Increase the rate at which all students make progress throughout their time in the academy, ensuring that data systems provide staff with a ready overview and detail of the progress of cohorts, groups and individuals.
- Improve students' behaviour and attitudes to learning so that all are enabled to learn effectively and reach their potential.
- Raise the satisfactory teaching to good by:
 - adopting a systematic approach to improving the weaker features of the teaching, particularly too much talking by the teacher and lack of attention to meeting all students' needs
 - making the most of opportunities to share best practice through coaching, mentoring, and peer observation.
- Improve provision for special educational needs further by:
 - ensuring students' individual needs are accurately identified and guidance provided for staff on how they might be met in lessons
 - monitoring the effectiveness of the provision and acting on the outcomes.
- Develop the expertise of leaders and managers at all levels so each becomes influential in securing improvement in provision and outcomes for students.