

Oasis Academy Mayfield

Inspection report

Unique reference number	135629
Local authority	N/A
Inspection number	381911
Inspection dates	14–15 March 2012
Lead inspector	Paul Scott HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	661
Appropriate authority	Oasis Community Learning
Chair	Billy Kennedy
Headteacher	John Toland (Principal)
Date of previous school inspection	1 December 2010
School address	Ashley Crescent Southampton SO19 9NA
Telephone number	02380 328128
Fax number	02380 328228
Email address	info@oasismayfield.org

Age group	11–16
Inspection date(s)	14–15 March 2012
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Introduction

Inspection team

Paul Scott

Her Majesty's Inspector

David Lewis

Additional inspector

Alison Footman

Additional inspector

Neil Gillespie

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 45 lessons. Meetings were held with groups of pupils, governors and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the academy's work, and looked at a range of documentation including the academy's progress tracking information and policy and monitoring documents. The inspection also took account of the 90 parental questionnaires that were returned.

Information about the school

The Oasis Academy Mayfield is a smaller-than-average academy with capacity to grow further. Around two thirds of the students are male. The proportion of students known to be eligible for free school meals is slightly higher than average. There are few students who speak English as an additional language. Around a quarter of the students are from minority ethnic heritages. Disabled students and those with special educational needs make up a proportion similar to the national average. The academy was subject to a notice to improve at its previous inspection because significant improvement in students' achievement was required. The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress. The academy moved to high-quality purpose-built accommodation in February 2012.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	2

Key findings

- In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the academy no longer requires significant improvement. The Oasis Academy Mayfield is a satisfactory academy. The team of staff ensure that students' experience of the academy is an increasingly successful and positive one, helping them to develop both academically and personally. It is not yet good because there is not enough good or better teaching to ensure students achieve consistently well.
- The increasing range of opportunities offered, the excellent new buildings, a good curriculum and the increased quality of teaching are helping students to engage more with their learning and develop higher aspirations for the future. In this positive learning environment, their behaviour has improved significantly and is now satisfactory. In many lessons observed it was good or outstanding.
- Achievement is rapidly improving in a range of subjects, including English, mathematics and science, with students in Year 11 now on track for GCSE grades in line with national averages. The academy tracks progress effectively and identifies well interventions that are required. It is developing students' reading well so that those who have not achieved the nationally expected standards when they join the academy are given effective support to develop their reading and gain greater access to the wider curriculum. The academy leaders are aware of weaker achievement in some subjects and tackling this effectively.
- The quality of teaching is satisfactory. Improving teaching has been the prime focus of the senior leaders, through clear monitoring and support systems. Much is now good, and some outstanding teaching inspires and challenges students to achieve the best they can.
- The senior leaders are highly effective in bringing about improvements and recognise that, despite impressive gains, there is still much to do. Middle leaders are contributing more to the overall success of the academy. There is a clear and concerted shared drive and ambition for improving the academy further.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase students' achievement through ensuring that the quality of teaching is consistently good or better by:
 - challenging students with work that is matched more precisely to individuals' prior knowledge and understanding
 - developing opportunities for students to work more independently by monitoring progress with greater precision throughout lessons
 - developing further the departments and subject areas that do not perform as well as English, mathematics and science.

Main report

Achievement of pupils

Students' achievement is satisfactory and improving. Students observed in lessons were eager to learn and many made good or better progress when they had a high level of challenge and support. When teachers helped students to build confidence, and raised aspirations, progress was enhanced. Students' attainment is now in line with national averages, including in English and mathematics, and is improving rapidly. Students increasingly believe in their own success because of the academy's positive ethos for success.

The academy ensures that, generally, students who join with limited reading skills make good progress and increasingly narrow the gap between their actual reading age and that expected for their age. The academy is tackling well the differences in achievement between groups such as boys and girls. There is a clear ambition to raise attainment for all students and so the differences between groups are not significant or are narrowing. Focused support for disabled students and those with special educational needs ensures that they achieve at least in line with the rest of the academy.

Parents and carers express some concerns about the progress their children are making. They recognise the impressive improvements that have been made so far. Like the academy leaders, they want even greater progress and attainment for students.

Quality of teaching

The quality of teaching is satisfactory overall but is improving rapidly because of the teachers' commitment to ensuring students get a better deal, and senior leaders' unwavering focus on improving the quality of teaching to drive improvements. During one mathematics lesson, students showed their passion and dedication to learning with a fierce ability to argue their case and demonstrated a good

understanding of mathematical principles. The teacher's passion and a desire to ensure students succeeded underpinned clear and direct support for individuals so that students developed the specific aspects of the mathematics that they needed. High expectations, a learning environment that is supportive and challenging, and individualised learning opportunities that develop throughout lessons characterise the best and most successful teaching in the academy. Teaching that is less successful does not challenge students sufficiently, and in such cases progress throughout lessons is not monitored with sufficient precision to develop higher rates of progress. At times, students are not given enough chance to be actively involved, the teachers' talking dominates lessons, and the learning opportunities are not matched well to the individuals' starting points.

During the range of lessons observed, teachers displayed a high level of skill. When this was coordinated and applied effectively, progress was good. The skills were not always used enough to maintain the highest rates of progress consistently throughout lessons. During one lesson, when the teacher worked with small groups, progress was very positive as the teacher's high level of subject knowledge developed students' understanding and enhanced their ability to work more independently. This level of skill was not applied enough by teachers throughout lessons, so there were inconsistencies in the impact of teaching.

The teaching promotes a strong sense of moral values and develops students' personal and social development well. There are some opportunities for spiritual and cultural development, but these aspects are not as strong. The arts and sports culture is valued and students gain a broad experience of cultures. The academy's leaders are aware that cultural experiences have not been fully developed, and spiritual opportunities are not always sufficiently explicit or celebrated. Teachers are developing the curriculum very well to ensure that all students, whatever their starting points, are included in the provision and have real opportunities for success.

Parents and carers rightly feel that teaching in the academy has improved significantly and are pleased with the progress made. They also agree with inspection findings that there are inconsistencies in teaching, and want teaching to improve further.

Behaviour and safety of pupils

The behaviour of students has improved significantly over the last few years. It has improved markedly from September 2011 and there was also a step change when the academy moved into the new building. Students demonstrate a real respect for and understanding of what the new environment and facilities now offer. Their behaviour is now satisfactory overall, but in many of the lessons observed outstanding behaviour made an impressive and significant contribution to learning. This was particularly notable in some lessons that lacked pace and challenge. Students remained engaged and tried to make the best of the opportunities provided, demonstrating a mature approach that bodes well for their future.

The academy has effective systems to tackle bullying and students have a sound understanding of different types of bullying, including cyber-bullying, and understand how to stay safe when online. Students, parents and carers all recognise the

improvements in behaviour in the academy and the improved systems for challenging unacceptable behaviour. They want things to be even better and feel that things need to be dealt with more efficiently and ensure that communication is improved. Students were able to articulate their opinions well and were very forthright in ensuring inspectors know what academy life is like. They want all practice to be aligned with the best they experience. The academy leaders are not complacent despite the huge improvements made and are working hard to make further improvements. Many students take responsibility for their own action and the staff work well with increasing consistency in establishing the academy's expectations.

Leadership and management

Leadership is developing very well at all levels, with middle leaders having an increasing impact on the academy's development. The focused attention senior leaders have given to improving the quality of teaching and learning has secured sustainable improvements across the academy. This is particularly marked in the better attainment of students. The positive academy ethos, improved quality of teaching, higher attainment and improving progress of students all give clear evidence of a strong capacity for further improvement.

Leadership and management are now good. The qualities that the senior team bring together ensure that their dedication and work have established a firm foundation for the pathway of success for the academy. The Principal demonstrates excellent leadership and has empowered, along with his senior team, staff at all levels to grow and excel with the prime focus of securing students' achievement. The academy now offers students the opportunity to develop and succeed with high aspirations for their future.

The curriculum meets the needs of students well and is developing further as achievement rises. It promotes the spiritual, moral, social and cultural development of students well overall. Students who previously found it difficult to engage with academy life are supported well so that they have an increasingly secure foundation for future life. Governance of the academy is increasingly systematic and both the Local Academy Council and the Oasis Executive Board challenge and support the academy's development. The academy tackles discrimination and promotes equality well. Safeguarding arrangements meet current requirements. Parents and carers expressed their appreciation for the improvements made in the academy but, quite rightly, want things to be even better. They highlighted the wish for improved communication and an increasing desire for information and help to assist their children to make further progress. This also highlights the increasing impact that leaders are having in bringing the local community together and ensuring a positive experience and engagement with learning in the academy.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 March 2012

Dear Students

Inspection of Oasis Academy Mayfield, Southampton, SO19 9NA

I would like to thank you for the very warm welcome you gave the inspection team when we visited your academy, and for telling us your views. The buildings are impressive but your improved achievements and attitudes are even more impressive.

The academy leaders have brought about striking improvements and you have played a significant part in this, by responding so positively to the changes and being patient about the things you still want further improvements in. The academy is now satisfactory and no longer subject to a notice to improve. It is improving at a rapid rate. Teaching is satisfactory overall, but at its best is exceptional and ensures you make fantastic progress, challenging you and supporting you in lessons. This is not always the case and at times, too much of the lesson is taken up by teachers talking to the whole group, or you are not given enough guidance to allow more independent work. The leaders in the academy have clear plans to improve teaching further and have already made significant progress in this.

We observed you in lessons and were impressed by some behaviour that was outstanding and supported your progress, particularly when the lessons were not as challenging or interesting as they could have been. The behaviour of students is satisfactory overall but has improved a great deal and in many lessons was observed to be outstanding.

It is good to see that many students in Year 11 have already secured A*–C grades in GCSE English and mathematics. This demonstrates your improved achievement. We have asked the academy leaders to ensure that this improvement continues by developing further the quality of teaching. You can help improve the academy by ensuring you make the most of the increasing opportunities in the academy and expecting the best in all lessons.

I wish you well for the future.

Yours sincerely

Paul Scott
Her Majesty's Inspector

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