

Ormiston Bushfield Academy

Inspection report

Unique reference number	135980
Local authority	N/A
Inspection number	381998
Inspection dates	16–17 May 2012
Lead inspector	Ian Seath 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	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	772
Of which, number on roll in the sixth form	100
Appropriate authority	The governing body
Chair	Jenny Farnham
Headteacher	Eric Winstone
Date of previous school inspection	N/A
School address	Ortongate Peterborough PE2 5RQ
Telephone number	01733 233014
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Age group	11–19
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Introduction

Inspection team

Ian Seath	Her Majesty's Inspector
John Greevy	Additional Inspector
Lynn Lowery	Additional Inspector
Peter McKenzie	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 37 lessons and saw 32 teachers. Meetings were held with teachers and managers, representatives from the governing body, and groups of students including from the sixth form. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the academy's work, and looked at documentation including that used for academy improvement and self-evaluation. Inspectors received 118 completed questionnaires from parents and carers. In addition, a significant number of questionnaires were received from students and staff.

Information about the academy

Ormiston Bushfield Academy opened in 2009. It is smaller than most similar institutions. The academy is due to relocate to new premises which were being completed at the time of inspection. The academy has a high proportion of students known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs supported by school action plus or by statements of special educational needs is higher than average. The academy meets current floor standards, which are the minimum standards expected by the government for students' attainment and progress. The academy has specialist status for performing arts, sport and mathematics.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

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

Key findings

- The academy is a good one that is demonstrating an accelerating trend of improvement across almost all of its provision. It is not yet outstanding because teaching is not yet consistently outstanding and standards of attainment are not yet high enough.
- Achievement is good. In Key Stage 3, progress and attainment accelerate until in Year 9 progress overall is better than expected, especially in mathematics. The proportion of students gaining 5 or more GCSEs at grades A* to C including English and mathematics has improved steadily and is now close to the national average. Differences in the progress made by boys and girls are decreasing. Achievement in the satisfactory sixth form is close to the national average with clear evidence of improvements.
- Teaching is good, resulting in good progress. The best teaching encourages skills of independent learning, and helps students to achieve well. Many teachers use assessment to adapt work to students' different learning needs, but this good practice is not consistent across the academy, and students with high prior attainment are not always challenged sufficiently. Teaching and intervention to give individuals extra support, especially in literacy, are strong. Marking of homework is sometimes insufficiently helpful to the learner.
- Around the academy, behaviour is orderly. Inspectors observed students occasionally restless when not fully challenged in class. The overwhelming majority of students are right to feel safe and their parents and carers agree. Bullying is rare and students comment that it is dealt with effectively if it happens.
- The principal and managers at all levels give the academy clear direction for improvement and manage performance well. The relentless drive for improvement has ensured rapid improvement in teaching and students' outcomes. Self-evaluation is accurate and resulting action and improvement

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plans are purposeful. Assessment and monitoring of the academy's performance is good, although governors recognise the need to update their understanding of school performance data.

What does the academy need to do to improve further?

- Before January 2013, for both key stages and for the sixth form, improve the consistency with which teachers use assessment information in class by:
 - ensuring that classroom activities and learning cater effectively for all students, including the most able
 - ensuring that the quality of marking and homework is consistently high across all subjects and year groups and fully informs students what they should do to improve, especially when working independently
 - building on the current identification and sharing of best practice in the use of assessment to ensure that it takes place systematically between subject areas and disciplines.
- Before January 2013, ensure that the governing body undergoes updated training on the evaluation of performance data so that it is better informed to challenge the academy on its performance.

Main report

Achievement of pupils

Students enter the academy with levels of prior attainment that are well below average. In particular, literacy and skills for independent learning are weak. Baseline evaluations are undertaken on entry and the results carefully used to structure support and intervention. As a result, progress in Key Stage 3 accelerates. By the end of this key stage it is better than average in the core subjects of English and mathematics. Although students make up ground, standards remain below average in this key stage because of the low prior attainment on entry. Students' make good progress in the development of their literacy skill.

In Key Stage 4, overall progress accelerates further. This is more marked for girls, and this leads to an attainment gap between boys and girls that was larger than that seen nationally in 2011. However this gap is now narrowing quickly because of the measures that the academy has put in place. The proportion of students achieving 5 or more GCSE passes at grades A* to C is increasing strongly. In 2011 it was close to the national average with marked improvements in English and mathematics. Indications are of further improvements in 2012. This represents good progress, and this was confirmed by both the academy's own monitoring and lesson observations undertaken by inspectors. The achievement of students in vocational subjects and

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other non-GCSE learning programmes is good with many students gaining accreditation for developing valuable life skills, for example in work related skills and personal enterprise. Disabled students and those with special educational needs make progress that is at least as good as that of their peers.

The previous monitoring inspection identified the priority for the academy to develop students' skills of independent learning. Inspectors found that these skills have improved, especially for those students for whom intervention or extra support is necessary. Where lesson planning allows for it, students make good contributions to their own learning, readily contributing and responding to questions and discussions.

Inspection findings on students' achievement are endorsed by the very large majority of parents and carers who returned completed questionnaires, who said that their children were making good progress, and this positive response was reflected by the students themselves. Students achieve well in the academy's specialist subjects because they are taught well.

The achievement of students in the satisfactory sixth form is close to the national average for GCE 'A' levels, and a little below for 'AS'. Early indications and results already available indicate an improving picture for 2012. The proportion of students gaining the highest A and B grades is lower than average with considerable variations between subjects.

Quality of teaching

Inspectors observed teaching that is solidly good and leads to good progress in class. Teaching has improved since the last monitoring visit. Inspectors agreed with the positive views that both students and parents and carers expressed about teaching. The majority of teachers have high expectations in class and set high standards. In many classes students are given opportunities to gain the skills of independent learning and they respond positively and enthusiastically to classroom activities. For example in a Year 10 information technology lesson using image manipulation software, students combined different images to produce unexpected outcomes. In the best classes, teachers have a good understanding of the levels that students are working at and provide appropriately targeted activities to support their learning. Consequently those with the weakest attainment make the best progress. Across the academy, teachers' assessment of students' attainment and progress is accurate. The work of teaching assistants is appreciated by students. It is well-planned and effective in raising the attainment of those students who need it.

In a minority of less-successful classes assessment information is not used effectively to structure teaching differently. Those students who may be finding a subject or topic difficult are either not identified or expectations for them are lowered. They therefore do not make the progress that they are capable of. Occasionally, the results of students' assessments are not used well to make sure that students have an accurate understanding of what is required to improve the quality of their work

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because the quality of marking is variable between subjects.

Inspectors observed some good examples of literacy being developed in subjects other than English, but few examples of this for numeracy. The academy has a good strategy to tackle underachievement in boys, and it is effective in reducing the attainment gap. For example, boy-only and girl-only English classes effectively cater for the differing learning styles of girls and boys. The school's specialist subjects of performing arts and sport are used well to involve boys in their learning. Opportunities to develop students' social, moral and cultural learning are well-planned for in lessons. Students enjoy learning about other cultures. Music and performing arts play a strong part in their social and cultural development, for example students present an annual performance that involves many pupils from local primary schools. Students value well-structured personal development lessons that contribute effectively to their appreciation of, for example, respect for the environment and others.

Behaviour and safety of pupils

The behaviour and safety of students is good. A very small number of parents and students expressed concern about disruption in class due to poor behaviour. Inspectors observed this in a small minority of classes when students were bored, however behaviour in the vast majority of classes seen was good. The great majority of parents agreed with this, with some very positive comments around the improvements in behaviour that the academy has witnessed.

Bullying is rare so no trends or patterns are evident. Students report that it is dealt with well. Racist incidents and the exclusion rate are very low. Around the academy students are helpful and polite and generally move quietly between lessons. Effective systems ensure that any challenging behaviour has a limited impact on others. Attendance is above average with an improving trend. Persistent absence is low and reducing. The academy has effective strategies to monitor attendance both on and off site. Internet safety is well-developed, and almost all parents and carers and students say that they feel safe at the academy. Punctuality to class is generally good though a few students arrive late in the mornings.

Leadership and management

The academy is improving quickly because leaders and managers at all levels have a clear view of what needs to be done to raise standards. Self-evaluation is accurate in the strengths and weaknesses identified, although occasionally overgenerous. The academy is sufficiently self-critical to bring about improvements. Academy improvement plans are realistic with clear targets and good monitoring of progress towards them. Strategic priorities are translated effectively into actions at classroom level. Equality is promoted effectively and discrimination tackled. Good monitoring of progress through accurate assessment allows managers to effectively gauge the performance of the academy and the groups within it, for example by gender or

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ethnicity.

The academy has a good and accurate understanding of its own teaching and learning. Performance management has been effective in driving up standards from the resulting improvements in teaching. The lesson observation system is a good improvement tool and successfully identifies priorities for development activities. The best practice is identified and shared well within subjects but opportunities to share practice across subject areas are often missed. Sustained improvement of teaching and achievement and students' positive behaviour and attitudes to learning demonstrate the academy's capacity for sustained improvement.

The governing body has effectively overseen the conversion to academy status and has given good support, especially in the prudent management of finances. Governors ensure that the academy meets statutory requirements for safeguarding. However, the loss of some members of the governing body has adversely affected the capacity to challenge the academy sufficiently well. The academy has tackled this by the appointment of a number of new governors with relevant experience. The governing body is, currently, updating training in the evaluation of academy performance data but training is not yet complete.

The academy's broad and balanced curriculum promotes students' spiritual, moral, social and cultural development well. Students speak highly of the extracurricular activities available, for example visits to museums and galleries. The academy offers a good mix of vocational and academic provision for all its students and gives good support, advice and guidance to ensure that students' choices best meet their needs.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding academy provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of an academy. An academy that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory academy is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate academy 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 academies

Type of academy	Overall effectiveness judgement (percentage of academies)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery academies	54	42	2	2
Primary academies	14	49	32	6
Secondary academies	20	39	34	7
Special academies	33	45	20	3
Pupil referral units	9	55	28	8
All academies	16	47	31	6

New academy 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 to 31 December 2011 and represent judgements that were made under the academy inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained academy inspection outcomes (see www.ofsted.gov.uk).

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

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

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 academy and in lessons, taking into account the academy'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 academy.
Capacity to improve:	the proven ability of the academy to continue improving based on its self-evaluation and what the academy has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
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 academy.
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 an academy's overall effectiveness based on the findings from their inspection of the academy.
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 academy, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the academy promotes safety, for example e-learning.

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



18 May 2012

Dear Students

Inspection of Ormiston Bushfield Academy, Peterborough, PE2 5RQ

As you will know, I visited your academy recently with three other inspectors. We looked at many aspects of how your academy operates and we met with teachers and managers, as well as with many of you. We looked closely at the work you are doing and sat in on many of your classes. We were pleased to receive many completed questionnaires from you and your parents and carers.

Your academy is a good one that has improved a lot since becoming an academy only a relatively short time ago. Standards are rising because the teaching has improved. You are making better progress and teachers now use assessment accurately to monitor how well you are doing. Much of this improvement is down to you – well done.

The vast majority of you said that you feel safe and that you learn well, and you enjoy your time at the academy and we could see you did for ourselves. You have a brand new building to move into shortly and I hope you will enjoy the new facilities that it has to offer.

We want your academy to make further improvements. We have asked it to make sure that all teachers use assessment effectively to ensure that all of you learn as well as possible in lessons and that marking and homework always helps you know what to improve. We also want governors to update their training about academy performance information so that they are better able to make sure your academy is giving you the best possible education.

You can help by always concentrating hard on learning and continuing to be responsible members of your academy community.

Thank you once again and I wish you all well in your new building.

Yours sincerely

Ian Seath
Her Majesty's Inspector

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