

# Oasis Academy Wintringham

Weelsby Avenue, Grimsby, DN32 0AZ,

**Inspection dates** 26-27 September 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of students		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of students		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and students

### This is a school that requires improvement. It is not good because

- The attainment and progress of the students are still lower than national expectations in some subjects, with boys still lagging behind.
- Attainment in English and literacy is not high enough. In particular, more needs to be done by all teachers to ensure that students write more accurately.
- Although the quality of teaching is improving, there are still weaker aspects.
- In some lessons, assessment of learning is organised in such a way that it is unclear to students or takes up too much learning time.
- Insufficient use is made of homework for deepening learning and extending writing.
- Attendance, although improving, is still too low.
- Students have too little understanding of the other cultures and groups in Britain today.

### The school has the following strengths

- Oasis Wintringham Academy has made steady progress since it opened and especially since it moved into its new buildings.
- It has established a positive climate of learning and is raising the aspirations of its students; the Principal has been instrumental in raising expectations among staff and students.
- Leaders have energetically driven improvements in teaching and learning: recent appointments have strengthened teaching.
- There is good support for specific groups of students with special educational needs both at the main academy and at its satellite centre; the 'Connect' groups help students to make the transition from primary school and they receive some outstanding teaching.
- The academy thinks about what is appropriate for different types of learner and provides considerable flexibility.
- Behaviour in classes and corridors is good.

## Information about this inspection

- The inspection was inspected by two of Her Majesty’s Inspectors and three Additional Inspectors, observed the work of the school including 41 lessons.
- Inspectors met with with staff, students, senior leaders, and a representative of Oasis Community Learning.
- They reviewed the academy’s papers, plans, self-evaluation, and the responses to the academy’s parental survey.
- Inspectors took into account the 11 responses using the on-line questionnaire (Parent View).

## Inspection team

Adrian Gray, Lead inspector	Her Majesty’s Inspector
Angela Headon	Her Majesty’s Inspector
Kathleen Yates	Additional Inspector
Peter Harrison	Additional Inspector
Elizabeth Haddock	Additional Inspector

## Full report

### Information about this school

- The academy opened in 2007, replacing an existing school, and moved into its new buildings in 2009. It is part of Oasis Community Learning and provides for 870 students aged 11 to 16 years.
- It has specialisms in sport and health.
- The academy received an award from Specialist Schools and Academies Trust for being one of the most improved academies and an award for Cultural and Educational Achievement in connection with its Rock Challenge.
- The academy runs a support unit for students with behavioural issues at Nunsthorpe, which currently provides for eight of its students.
- The academy does not have any post-16 provision but has a close working relationship with Grimsby Town football club's apprenticeship scheme.
- A very large majority of students are from White British backgrounds. The proportions of disabled students and those with special educational needs and of students known to be eligible for free school meals are much higher than the national averages.

### What does the school need to do to improve further?

- Improve further the achievement of all, but especially of boys and of students who are at risk of underachieving, by:
  - ensuring that teachers clearly explain the key learning in every lesson
  - providing sharper and more accessible guidance on how students can improve in specific tasks
  - ensuring that written feedback is focused consistently on assessing learning and planning next steps
  - making more effective use of data about students' learning to plan teaching and monitor progress, including in Years 7 and 8.
- Further improve students' knowledge and skills in English, particularly in writing, by:
  - ensuring a relentlessly high profile for literacy and writing in all subjects across the school
  - increasing expectations for what students will complete in extended writing, including through homework
  - building on the best teaching in English so that all students make at least expected progress.
- Improve attendance and reduce persistent absenteeism through improved working with parents and through further developing partnerships with external agencies.
- Develop a systematic approach in lessons to raising students' awareness of other cultures.

## Inspection judgements

### The achievement of students

### requires improvement

- Students enter the school with very low levels of attainment. Attainment on entry has remained at almost the same level for the last five years.
- During the development of the academy from its origins to the present day, achievement in the headline indicator of five A\* to C grades, including English and mathematics, has risen incrementally but steadily. It has increased from 26% in 2009 to 45% in 2012, although still well below the national average. Nevertheless, the academy met its own target and the national floor target for attainment in 2012, although English results were lower than expected.
- The verified value-added figures from 2011 show that there were some variations in the academy's performance but that the position has improved since 2008. Although girls did well, boys, and especially those of lower ability, made less than expected progress. Figures for 2012 show that the proportions of students making expected progress in English and mathematics are still below national floor standards although closer in mathematics. In mathematics, boys make expected progress almost as often as girls but in English the boys lag further behind.
- Progress and attainment have been improving in mathematics more rapidly than English. In 2012, 62% of students gained a grade C or better but only 46% in English. In recent months, there has been substantial change in staffing in the English department and students in lessons now make better progress.
- Students currently in Years 7 to 11 are making much closer to the expected progress in mathematics and English. Action has been taken to improve progress in other weaker areas, such as design and technology.
- Although results for students at risk of underachieving have also improved steadily, there is still a significant difference in the attainment for students eligible for free school meals compared to those who are not. Current data suggest that the gap is now closing more rapidly, but more so in mathematics than English.
- The academy has used its pupil premium funding to provide additional opportunities, including a summer school, and additional support workers who strengthen relationships between the academy and families of students at risk of underachieving; leaders recognise that irregular attendance remains a barrier to improved achievement.
- Numbers on roll of looked after children vary year-by-year; in 2011, these students made good progress to age 16. The six looked after children currently in the school are on track to achieve or exceed target grades and are making at least expected progress.

### The quality of teaching

### requires improvement

- The quality of teaching is improving but still has further to go to be good overall. Inspectors' judgements of teaching in lessons observed aligned very closely with the academy's self-evaluation, with teaching in about one in six lessons being outstanding and good or better in around two thirds.
- Students are positive about the teaching they receive and all parents who replied to the academy's two most recent surveys agreed with the statement that teaching is good. Relationships between teachers and students are good, especially where teachers plan interesting activities that stimulate enthusiastic work.
- The academy has a small but growing number of impressive teachers working across a range of subject areas. The most effective teaching was founded on teachers' good subject knowledge and careful planning of the learning. Teachers paid attention to developing students' literacy, speaking and listening skills. Assessment was often an integral part of the lesson and students understood the progress they were making because the steps in learning

had been carefully explained to them.

- Students enjoyed lessons where teachers had planned activities, such as problem solving or role play, which engaged their enthusiasm while also retaining a focus on learning. They responded well when given the opportunity to develop their own ideas.
- Where teaching was less effective, teachers did not make use of the wealth of data available about students' capabilities. There was a tendency in broadly streamed classes to 'teach to the middle' with all students doing essentially the same work. Some teachers also tended to dominate the discussion and did not show sufficient trust in allowing students to develop their own answers or learning, or to set expectations for this.
- The academy has established clear expectations of its staff in planning and assessing lessons, including the students' use of peer assessment. However, the approach to peer and self-assessment sometimes lacks expertise, asking students to assess against very broad criteria that they do not fully understand and, on occasions, taking up too much of the learning time.
- Less attention has been paid to written feedback, which varies in quality even within subject teams.
- The central role of homework in developing learning and extending writing is under-developed with some inconsistency in teachers' expectations.
- Teaching and learning support assistants make a varying contribution to lessons and do not always support learning effectively. At their best, they are engaged and provide challenge. Teachers do not always consider the role of the assistant when planning their lessons.

### **The behaviour and safety of students** are good

- Behaviour in lessons and around the school is good; inspectors' observations were consistent with the data in the school's behaviour and bullying logs. Students are courteous to each other, have good relationships with staff, and behave well in the academy's open spaces.
- Inspectors did not observe any disruption of learning. However, some students are not active enough in planning and developing their own learning, usually reflecting this by not asking questions when unsure of their work or taking too little care over their writing.
- Exclusion rates have varied over the last few years as the academy has worked to establish high expectations within an inclusive philosophy. Permanent exclusions are very low and fixed-term exclusions are broadly in line with the national average.
- In recent surveys, almost all parents agreed that the academy deals effectively with unacceptable behaviour. A group of staff said that behaviour had improved and staff who have come from other schools commented on the positive climate for learning.
- Students say they feel safe in the academy and are taught about safety in personal, social, health education, physical education, information and communication technology, and science lessons. Students have a good understanding of the forms that bullying can take. There are few recorded incidents of serious incidents although there have been isolated incidents between students and some name calling; the academy has followed these up appropriately.
- Attendance has improved over time but, at 92.4% last year, is still below the national average. Persistent absenteeism is still much higher than the national average and the academy is working to improve the attendance of some older girls in particular.
- There is good support for students with special educational needs, including through home support, which has been managed recently by a temporary coordinator. As a result, attendance of this group is around 95%. The satellite provision is enabling students to feel comfortable in alternative learning environments and provides a positive climate for learning so students make appropriate progress.

### **The leadership and management** are good

- The academy's leadership has successfully raised expectations. A commitment to improved

outcomes is now strong among staff and students although the extent of actual improvement varies across the academy.

- The academy's self-evaluation is robust and realistic; it correctly identifies the main strengths and acknowledges that despite positive progress there is still some way to go. The sponsor has provided robust challenge in this respect.
  - Academy leaders are managing well the improvement of teaching and learning. Weak teachers have been challenged to improve or move, and, as a result, inadequate teaching by permanent staff has been all but eliminated. Performance management has been used to manage the departure of nine staff in five years; records show that other staff who were being supported made significant improvements. The academy has been proactive in recruiting new staff, with five through the Graduate Teacher Programme and four through Teach First. About one in five teachers has joined the academy in the last two years. Staff commented on the good quality of recent recruits.
  - The restructuring of middle management, around managers responsible for standards and those who are 'lead practitioners' of teaching, has helped to focus work on areas that will lead to improvement. Good use is being made of the academy's outstanding teachers. The impact of middle leaders in improving subject areas is varied, especially in terms of ensuring consistently high progress by students and the effective use of assessment data to drive progress.
  - The monitoring and evaluation of teaching are making a strong contribution to the academy's improvement. Evaluation is regular and accurate, although at times monitoring is overly reliant on a ticklist approach that does not focus enough attention on what students are actually learning. As a result, the value of individual lesson observations by senior staff in driving improvement can be inconsistent and there is limited impact from the scrutiny of students' work.
  - The curriculum is divided into three pathways but has been undergoing review to provide greater opportunity for students to pursue academic courses. There is a separate curriculum for students who find the transition from primary school challenging. Students enjoy their lessons, but some commented that they have limited choice of courses in Years 10 and 11. Aware of weaknesses in design and technology, the academy has introduced some effective new courses and also provides the opportunity to study three separate sciences. Compulsory and optional enrichment courses are available with students signing up for activities intended to develop personal interest; inspectors saw several examples of students enjoying these courses.
  - Through its ethos and values, the academy promotes well spiritual, moral, social and cultural development but many students have a limited understanding of other groups in the United Kingdom. Visits to the local gurdwara are being planned to help students understand the diversity of the local community. The sponsor's global vision is also helping to widen understanding of global issues for some students and staff while the Christian basis successfully permeates, rather than dominates, the academy's work.
  - The academy is helping to develop a stronger sense of community and self-worth; the extended curriculum encourages students to develop new interests and the 'open all hours' is broadening its social impact. The academy is increasingly winning the confidence of parents and first choice applications for places have increased over the last few years.
  - Safeguarding arrangements are secure.
  - **The governance of the school:**
    - the sponsor, Oasis Community Learning, provides an effective top tier of governance, having established a vision and coherent set of values for the academy that staff and students embrace. The sponsor plans carefully for the strategic development of the academy
    - the sponsor's central and regional structure provides a robust approach to setting suitable challenges for the Principal, holding her to account, but also providing support. A system of key performance indicators provides a framework for holding the senior managers to account with a focus on key issues such as reading, attainment and the
-

- quality of teaching
  - the academy's local council takes on much of the traditional work of the governing body but is not responsible for finance or the Principal's performance management. It takes a keen interest in the effectiveness of the academy and represents it in the local community; members bring additional skills, such as in social work and safety management, but their roles are not well understood by all of the academy's staff.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its students' needs. This ensures that students are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its students' needs. Students are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its students an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	135209
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	402678

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

<b>Type of school</b>	Academy
<b>School category</b>	Non maintained
<b>Age range of students</b>	11–16
<b>Gender of students</b>	Mixed
<b>Number of students on the school roll</b>	870
<b>Appropriate authority</b>	Academy Council
<b>Chair</b>	Jerry Woolner
<b>Principal</b>	Jane Bowman
<b>Date of previous school inspection</b>	14 October 2009
<b>Telephone number</b>	01472 871811
<b>Fax number</b>	01472 276336
<b>Email address</b>	<a href="mailto:oaw.office@oasiswintringham.org">oaw.office@oasiswintringham.org</a>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

