

# Ormiston Enterprise Academy

Bennerley Avenue, Ilkeston, Derbyshire, DE7 8PU

## Inspection dates

23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Standards in English and mathematics in 2012 were well below average. This is because students known to be eligible for free school meals, boys, disabled students and those with special educational made slow progress.
- In many subjects such as geography, history, some of the arts, and design and technology too many students underachieve.
- Since the academy opened in September 2011, teaching and learning have been too slow to improve. In too many lessons teaching requires improvement or is inadequate. In these lessons the quality of learning suffers because teachers plan work that is not sufficiently tailored to meet the needs of students of different abilities.
- Generally marking is unhelpful in guiding students on the steps they need to take to improve their work.
- The promotion of literacy and numeracy across different subjects is inadequate. The speaking and listening skills of a significant group of students are particularly weak.
- Senior leaders and governors have been too slow in addressing the need to improve teaching and achievement. Procedures for managing the performance of teachers have had little impact.
- Some leaders at all levels have been ineffective because they have not been well enough trained to carry out their responsibilities.

### The school has the following strengths

- Standards in some vocational subjects and in science are average or just above.
- Teaching in a few subjects, such as physical education (PE) and construction, is good.
- The number of exclusions has fallen considerably and attendance is rising strongly.

## Information about this inspection

- The inspectors visited 37 lessons taught by 28 teachers or teaching assistants.
- Meetings were held with the Chair of the Governing Body, a representative from the Ormiston Trust, the academy’s education advisor, the Interim Principal, staff, and students.
- Inspectors took account of the three responses to the online questionnaire (Parent View) and they examined the results of a recent parent survey.
- School assessment data, self-evaluation information, procedures for the management of teachers’ performance and the school’s improvement plan were scrutinised.
- Policies and procedures for the safeguarding of students were examined by inspectors.

## Inspection team

Tim Bristow, Lead inspector

Her Majesty’s Inspector

Gina White

Her Majesty’s Inspector

Jeremy Seymour

Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- This is a smaller than average-sized secondary academy.
- The very large majority of students come from White British backgrounds.
- The proportion of disabled students and those who have special educational needs supported by school action plus or with a statement of special educational needs is above average. The proportion supported through school action is below average.
- An above-average proportion of the students is eligible for the pupil premium, which provides additional funding for children in local authority care and students known to be eligible for free school meals.
- The school does not meet the government's current floor standard, which sets the minimum expectations for students' attainment and progress.
- A few students who have behavioural difficulties attend lessons away from school in alternative provision.
- Key Stage 4 comprises Years 9 to 11.
- The Interim Principal and the Chair of the Governing Body took up their posts the week before the inspection.
- The Ormiston Enterprise Academy is sponsored by the Ormiston Trust. The academy has a local governing body responsible for governance.
- On 18 January 2013 the Department for Education ratified the amalgamation of this academy with the Ormiston Ilkeston Academy to commence in September 2013.

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

- Improve teaching to at least a good quality so that standards in all subjects rise to average or higher by:
  - raising teachers' expectations of what students of all abilities can achieve
  - making sure that students of all abilities receive work that not only meets their needs but is challenging
  - motivating students with lessons that are much more interesting so that they develop a more positive attitude to learning
  - improving marking so that the advice offered is more helpful.
- Improve literacy and numeracy far more effectively across all subjects by:
  - ensuring that teachers and heads of subjects take full responsibility for the teaching of literacy and numeracy skills within their lessons
  - promoting the pleasure of reading across the academy
  - improving questioning and discussions in class so that students get better opportunities to develop their vocabulary and speaking skills.
- Strengthen the leadership and governance of the academy by:

- ensuring that governors rigorously hold leaders to account for the quality of teaching and learning
- making the procedures for leading the improvements in teaching much more effective
- providing better training for leaders at all levels so that they can carry out their responsibilities more effectively and then can be held to account for teaching and learning in the areas for which they are responsible.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Standards in the academy are too low. In 2012 the proportion of students gaining five GCSE passes at grade C or above including English and mathematics was well below average. Improvements in teaching this year and additional help for students, particularly in Year 11, are beginning to raise standards in English and mathematics. However, across the academy too many students underachieve in these subjects as recent improvements are yet to have a sustained impact on progress.
- Last year the proportion of students in Year 11 who made the expected progress in English and mathematics was low. Assessment information shows that this year a greater proportion is likely to make the expected progress. However, across the rest of the academy the rate of progress is much more variable.
- Assessment information, such as the points scored by students in tests in Year 11, shows that there is no difference in standards in English and mathematics between students who are eligible for pupil premium funding and those who are not. This is because the progress they make over time is the same as for most groups of students from similar starting points.
- Last year, in Year 11, even though the standards reached by girls were low in English and mathematics they made much better progress than boys. Currently the difference between the performance of boys and girls is smaller than last year across the academy.
- Last year the progress of most disabled students and those with special educational needs was extremely slow. They are making better progress this year, although this varies from lesson to lesson in line with the quality of teaching.
- Some students whose circumstances make them vulnerable or who have behavioural difficulties and are in danger of permanent exclusion benefit from education and training that supports their personal development at the alternative provision. The academy is not yet able to determine the impact that this additional help has on achievement.
- GCSE results for 2012 show that standards were low in all the other subjects taken except science where they were average. This remains the case for too many of these subjects, such as design and technology, history and geography.
- Last year, students were entered early for examinations in English and mathematics. This had little benefit to the students. Recently more thought has gone into the strategy, enabling students to re-sit exams. This is leading to improved pass rates.
- Achievement in some of the vocational subjects is at least average. For example, the construction course prepares students well for future training or employment.
- The number of students taking GCSEs is quite low. This is in part because many of the lessons in Years 7 to 9 often lack activities that interest and enthuse students to pursue the courses in Key Stage 4. In these lessons there are students who make clear that they are not interested and do not join in with activities and discussions. These students do not try as hard with their work as they should.
- Students are not provided with enough opportunities to practise their literacy and numeracy skills in all subjects. For example, when speaking in lessons they are rarely required to answer the teacher's questions with a sentence. Reading is not promoted well. As one student reported, 'We are reading less now than we did at primary school'. There is little evidence to show that mathematics skills are practised or applied as well as they should be in other subjects. This shortcoming is a significant barrier to students' progress.

### The quality of teaching

### is inadequate

- The quality of teaching is too variable. Even though it is improving overall in English and mathematics it still varies in lessons from good to inadequate. Work in books, assessment information and lesson observations show that over time the majority of teaching either requires

improvement or is inadequate. This means that students are unable to make the necessary progress to narrow the gap between their low starting points and the expected standards by the end of Year 11.

- Teaching in Years 7 to 9 is generally weaker than in Years 10 and 11. This is because the academy has concentrated its resources on trying to raise standards in GCSE examinations and other qualifications.
- There are exceptions to this where teaching is typically good. For example, teaching in PE lessons is good as it is in some vocational subjects.
- Where teaching is not good all students are provided with the same work regardless of the differences in their ability. This means that for the more-able students work is too easy while others struggle to complete the work successfully.
- Teachers do not pay sufficient attention to the progress students are making in lessons. As a result, they do not adapt or make changes in response to whether students complete their work with ease or are finding it difficult.
- Expectations of what students can achieve and their attitude to learning are often not high enough. Teachers do not challenge the apathetic attitude of a few students, nor do they provide enough work that is sufficiently demanding that would enable students to demonstrate their ability to solve problems or be creative when applying their skills.
- Teaching assistants in those lessons where teaching is good, generally enable disabled students and those who have special educational needs to make similar progress to their peers. However, where teaching is weaker, teaching assistants are not deployed as well and the help they provide is less effective.
- Marking is weak in many subjects. For example, in science, even though pupils' achievement is average, the quality of teaching over time requires improvement because marking does not give advice that is helpful to students. An examination of students' books shows that often there are large gaps where work does not appear to have been marked by the teacher.
- There have been recent improvements to marking in some subjects such as in mathematics and English. Marking in these subjects is helpful, and students report that teachers give them time in lessons to respond to the guidance given.
- There are teachers who demonstrate good teaching. For example, in a Year 8 mathematics lesson, the teacher provided work that challenged all pupils at the appropriate level. She effectively adapted and changed activities to ensure that students remained engrossed in their work. In response the attitude to learning from all students was good.

### The behaviour and safety of pupils

### requires improvement

- Most students behave acceptably and safely around the academy. Spiritual, moral and social development is promoted adequately. In lessons where teaching is weak it is not as well promoted because students do not have the chance to work together or to develop cooperation, team work and consideration for others.
- Most parents who responded to the academy's survey and the online questionnaire agree that since the academy opened behaviour has improved. Students said that any misbehaviour such as fighting is now rare and is dealt with swiftly if it occurs.
- Another strong feature of behaviour is that students report that bullying is rare. They demonstrate a good understanding of different forms of bullying such as homophobic bullying.
- Students say that they understand how to stay safe, for example, from drugs and the dangers of electronic communication.
- The exclusion rate was high last year. It has fallen considerably this year as the quality of behaviour management has improved.
- The alternative provision for a group of students in danger of permanent exclusion is successful. It provides educational and training activities that are of interest to students so that they are improving their behaviour and attending more regularly. This is preparing them better for their learning and the future. The academy maintains close links with these providers to ensure the

well-being of students. However, the academy is unable to closely link this provision to improvements in achievement in English and mathematics.

- The extra help for disabled students and those with special educational needs as well as for those whose circumstances make them vulnerable is providing a safe, secure environment where confidence and self-esteem are successfully nurtured.
- The Interim Principal is leading a drive for higher expectations of behaviour and achievement amongst students and staff. For example, his first assembly with students inspired all to understand that this was a culture where excuses for mediocrity would not be tolerated. All students and staff listened attentively to this motivating message.
- Attendance remains low, but it is rising strongly because of a concerted effort by those staff responsible for improving procedures for checking on absence and for rewarding regular attendance.

### **The leadership and management are inadequate**

- Since the academy opened, improvements in teaching and achievement have been too slow because leadership at all levels has been ineffective. Recent improvements, particularly in Year 11 in English and mathematics, are raising standards, but this is too recent to overturn the underachievement of many students across the academy.
- The Interim Principal has had little time to have an impact on the academy, but he demonstrates a passion for improvement and has quickly and accurately assessed where changes have to be made.
- Senior leaders and some heads of department have worked hard and tried their best, but they have not received good enough guidance and training on what they should be aiming to achieve and the steps they need to take to be successful. Nor have they been held to account for the quality of teaching and learning in their departments. The leaders of English, mathematics and for behaviour and special educational needs are starting to demonstrate more success as the impact of their work on the quality of teaching, behaviour and achievement becomes more apparent. However, this impact is recent and it is unknown whether these improvements will be sustained over time, as the academy has no track record of success.
- There are two contributing reasons why the academy is judged to require special measures. Firstly, the governors have been too concerned with plans for amalgamation and have not paid enough attention to challenging leaders about the quality of education currently in the academy. Secondly, the Ormiston Trust has only recently started taking the appropriate steps to lay the foundations for better teaching and achievement.
- Procedures to judge the performance of teaching have been over-generous and have not sufficiently concentrated on the progress of students in lessons. Training and targets to improve teaching have been largely ineffective. The development plan has the correct priorities for improvement, but it is not closely linked to procedures to check the work of the academy or to manage the performance of teaching. Consequently, it has not helped to bring about the necessary improvements.
- While the academy tackles discrimination successfully, inadequate achievement means that it is not able to ensure the equality of opportunity of all groups of students.
- Subject opportunities are broadening. For example, this year for the first time a group of students is embarking on the English Baccalaureate. However, in the past students have not received good enough guidance on the courses to pick that would help them pursue their choice of training, education or work beyond their time at the academy. There are exceptions to this. For example, students taking a vocational course in construction are being well prepared for the next stage in their training.
- The academy does not promote students' cultural development well. Students spoken to were unable to recall occasions when they had learnt about the diversity of society within the United Kingdom.
- Inspectors strongly recommend that the academy should not seek to appoint newly qualified

teachers.

■ **The governance of the school:**

- An examination of the minutes of governors meetings shows that too much time has been spent discussing the planned amalgamation. In December 2012 this changed and the emphasis has now been rightly placed on the current education students are receiving. A new and experienced Chair of the Governing Body has plans to further develop the effectiveness of governors. This involves training that will enable them to better hold academy leaders to account for the quality of teaching and learning. Currently they do not keep a careful check on the performance of teachers and how this links to their salaries. While they are aware of what pupil premium funding is spent on, they do not know whether this is having the desired impact. The governing body checks the finances of the school regularly and ensures safeguarding procedures are secure.



## 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 pupils' needs. This ensures that pupils 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 pupils' needs. Pupils 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 pupils 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>	137109
<b>Inspection number</b>	399837

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

<b>Type of school</b>	Academy Sponsor-led
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Barry Bainbridge
<b>Principal</b>	Gareth Jones (Interim Principal)
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