

Oasis Academy Immingham

Pelham Road, Immingham, North East Lincolnshire, DN40 1JU

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

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

- Although the progress of students has improved very recently, progress over the past three years has not been good enough, particularly in the core subjects of English, mathematics and science.
- The most-able students have left the academy with results which were lower than they ought to have been.
- The quality of teaching is variable. There are many good and improving teachers in this academy and their students progress well. However, there are still too many lessons where teaching is not good enough to accelerate the progress of all students.
- In the past, some students took courses that did not enable them to be suitably challenged or achieve good grades in a wide range of GCSEs. Consequently, the most-able students did not make as much good progress as others. However, the range of courses offered has improved and students are now getting better advice about which courses to take.
- The sixth form requires improvement because the quality of education it provides is too variable. For the majority of students, courses are well taught and these students make good progress. However, a significant number have not achieved as well as they should.

The school has the following strengths

- The Principal and new team of senior leaders have improved significantly key aspects of this academy. Behaviour is now much better and students have a more positive attitude to learning. The quality of teaching is improving because teachers now work together well to learn from each other's best practice and from other experts. The progress of all students currently in the academy is now much stronger.
- Students who have complex needs benefit from the high quality support from a dedicated and highly professional team of support staff.
- The governance of the academy, through both the local academy council and the national academy council of Oasis Community Learning Trust, is very strong.
- Students are able to use up-to-date, good quality and industrial standard equipment and processes. This helps bring enjoyment and relevance to their learning and prepares them well for their future lives.

Information about this inspection

- Inspectors worked with senior staff while observing teaching and learning and reviewing work previously completed by students. Inspectors observed 35 lessons taught by 31 different teachers. They also made shorter visits to lessons.
- Inspectors spoke to many students during break and lunchtimes, and during lessons.
- A meeting was held by the inspectors with the student group 'Heroes'.
- Meetings were held with members of the local academy council which included the regional director for Oasis Community Learning Trust. Meetings were also held with leaders at all levels and with staff.
- Inspectors looked at a wide range of documentation, including internal and external data about students' progress, academy development planning, behaviour and attendance records and students' work. They investigated safeguarding procedures and records.
- When planning the inspection, consideration was given to the 45 responses to the on-line questionnaire (Parent View). A further nine responses were made during the inspection and all were taken into account. They also took responses made by staff to a survey into account.

Inspection team

Neil Mackenzie, Lead inspector	Additional Inspector
Andrew Henderson	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Jonathan Woodyatt	Additional Inspector

Full report

Information about this school

- Oasis Academy Immingham is sponsored by Oasis Community Learning Trust, part of the Oasis Global family. The academy's ethos is based on Christian values; it accepts students from all faiths and those with no religious conviction. It has no entry requirement based on ability.
- This academy is similar in size to an average-sized secondary school and serves communities in and around Immingham.
- Since the last full inspection, a new Principal and new senior leadership team have been appointed.
- The proportion of students who are known to be eligible for the pupil premium funding is higher than the national average.
- The numbers of students who have an Eastern European heritage are increasing. However, it is still the case that almost all students have White British heritage. English is believed to be an additional language for very few students.
- The proportion of students supported at school action is higher than that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- No students attend part-time off-site provision.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that students progress equally well across all subjects by:
 - ensuring all teachers use assessment information to plan learning activities that provide suitable challenge, more precisely matching the needs of all students and particularly the most-able
 - create more opportunities for students to become fully active in lessons and develop the skills they require to learn both collaboratively and independently
 - ensuring all teachers consistently apply agreed approaches to the marking of students' work and on giving guidance on how they can improve.
- Improve the quality of education so that students make more consistent progress in the sixth form by:
 - offering courses that better meet the needs and aspirations of students and match the needs and wider opportunities within the community
 - improving the quality of guidance students receive to ensure they follow suitable courses
 - developing more rigour in the analysis of students' performance and using this to more quickly identify underachievement.

Inspection judgements

The achievement of pupils

requires improvement

- Until very recently students underachieved. Improvements across the whole academy have raised rates of progress significantly and students are beginning to make up lost ground. The academy's analysis of current students' performance and the progress of students seen by inspectors both demonstrate much better progress in all subjects including English, mathematics and science. However, over time students' progress remains at best as expected. Students in Years 10 to 13 progress more quickly than those in Key Stage 3.
- In the past, the most-able students have not progressed as well as others because expectations have not been high enough.
- In recent years, students have made best progress in business studies, humanities, technology and vocational studies. Currently, progress in English is as strong as these subjects but continues to be inconsistent in other subjects and across key stages.
- The achievement of students studying vocational courses in the sixth form has steadily improved and is good. However, for the smaller numbers studying traditional A-level courses, results have been declining.
- The increasing numbers of students who have an Eastern European heritage are well supported and their progress is similar to other students.
- Disabled students and those with special educational needs are very well supported and their progress is at least as good as others, and sometimes better.
- A higher than usual proportion of students attending this academy are at risk of falling behind in their learning because they have complex emotional, psychological or social needs. Very good guidance and specialist support ensure these students make good progress.
- Students enter the academy with levels of attainment which are significantly below average. Their reading levels are lower than are expected for their age. However, good systems and specialist support accelerate students' progress with their reading and they leave school with reading ages much closer but still below national standards.
- National tests in English and mathematics in 2012 indicated that the attainment of those students who are known to be eligible for free school meals was behind that of all other pupils in the academy. This gap in attainment is closing as a result of targeted support leading to better progress, including through the use of pupil premium funding.
- Younger students follow a course called 'Learning in the 21st Century' which is very effective in improving students' basic skills and helping them prepare for life in wider society. Students' information and communication technology (ICT) skills are good. Students' numeracy and literacy skills, although below average, are improving.
- Students' GCSE grades are not limited by the early sitting of examinations. The academy considers the needs of individual students before making the decision whether to enter them early for examinations. This enables a few students to increase their study time on courses that are important for their next stage of education or employment.

The quality of teaching

requires improvement

- The quality of teaching is a variable within and across subjects. Although there is an increasing proportion of teaching that is good, there is still too much that requires improvement and there is some that is, on occasion, inadequate. Some teachers can teach outstanding lessons, but not consistently so.
- When asked, older students say that one of the biggest changes they have seen is the improvement of teaching. They say that most teachers are now much better at helping them learn and understand. They say that teachers' explanations are much better now and most are keen to help. They feel that all adults care for them and that they are well looked after.

- In the best lessons, the teachers ensure work is matched to individual students' needs and current understanding. They have high expectations of what their students can achieve. Teachers choose interesting topics that make it easy for students to enjoy their learning. Students are encouraged to discuss their work with each other in order to solve problems and gain confidence. The teacher checks students' understanding and challenges them to think more deeply through searching questioning. Students look forward to these lessons and know they are going to make progress.
- In the weaker lessons, teachers do not know what their students already understand, or what they are capable of achieving, so they plan inappropriately. These teachers tend to teach to the whole group rather than targeting work to the needs of individual students. Teachers do not give students enough opportunity to reflect on their learning or discuss topics. Consequently, they become too dependent on the teacher and they do not develop the skills they need to learn independently. During these lessons, teachers do not analyse the responses of students and adapt activities to help students either overcome misunderstandings or extend their understanding and the pace of learning slows.
- Some teachers know how to give valuable written guidance to students on how they can improve their work, but not all do, or guidance is not given frequently enough.
- The academy has also improved its approach to develop students' literacy skills. Where teachers apply the principles systematically and consistently, improvement is seen but this is not yet the case across all subjects.
- A significant number of parents say that homework is not good enough. The academy is aware of this and is currently reviewing homework policy.

The behaviour and safety of pupils are good

- Students say that behaviour has improved significantly due to a new and effective behaviour management system. Students are able to describe the consequences of inappropriate behaviour and they say learning is much better now because behaviour is better. Through surveys, about three quarters of parents say that students are well behaved.
- Students generally show respect for each other and for their environment. They socialise well and most are confident when talking to adults. Movement around school is calm and orderly.
- Students also told inspectors that bullying is rare, when it does happen it is in the form of name-calling and it is dealt with quickly and effectively. Students are taught how to recognise all forms of bullying and how to respond to them.
- In most lessons, student behaviour is good. Students listen well; they are rarely distracted. When teaching is good, students are keen to learn. There are occasional incidents of disruption within lessons but these tend to be minor, short-lived and distract very few students.
- There is a strong element of personal safety taught through subjects, particularly in ICT, humanities and practical subjects. Students say they are very safe in this school and parents agree.
- As a result of strong school leadership and hard work by staff, attendance has improved and it is now broadly average. The number of students who are persistently absent is still above average. Students are almost always punctual.
- The academy also makes considerable and successful efforts to work with parents, even those who are difficult to reach.

The leadership and management are good

- The Principal has been in post for less than two years and new appointments have been made to almost all of the most senior leadership posts within the academy. They have successfully improved the most important aspects of the school which has led to improved progress for

students currently within the academy.

- Improvements to the Key Stage 4 curriculum and to the advice, information and guidance given to these students ensure that they now follow courses that much better meet their needs and aspirations.
 - The leadership of teaching and learning is improving and is now good. Throughout the year, staff take part in professional development programmes, which are designed to meet their specific needs. Staff work collaboratively to learn from each other, sharing best practice. Strong teams are built and teachers effectively guide and support each other. This has developed a culture where self-improvement is regarded positively. The academy also uses expertise from within their wider academy structure and other experts in improving teaching and learning.
 - Performance management procedures are effective in directing staff on how to improve their teaching and rewarding those who are successful.
 - Students' spiritual, moral, social and cultural development is strength of the academy, shown in their good behaviour and positive attitudes. Students appreciate the range of enriching activities and after-school clubs and sports. Students' personal development and their spiritual development are nurtured throughout their schooling. The academy provides opportunities that cater well for students' aspirations and helps make sure that all students have an equal chance to succeed.
 - Students can volunteer to become a 'Hero'. These students work for the good of the academy community and are of great support to other students. The Heroes receive excellent training in how to work positively with young people. For example, the Heroes run activities over the summer to help Year 6 students prepare for their new school and make a confident start.
 - **The governance of the school:**
 - The combined governance of the local academy and the national academy councils provide excellent levels of challenge and accountability, and offer well-targeted support. Members have a good set of skills, experience and expertise distributed across the councils. Governors have an excellent grasp of school data and spending, including additional funding to support students known to be eligible for the pupil premium. They monitor the performance of all staff well and ensure procedures to manage performance are applied effectively. The governors ensure procedures to protect children are effective.
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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

Unique reference number	135176
Local authority	North East Lincolnshire
Inspection number	402674

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

Type of school	Academy sponsor-led
School category	Non-maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	820
Of which, number on roll in sixth form	143
Appropriate authority	The governing body
Chair	Mike Whitaker
Principal	Kevin Rowlands
Date of previous school inspection	1 December 2009
Telephone number	01469 576599
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