

Oaklands Catholic School

Stakes Hill Road, Waterlooville, Hampshire, PO7 7BW

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students achieve above average results that compare favourably with those of students in similar schools. Students, including those in the sixth form, make good progress from their varied starting points.
- Teaching is typically good, with some outstanding lessons. Teachers create an extremely safe, welcoming and positive atmosphere in lessons, which helps students to work well.
- The sixth form has improved significantly over recent years and is now good. The growing numbers of students in the sixth form appreciate the high quality teaching and individual support that they receive.
- Behaviour is good in and out of lessons. Students are courteous, friendly and respectful to each other. There is an extremely strong focus on developing spiritual values and a sense of right and wrong in the day-to-day routines of the school. The school is a harmonious place in which students are happy.
- The headteacher and his senior team are passionate and are effective and energetic about improving the school, particularly teaching and achievement and upholding the principle of 'no one left behind'.

It is not yet an outstanding school because

- Students are not achieving exceptionally well because there is some variation in the quality of teaching between subjects. In a very small number of lessons teachers miss opportunities to challenge students to think for themselves, use their initiative or investigate topics independently.
- A few lessons are not planned well enough to match the ability of the students. Students in these lessons do not make enough progress and very occasionally do not behave well.

Information about this inspection

- Inspectors observed 44 lessons, including six joint observations with senior leaders.
- They also made a number of short visits to lessons and observed students during breaktimes, lunchtime, before and after school.
- Inspectors looked at students' work and listened to some students reading during lessons.
- Inspectors met with groups of students across the age and ability range to discuss their views on teaching, behaviour and safety in the school.
- Inspectors met with the headteacher, senior leaders, governors, middle leaders, teachers and teaching assistants.
- Inspectors took into account the 82 responses to the on-line parent survey (Parent View) and also views of staff and the 51 responses to the staff questionnaire. The lead inspector received two letters from parents.
- Inspectors checked the school's records on safeguarding and child protection. They looked at the school's records of students' current results and progress. They also considered the school's behaviour records and the figures for attendance and exclusion.
- Inspectors considered school evidence of performance management and minutes of governors' meetings.

Inspection team

Janet Pearce, Lead inspector

Her Majesty's Inspector

Hugh Betterton

Additional Inspector

Christopher Grove

Additional Inspector

Justine Hocking

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- Oaklands Catholic School is a mixed 11 to 18 school with increasing numbers of students in the sixth form. It is larger than the average secondary school.
- The school converted to academy status in September 2012, keeping the same name as the predecessor school. It is in the Catholic diocese of Portsmouth. When the predecessor school was last inspected by Ofsted in 2008 it was judged to be good.
- The proportion of students supported through school action, school action plus or with statements of special educational needs is well below that in other schools.
- The majority of students are White British. The number of students from minority ethnic groups is below the national average.
- Students from a wide area in Hampshire attend the school, which is over subscribed.
- A small number of students are eligible for the pupil premium (additional funding from the government). The proportion is below the national average.
- A very few students attend alternative courses at a local further education college for one day per week.
- The school meets the government's current floor standard which sets the minimum expectations for students' attainment and progress.
- The school has recently made links with other secondary schools in the area as part of a soft federation.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in all subjects and for all student groups by:
 - ensuring that all subject leaders become experts in checking and improving the quality of the day-to-day planning and delivery of lessons
 - achieving greater consistency and a common approach or set of guiding principles for all subjects, particularly for marking and written feedback on students' work
 - ensuring that all lessons are planned thoughtfully to match the needs and abilities of all students in the class and that the structure and stages in the lesson are clear and are well paced
 - increasing the opportunities for students to work collaboratively on investigations and take more initiative when exploring ideas and discussing topics
 - making use of more imaginative and inspiring resources to increase the pace of lessons and interest the full range of students.

Inspection judgements

The achievement of pupils is good

- Students attain results at GCSE and A level that are above the national average. Students make at least good progress in most subjects.
- School leaders have developed effective and helpful systems for checking and measuring students' progress. This enables them to have a clear and accurate picture of how groups of students and individual students are progressing. However, some groups of students do not make enough progress because their teachers do not plan well-structured lessons to match their ability. Not all teachers make effective use of the information they have about students' results in order to teach successful lessons.
- Achievement in the sixth form is good. Students enjoy their studies and appreciate the individual attention that they receive from their teachers and the high academic standards expected. The school offers an extensive range of academic courses which encourages students to aim high and apply to top universities.
- Disabled students and those who have special educational needs make good progress in most subjects. The school provides additional lessons for students who need to catch up with reading and writing, including programmes using letters and sounds (phonics). Their progress is checked and measured frequently and students with specific or complex difficulties are advancing well with their learning.
- Students in all year groups enjoy reading and read widely. The sixth form has its own dedicated library to supplement subject resources. The library areas in the school are used well and students are able to talk at length about the books they select for pleasure or to enrich their studies.
- The school has introduced a focus on improving spelling and punctuation in all subjects. Although improvements in students' accuracy are not yet being seen consistently, this is having a positive impact; most students can write confidently and at length.
- The small number of students who attend alternative courses off site make good progress in their practical courses and their school studies.
- The small number of students who are eligible for the pupil premium make progress that compares favourably with similar students nationally, although their average point scores (which show the total of their GCSE results) are lower than those of other students in the school.
- The school does not enter students early for any GCSE examinations.

The quality of teaching is good

- Most teaching is good because teachers generally set tasks that challenge students of all abilities. Learning moves at a brisk pace, and there are well-judged opportunities to reflect and explore ideas and topics. For example, in an outstanding religious education lesson the teacher carefully guided the students through a complex exploration of attitudes to life and death, providing examples of personal experience. Students had time to reflect and discuss at a deep level and said that they found the teaching 'inspiring'.
- Teachers have good subject knowledge and in most cases students are confident that their teachers will help them to progress and attain highly. In the best lessons teachers plan activities that follow a logical sequence, resulting in visible progress. In these lessons the teacher communicates what he or she wants the students to learn and checks frequently the progress every single student makes during the lesson.
- In effective lessons students learn extremely well from working together. For example, in a Year 10 lesson students learned a set of complex mathematical rules and then had to teach and demonstrate these rules to members of their group. This lesson was successful because the students had to take responsibility for learning a particular concept and use their communication skills to teach each other. Every single student was fully involved in learning and teaching and

outstanding progress was made. In less successful lessons there were missed opportunities for students to participate or take the initiative because teachers talked too much and did not listen well to students' responses.

- Resources are usually chosen well; however, there are occasions when teachers do not use imaginative and inspiring materials to interest students and increase the pace of learning.
- In good or better lessons teachers use questions very well to improve students' understanding and knowledge. This was observed in the most effective sixth form teaching. Teachers used a range of different questioning styles to check on knowledge, but also to promote deeper thinking and better use of evidence.
- In the most successful lessons teaching assistants are deployed extremely well, not just to support students' needs or to bridge any gaps in learning, but also to encourage students to work independently and not rely on help.
- In most subjects, marking and feedback on students' written work are helpful, clear and detailed. Teachers correct errors, ask questions and set challenging targets. However, this is not consistent in all subjects.

The behaviour and safety of pupils are good

- Students' behaviour is good and often outstanding. Students conduct themselves in an orderly manner and are polite and friendly. The school promotes high standards of behaviour and courtesy and students respond well to these expectations.
- School leaders and governors are rightly proud of the way students' behaviour is managed. There is a fair and strict system of punishment and rehabilitation which has had a very positive impact, including lowering the number of fixed term exclusions. Attendance has also improved hugely over recent years and is now well above average for all groups.
- Relationships between staff and students are genuinely warm and mutually respectful. All members of the school community have worked hard to create a positive, safe and secure environment in which students feel supported and cared for. Parents, staff and governors all say that the school is like a 'family' in which all students are equally valued.
- Students told inspectors that in a small number of lessons behaviour is not always good. They reported that when lessons are not well planned or interesting students sometimes become inattentive and distracted. This was confirmed in a very few lessons observed during the inspection.
- Students have a clear understanding of how to keep safe and how to manage risk. Bullying is rare and when it occurs it is dealt with effectively. Students feel completely safe at school and are proud of the support that they give each other.

The leadership and management are good

- The headteacher has clear ambitions to achieve outstanding outcomes for his school and his energy and determination are echoed by the senior team. Teachers and other staff in the school express uncompromising loyalty and devotion to the school and the values promoted by school leaders.
- The headteacher, senior leaders and governors are proud that the school welcomes students from other faiths and different backgrounds and that Oaklands is a truly comprehensive school. The school promotes tolerance and tackles any form of discrimination effectively. The school provides all students with impressive opportunities to take part in after-school activities and students have a well-deserved reputation in the area for the amount of charity work that they do.
- Senior leaders have dedicated much time and thought to developing effective systems to track progress and teaching of all students, including those students who attend alternative courses

off site. Senior leaders check teaching and the work of subject leaders regularly throughout the year, but this has not yet resulted in securing consistently outstanding teaching. This is because leaders have not focused enough on improving lesson planning, pace of lessons and how much students participate actively.

- Some subject leaders make sure that teaching is improving rapidly in their areas, but a few subject leaders are less determined. Opportunities to share outstanding teaching skills and expertise have not had enough impact on improving lessons in all subjects. Not all subject leaders are ensuring consistency in marking and feedback on students' work.
- The school offers a range of subjects to suit most students' abilities and to promote high academic attainment and progress to sixth form study. There is excellent guidance and support from an independent careers adviser, which really helps students to make the right choices.
- Governors, senior leaders and middle leaders ensure that teachers have challenging targets to meet in order to progress through the teachers' pay scales. If teachers have not achieved their targets they are not rewarded with pay increases.
- The sixth form has improved significantly as a result of strong leadership. Attendance and retention rates are high. A dedicated building for the sixth form students, including a reception area, study and library area has also created a 'college' atmosphere that students value highly.
- School leaders make effective use of the pupil premium funding to improve the progress of students entitled to additional support. In addition to paying for equipment, study materials and other resources, extra teaching hours are funded to improve skills in reading and writing for these students. Improved provision is leading to better results for students.
- Students who attend courses once a week at a further education college are monitored for attendance and their progress is evaluated. Health and safety arrangements for these students meet all statutory requirements.
- Safeguarding arrangements meet all statutory requirements and all staff are actively committed to keeping students safe.
- **The governance of the school:**
 - Governors are ambitious and committed to the values of the school. They offer loyal and steadfast support when needed, but are courageous when asking challenging questions about teaching and achievement. Governors are well informed about the quality of teaching and its impact on the achievement of students. They demonstrate a good understanding of current measures of attainment and progress. Governors are linked to subject areas and make frequent visits to observe teaching and discuss aspects of the school's work with teachers. Governors are directly involved in checking that staff performance management targets are met and that teachers only move up the pay scales if their students achieve well. Governors are very active in ensuring that the school offers good value for money, including the effective use of the pupil premium to secure good progress.

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	137345
Local authority	Hampshire
Inspection number	403695

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

Type of school	Academy Converters
School category	Catholic
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	1338
Of which, number on roll in sixth form	220
Appropriate authority	The governing body
Chair	Captain Paul Quinn RN
Headteacher	Matthew Quinn
Date of previous school inspection	Not previously inspected
Telephone number	023 92259214
Fax number	023 92230317
Email address	www.oaklands.hants.sch.uk

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