

Oasis Academy Immingham

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

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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

- Students do not make consistently good progress in all subjects, particularly in Years 8 and 9.
- The progress of those students eligible for the pupil premium has not improved rapidly enough, particularly in mathematics at Key Stage 4.
- Over time, the quality of teaching has not been consistently good enough to ensure that all groups of students make good progress. Expectations of what students should produce are not always high enough, especially for the most able students.
- Teachers' questioning is not consistently effective as it is not always used skilfully enough to deepen the understanding of all students.
- The quality of marking is inconsistent across and within departments. When marking books, teachers do not always provide students with precise guidance on how to improve their work.

The school has the following strengths

- The headteacher, governors and the senior leadership team have a clear view of how successful the academy can be. Actions are becoming more effective. As a result, students' achievement is starting to improve.
- Systems to check students' achievement are more rigorous. Staff have a more accurate picture of those who are falling behind in their learning and need extra help.
- Leaders and managers provide a wide range of training for teachers and this is beginning to improve the quality of teaching.
- Progress in reading is accelerating due to well-targeted use of additional government funding.
- The sixth form is good. Achievement and teaching are now good, leading to students' improved success in academic courses.
- Students behave well. They say they feel safe and enjoy their time at the academy. This contributes well to their well above average attendance.
- Recent actions reflect increasing strengths in leadership. The academy is moving forward and is in a stronger position than at the time of the previous inspection.

Information about this inspection

- Inspectors observed 29 lessons taught by 27 teachers and a higher level teaching assistant. Four observations were undertaken jointly with senior leaders.
- Inspectors spoke to three groups of students about their learning in lessons and their safety in the academy. Inspectors also listened to some students reading.
- Meetings were held with the Chair of the Governing Body and one other governor from the local academy council. Meetings were held with academy staff, including middle and senior leaders.
- Inspectors also looked at the academy’s review of its own performance, its development plan, academy policies and the minutes of the local academy council meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at students’ work in lessons and analysed a sample of students’ books.
- Inspectors analysed the 80 responses to the on-line questionnaire (Parent View). There were 35 questionnaires completed by staff, which were analysed by inspectors.

Inspection team

James McGrath, Lead inspector	Additional Inspector
Julie Rimmer	Additional Inspector
Barbara O'Brien	Additional Inspector
Peter Bailey	Additional Inspector

Full report

Information about this school

- The academy 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 requirements based on ability.
- This academy is smaller than the average sized secondary school.
- The proportion of students eligible for the pupil premium is above average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those students who are looked after by the local authority.
- Almost all students are White British. With very few exceptions, students speak English as their first language.
- The proportion of students supported through school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is well below average.
- The alternative providers used by the academy for a very small number of students are A4e and Western Study Plus.
- The academy meets the government's current floor standards, which are the minimum expectation for students' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to ensure that all groups of students make at least good progress in all subjects and all years, but especially Years 8 and 9 by:
 - providing clear information when marking students' work that tells them what they need to do to improve and reach their targets
 - providing opportunities for all students to respond to teachers' written comments
 - asking questions that draw out high quality responses from students and deepen the understanding of all students
 - raising students' expectations, especially of the most able students, by explaining clearly the quality of work that is required of them
 - supporting the development of numeracy across subjects to improve the progress being made in mathematics, particularly for those students eligible for the pupil premium in Key Stage 4.

Inspection judgements

The achievement of pupils

requires improvement

- While there are aspects of good progress, this is variable and is not yet consistently good, especially in Years 8 and 9 in a number of subjects, including mathematics and English.
- The results of national tests show that the progress of those students eligible for the pupil premium has not improved rapidly enough, particularly in mathematics in Key Stage 4. By the end of Year 11, in 2013, the progress of students eligible for the pupil premium was well below that of other students in the academy and well below that expected nationally. Those students known to be eligible for free school meals were more than one and a half GCSE grades behind others in both mathematics and English. Information provided by the academy indicates that these gaps are closing in 2014, but progress for these students still lags behind that of others, particularly in mathematics. The academy still has further work to do to ensure the effective promotion of equality of opportunity for all students.
- In 2013, from starting points that are well below average on entry to the academy, the proportion of students gaining five or more A* to C grades, including English and mathematics, was below average. However, standards in English had improved significantly and the proportions reaching grade C or above were well above average. Too few students made the progress expected of them in mathematics and standards remained well below average. The progress of the most able students in mathematics, humanities, science and languages was well below that expected nationally.
- Leaders have taken effective action to raise attainment and the most recent set of assessment information indicates improvement in achievement for those students at the end of Year 11 in 2014. The proportion achieving five or more A*-C grades, including English and mathematics, is expected to be above average. It shows an increase in the number of the most able students attaining the highest GCSE grades. Most students are now set to make at least expected progress in English and mathematics.
- The most able students overall make similar progress to others, especially in English, but not enough of them make more than expected progress, especially in mathematics. Expectations of these students are not always high enough to ensure that they make as much progress as they could.
- Those courses that are equivalent to GCSE make a good contribution to students' achievement. Good progress is made by those very few students educated off-site at alternative provision.
- Very few students are entered early for GCSE examinations. The academy's well thought out approach for early entry in mathematics and English serves those students involved well.
- The progress of students with disabilities or who have special educational needs is good by the end of Key Stage 4, due to the good support they receive. Their progress is not as fast in Key Stage 3.
- Year 7 'catch-up' funding is focused on supporting students' reading skills. The weakest readers make impressive gains in their reading skills, due to good support, including from other students, the use of computerised reading programs and well-structured work from teachers and their assistants. Students say they are well aware of the importance of developing good reading skills and that they enjoy reading.
- Achievement in the sixth form is good. Over time, the progress and attainment of students following academic courses has improved, because their achievements are checked regularly and swift action is taken to support those falling behind. Students are keen to do well and respond positively to teachers' comments to improve their work. More students than ever before are now aspiring to and entering university.

The quality of teaching

requires improvement

- Over time, teaching has been too variable as students move through the school. Recent changes

by leaders and managers are starting to make students' achievement more consistent. However, especially in Years 8 and 9, teaching does not always lead to good progress. For example, of the support and teaching for different groups of students, particularly those eligible for the pupil premium, does not always close the gaps in their learning fully.

- The marking of students' work is inconsistent across and within subjects. Some marking is irregular and some does not provide succinct, useful comments to help students to improve their work. Too often, students are not given enough time to improve their work and this inhibits their progress.
- Teachers' questioning is not always used well to involve students, to search out what they understand, nor to deepen students' knowledge. Students are not always clear about the quality of work that is expected of them. Expectations are not always high enough, especially for the most able students. This leads to some students not being set hard enough work or being encouraged to challenge them to make better progress.
- Leaders' focus on improving teaching is starting to reap benefits. More students are on track to reach higher levels, especially in English. Teaching places a strong focus on reading and writing in many subjects. There is an insistence on the accurate use of appropriate punctuation and grammar, particularly in history and geography. However, numeracy skills are not consistently developed in subjects other than mathematics.
- Improvement in the systematic checking of students' knowledge and understanding includes a thorough review of data and analysis of work. This is leading to a closer match of work to students' needs. Although not fully evident, this is starting to increase progress and was seen in a variety of subjects and year groups. When apparent, students fully understood what was expected of them, were appropriately challenged and produced their best work.
- Tasks are often interesting and good use of computers motivates students to drive their learning forward and concentrate well.
- Teaching assistants offer effective guidance and know the students well. They have been trained to support the students' various needs and to assist them so that they are fully involved in their work.
- Teaching in the sixth form is effective, not least because staff use their good subject knowledge to capture the interests of students and to set them challenging work. This has been most evident recently in the teaching of academic courses.

The behaviour and safety of pupils are good

- The behaviour of students is good. They are keen to learn and follow the instructions of their teachers. A very few do not focus well on their work and lose interest when teaching does not enthuse them.
- Around the academy, students treat each other with great respect and move sensibly and safely at all times. Students wear their uniform with pride. They are polite and welcoming to visitors. Inspectors found a calm and purposeful climate in the academy.
- Students say that behaviour has improved and the academy has high expectations of them. Inspectors noted in the academy records significant reductions in incidents of unacceptable behaviour and exclusions from the academy during the past year.
- Attendance has improved and is now well above average, with very few students regularly absent. On the two days of the inspection, almost all students attended and were punctual.
- In particular, there has been a significant improvement in both the attendance and behaviour of those students eligible for the pupil premium.
- The large majority of parents and all staff believe students are well behaved.
- The academy's work to keep students safe and secure is good.
- Students say they feel safe and enjoy the academy. Staff provide good information through the subjects taught and assemblies on how to stay safe. Checks are conducted to ensure that students who attend the alternative provision are safe and secure.

- Students are clear about what constitutes bullying and are confident it is dealt with effectively by the academy. They are taught well about different forms of bullying. External trainers, rigorous 'follow-up' by staff, well-trained student 'heroes' and the sixth form students have all helped to reduce bullying considerably.
- Most parents who responded to the on-line questionnaire, (Parent View), said their children were happy and safe at the academy.

The leadership and management are good

- Leaders have an accurate view of what is working well. Plans for improvement correctly indicate the main priorities and actions are clear. Success is emerging in many areas, especially in English.
- The headteacher and governors have recognised where improvements need to be made and have set about the task with rigour. Actions are now purposeful, with a close eye kept on checking students' progress and improving teaching. Staff have increased their ambitions for students. Behaviour and attendance are greatly improved, giving a secure platform for learning. Changes are driving improvements in students' achievement and the quality of teaching, although the impact on test results at Key Stage 4 and progress in Key Stage 3 is not yet fully evident.
- A thorough system for checking students' progress is used. Leaders and managers monitor the performance of each student and the different groups of students. This is starting to close gaps in attainment between different groups of students and raise achievement, especially as a result of additional help.
- Leaders check the quality of teaching regularly and take action if it falls short of what is required. Training and advice are linked to teachers' needs and more teaching is now good, although this is not yet consistently the case. The quality of marking, for example, while improving, is not yet consistent across the school. Evidence of effective action is most evident in the sixth form, as the actions of leaders have raised standards and enhanced the quality of teaching, especially in academic courses.
- Recent appointments have strengthened the middle leadership team. Many leaders are now more effective and understand their roles and responsibilities. The headteacher holds them more to account for their actions through a 'middle leadership charter'. The impact of their actions is evident in the sharp rise in students making the progress expected of them, although this is not yet consistent across all years.
- The system to set teachers targets based on their performance is robust and identifies the skills teachers need to improve. Training for staff includes using the expertise within the academy, coaching methods and links with other academies. Staff say this support improves teaching and leadership skills.
- The curriculum is changing in response to the evaluation of what requires attention. More time is given to English in other subjects, and students' reading skills especially are improving. However, this quality of provision is not as evident in mathematics. Successful curriculum changes in Key Stage 4 and in the sixth form are allowing more students to take academic courses to fulfil their ambitions. The academy's international links with Bangladesh and South Africa, its Christian values, and its commitment to promoting art, music and sport, all contribute well to students' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - The combined governance of the local academy and the national academy has led to high levels of challenge and support. Governors have an accurate, first-hand view of the academy. They understand fully the data about students' progress and ask searching questions to determine what needs to be done to improve standards. Regular checks are made by governors using the academy's key performance indicators. Members know the main priorities and are involved in evaluation and improvement planning. They support and challenge the headteacher well in order to ensure that priorities are met. Governors use their skills and

make checks on the academy's budget. They have approved the use of pupil premium funding and know that it has improved the attendance and behaviour of eligible students. They also know that although gaps remain between this group of students' achievement and others in the school, they are closing. Governors know the quality of teaching and understand fully the arrangements linking teachers' performance and pay. When teachers' targets are not met, they challenge the headteacher to ensure that there is improvement. Governors have expertise in health and safety and this is used well to ensure that the academy's arrangements for safeguarding meet statutory requirements.

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	442314

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

Type of school	Secondary
School category	Academy sponsor-led
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	763
Of which, number on roll in sixth form	147
Appropriate authority	The governing body
Chair	Mike Whitaker
Principal	Kevin Rowlands
Date of previous school inspection	27 February 2014
Telephone number	01469 576599
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