

# Oasis Academy Henderson Avenue

Henderson Avenue, Scunthorpe, North Lincolnshire, DN15 7RW

**Inspection dates** 27–28 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides excellent leadership and direction. With strong support from her senior and subject leaders, she is driving improvements in teaching and learning.
- Governance is good. Governors and directors of the academy trust are fiercely ambitious for the academy and hold the leaders effectively to account.
- Behaviour around the academy is good, and in lessons pupils have good attitudes to learning.
- Pupils have a good understanding of how to keep themselves safe. The academy has good safeguarding procedures.
- Teaching over time is good. Teachers plan interesting lessons to engage pupils in their learning and, as a result, their achievement is good and improving.
- The additional adults who support learning in the classroom are effective in helping pupils to achieve well.
- Pupils make good progress as they move through the academy and reach average standards for their age at the end of Year 6.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- The early years provides children with a good start to their education. From their mostly below typical starting points, children make good progress during their time in both Nursery and Reception classes.
- Parents and carers are very happy with the quality of education and care provided for their children.

### It is not yet an outstanding school because

- The most able pupils do not make sufficiently rapid progress to reach the higher levels in reading, writing and mathematics because work is not always hard enough to challenge them.
- Resources and activities in the early years outdoor area do not provide enough opportunities for children to develop their knowledge and skills in all areas of learning.

## Information about this inspection

- The inspectors observed 26 lessons; five were observed jointly with the headteacher and other senior members of staff.
- Pupils' work in books was scrutinised. Again this was done jointly with the headteacher and other senior members of staff.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, the Chair of the Governing Body, the regional director for the academy trust and a school improvement partner.
- Inspectors observed pupils moving around the academy outside lessons, including on the playgrounds during breaks and in the dining hall.
- Inspectors met with parents at the start of the school day.
- Inspectors analysed the 14 responses that had been submitted to the online questionnaire for parents, Parent View.
- Inspectors scrutinised a number of documents, including the academy's view of its own performance, academy improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the 35 questionnaires completed by members of the academy staff.

## Inspection team

Alan Chaffey, Lead inspector	Additional Inspector
Paul Plumridge	Additional Inspector
Barbara Martin	Additional Inspector
Claire Fisher	Additional Inspector

## Full report

### Information about this school

- Oasis Academy Henderson Avenue converted to become an academy on 1st December 2012. It is part of a larger academy trust. When its predecessor school, Henderson Avenue Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The academy is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is average. The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium funding is higher than average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Early years provision is part time with children attending either a morning session or an afternoon one.
- The proportion of disabled pupils and those with special educational needs is average.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment.

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

- Raise attainment for all pupils and in particular the most able by:
  - setting work in all classes that is hard enough to stretch pupils to reach higher standards and make rapid progress
  - challenging pupils to achieve higher standards by moving them on to harder work as soon as they have grasped concepts and demonstrate that they know what they are doing
  - developing strategies that enable pupils to think harder and deeper about what they are learning.
- Further raise the achievement of children in the early years by:
  - ensuring resources and activities provided outside enable children to experience all areas of the early years curriculum, making learning for them continuous between the indoor and the outdoor areas.

## Inspection judgements

### The leadership and management are good

- The headteacher has high aspirations for the academy. Her strong leadership, along with support from her senior staff, governors and directors of the academy trust, has brought about improvements to the quality of teaching and to pupils' achievement.
- Senior leaders and those with subject responsibilities, perform their roles with passion and enthusiasm. They are very knowledgeable; they know what needs to be done to secure further improvement and have the capacity to achieve it.
- The academy's self-evaluation of its performance is accurate and identifies what needs to be done to improve further. Leaders have a clear understanding of how well groups of pupils are making progress and have developed plans to address underperformance.
- Performance management procedures are used well to hold teachers to account and also to support their professional development. Good systems are in place to check the quality of teaching and the overall progress of pupils. This is reviewed regularly each term so that underperformance can be addressed.
- Pupils' spiritual, moral, social and cultural development is promoted very well. The curriculum gives pupils opportunities to develop an awareness and respect for a variety of cultures and beliefs to be found in the community and the wider world. The curriculum is enhanced by good opportunities for pupils to participate in a wide range of artistic, sporting, dramatic, musical and appropriate international events. As a result, good relationships are developed and potential discrimination is addressed. Pupils are being prepared well for life in modern Britain.
- Pupils' behaviour is managed well. They are encouraged to respect each other and adults and take a pride in the academy's environment. Leaders have been very proactive in improving attendance and, as a result, attendance and punctuality are both good.
- The additional funding to support disadvantaged pupils is used well to enable these pupils to take a full part in school life. This promotes equality of opportunity effectively and, as a result, the gap between disadvantaged pupils and other pupils is narrowing.
- The primary school sport funding is used very effectively to improve the skills of teachers and pupils. The academy is a member of a local sports partnership and there are numerous opportunities for pupils to participate in a wide range of sports clubs and events. As a result, pupils are participating more in sport and physical education and are benefiting in terms of their fitness and well-being.
- Safeguarding procedures meet current statutory requirements.
- The academy trust has high ambitions for the academy and firmly believes the current leadership has the capability of achieving them. The trust has an accurate view of how well the academy is performing, and provides effective support and challenge.
- The leadership of the academy is not yet outstanding because the drive and ambition of leaders have not secured outstanding teaching consistently across the academy. As a result, pupils' achievement, although good overall, could be even more rapid in some year groups and subjects.
- **The governance of the school:**
  - The governing body is ambitious for the academy. Governors have a good and accurate understanding of the academy's performance through detailed information provided by the headteacher. Along with the regional directors of the academy trust, the headteacher and senior leaders of the academy are effectively held to account, and are challenged and supported in equal measure. Governors' understanding of how teachers' performance is managed is developing well.
  - Governors of the academy are very clear on how the pupil premium funding should be used to improve the experiences of disadvantaged pupils in the academy. Governors have ensured the funding has been targeted not only to raise the attainment of disadvantaged pupils but also to provide these pupils with a wide range of experiences, such as participating in after-school clubs and residential trips.
  - The academy chain oversees some aspects of governance as part of its structure, and this ensures statutory requirements are met.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. They are courteous and respectful to each other and adults.
- The atmosphere in the academy is calm, warm and welcoming. Pupils move around the academy in an orderly manner and are polite, such as when they hold doors open for others to pass through.
- Pupils take a great pride in their environment. Cloakrooms are tidy and there is a noticeable lack of litter around the premises. Older pupils act as peer mentors on the playground where they help pupils to deal with any minor problems they may have.
- The vast majority of pupils have good attitudes towards everyday life in the academy.
- Pupils are eager to learn in lessons and are mostly engaged in the challenges they are given. However, occasionally the work is not fully challenging for all pupils, especially the most able. As a result, sometimes a few pupils lose concentration.
- Attendance has improved and is now above the national average. Punctuality is good.

**Safety**

- The academy's work to keep pupils safe and secure is good. Records and procedures are fully up to date and safeguarding policies and practices are followed by all staff.
- Pupils have a good understanding of how to keep themselves safe in a variety of situations, including when using the internet, and are aware of the different forms of bullying.
- There are regular visitors to the academy who talk to the pupils about potential dangers and how to keep themselves safe. For example, pupils were very keen to talk to inspectors about a lifeguard who explained the dangers of walking on a nearby frozen lake during the winter months.
- Pupils are confident that adults will listen to and address any concerns they may have.
- Parents who responded to the online questionnaire, and those that inspectors spoke to, consider that their children are happy, safe and well behaved.

**The quality of teaching is good**

- The leadership of the academy has had a sharp focus on improving the quality of teaching. Consequently, teaching over time has improved and is now typically good overall. The impact this has had on pupils' achievement is clearly evident with current progress being good and standards steadily rising.
- Teachers have a good knowledge of the subjects they teach. Learning tasks are explained clearly and, as a result, pupils understand exactly what they have to do. Pupils know what they are going to learn and what teachers are looking for in their work.
- The teaching of writing is good and, as a result, standards are rising. Pupils have opportunities to write for different purposes and at length. This is especially the case as pupils move through Key Stage 2.
- Mathematics is taught well. Pupils learn a range of strategies to complete complex calculations appropriate to their age and develop their understanding of number. Occasionally pupils are not given opportunities to apply these skills to real-life problems. Inspectors listened to pupils read both during lessons and outside the classroom. Pupils mostly read with fluency and expression and use strategies to tackle unfamiliar words. However, the teaching of phonics (letters and the sounds they make) does not always provide sufficient challenge so pupils do not make rapid progress.
- Teaching assistants are a source of great support for pupils. Teaching assistants are very effective, capable of acting on their own initiative, and are knowledgeable about the subjects pupils learn. At times during the inspection, inspectors had difficulty identifying who were teachers and who were teaching assistants because of the high-quality support that teaching assistants provide.
- Teachers set work which is generally matched well to the needs of the pupils. The tasks that are set provide appropriate challenge in most instances. However, on occasion, pupils, especially the most able, are not moved on to more challenging work when they are ready.
- Most pupils show great enthusiasm in their learning and mostly remain on task throughout the lesson. They enjoy sharing information and helping each other to learn. This could be seen in a Key Stage 2 class, where a group of pupils were working in pairs effectively to complete a reading comprehension activity.
- Staff have strong working relationships with pupils and widely praise their efforts. This encourages pupils to try even harder. Teachers take every opportunity to reinforce learning and their questioning skills are good. However, very occasionally, teachers can intervene when there is no need to. This can sometimes restrict pupils from working and thinking harder about the challenges presented to them.

- Pupils' work is regularly and accurately marked and mostly provides information and guidance on how it can be improved. Pupils are given opportunities to respond to feedback but this is not consistent in all classes.

### The achievement of pupils

is good

- Since converting to an academy, standards have risen steadily, especially at Key Stage 2, and pupils have made good progress from their starting points by the time they leave the academy.
- From their mostly below typical starting points in the Nursery, children make good progress as they move through the early years and Key Stage 1. Even so, the standards they reach in all subjects are below the national average. Progress accelerates in Key Stage 2 and by the time pupils leave in Year 6, they have made at least the progress expected of them and often better than this. The amount of progress pupils make is greater than the national average. Furthermore, there are no noticeable differences in the rates of progress made by all the different groups of pupils.
- Standards in Year 6 have risen steadily. The number of pupils attaining the standards that are expected for their age is in line with the national average for reading, writing and mathematics. However, the number of pupils attaining the higher standards in reading and mathematics is below the national average.
- Standards in writing and in spelling, punctuation and grammar have improved and are now the same as the national averages for both the number of pupils who reach the expected level and the number of pupils who reach the higher level. This is evident in pupils' work, especially in Key Stage 2.
- The standards that pupils reach at the end of Key Stage 1 are below national averages in all subjects. However, given their starting points when they enter Key Stage 1, especially in aspects of literacy and mathematics, pupils make at least the progress expected of them in reading, writing and mathematics.
- Results from the Year 1 national phonics screening check show that although standards have rapidly improved, they are still below national averages.
- Disabled pupils and those who have special educational needs make the same amount of progress as that of similar groups of pupils nationally. This is because the academy provides effective support for a range of needs from specially trained staff and good classroom support from teaching assistants.
- Disadvantaged pupils make good progress from their starting points compared to other pupils nationally. In 2014, pupils in Year 6 were two and a half terms behind non-disadvantaged pupils nationally in the standards they reached in mathematics; in reading and writing, they were approximately two terms behind. Disadvantaged pupils were approximately two terms behind other pupils in the academy for reading and mathematics and two and a half terms behind in writing. However, the gap between disadvantaged pupils and non-disadvantaged pupils in the academy has narrowed from 2013.
- The most able pupils make good progress, but too few reach the higher standards. In lessons, the work set for the most able does not always challenge them sufficiently and, at times, they are not moved on to more demanding work when they are ready. Consequently, too few pupils are achieving Level 3 at the end of Key Stage 1 and Level 5 and above at the end of Key Stage 2.
- The increasing number of pupils from minority ethnic backgrounds and those who speak English as an additional language make progress that is at least as good as, and sometimes better than, their classmates.

### The early years provision

is good

- When children join the Nursery, a very high proportion have skills and understanding that are below what is typical for their age. This is especially the case in aspects of personal and social development, and in communication and language.
- From these low starting points, children make good progress in the Nursery and Reception classes. The staff work hard to enable children to make progress. However, because of their low starting points, some children have not made the rapid progress needed to be fully prepared for Year 1. This is especially the case for boys in their reading, writing and number skills.
- Leadership of the early years is now more effective in making sure that all children make at least the progress expected of them. Teachers now check the progress of individual and groups of children more accurately and use this information to provide appropriate activities.
- Teaching in the early years is good. All staff have high expectations of what children can achieve and resources are organised to provide good opportunities for learning. However, these activities are not always extended to the outside provision.

- Children behave well and play together harmoniously. They follow instructions promptly and become engrossed in the activities they choose. Staff ensure children are safe and secure and all safeguarding procedures are followed correctly.
- Staff work effectively and closely with parents. Staff share children's achievements with their parents so parents know how well their children are doing, and how parents can support their children at home.

## 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>	139024
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	440135

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	633
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Lambie
<b>Headteacher</b>	Catherine Lloyd
<b>Date of previous school inspection</b>	Not previously inspected
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