

# Oasis Academy Coulsdon

Homefield Road, Old Coulsdon, Croydon, CR5 1ES

**Inspection dates** 4-5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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

## Summary of key findings for parents and pupils

### This is a good school.

- The principal's clear vision of what he wants for the academy and his ambition for it are helping to create an environment in which all students can achieve. He is well supported by other leaders, managers and governors in ensuring teaching and achievement continue to improve.
- Students make good progress in English, mathematics and other subjects because they are taught well.
- Teaching is good and improving strongly because leaders at all levels have high expectations and track the impact of teaching well. Teachers plan activities carefully and explain them well to students.
- Students' behaviour and safety are good. Students have positive attitudes to their learning, show good respect for others, look after the academy buildings well and say that they feel safe.
- Disabled students and those who have special educational needs make good progress because the support they are given is well planned and their progress is tracked carefully.
- Governors are experienced and well trained. They have a good knowledge of the strengths and areas for development in the academy and have a good understanding of students' progress. They offer good support and challenge to school leaders and are ensuring its continued improvement.
- The school's sponsoring trust is providing good support to the school. This is underpinned by a Christian ethos, which is fully inclusive.
- The curriculum is good and its focus on developing students' spiritual, moral, social and cultural understanding is excellent.
- The academy prepares students very well for life in modern democratic Britain, and its focus on developing community cohesion is strong.
- Those students with autism who attend the enhanced learning provision make good progress as a result of the effective support they receive.

### It is not yet an outstanding school because

- Some learning tasks and activities do not sufficiently challenge students.
- Students occasionally allow their standards of behaviour to drop when the work set does not interest them enough.

## Information about this inspection

- Inspectors observed 35 lessons and parts of lessons: 18 of these lessons were conducted jointly with senior leaders.
- Inspectors undertook focused walks around the school with senior leaders.
- Inspectors analysed a wide range of students' work in lessons. They also scrutinised a range of students' work in more detail.
- Meetings were held with the principal, senior leaders, teachers, governors and representatives from the academy chain.
- Inspectors met with four groups of students, in addition to observing students' behaviour at break and lunch times.
- A range of the school's documentation was scrutinised, including the academy's own checks on its performance, the academy improvement plan, minutes of governing body meetings, and documentation about the academy's arrangements to keep children safe.
- Inspectors analysed the 54 responses from parents to Ofsted's online questionnaire, Parent View and looked at results of the school's own survey of parents' views.
- The 40 responses to the staff survey were analysed.
- This inspection was part of a focused inspection of academies in the Oasis multi-academy trust.

## Inspection team

Chris King, Lead inspector	Additional Inspector
Matthew Shanks	Additional Inspector
Hayley Follett	Additional Inspector
Lynne Thorogood	Additional Inspector

## Full report

### Information about this school

- This is a smaller than the average-sized secondary school.
- The school is part of the Oasis Academy Trust.
- The proportion of students from ethnic minority backgrounds is higher than average.
- A broadly average number of students have English as an additional language.
- The proportion of students eligible for the pupil premium (additional government funding for students known to be eligible for free school meals and for students in local authority care) is higher than the national average.
- A small number of Year 7 students benefit from the nationally funded 'catch up' programme, which is for students who do not achieve Level 4 in reading or mathematics at the end of their primary schooling.
- The proportion of students who are disabled or have special educational needs is below average.
- A very small number of students in Key Stage 4 are educated at alternative off-site provision. They attend the Educational Excellence College to complete a range of GCSE and vocational courses.
- The school runs an enhanced learning provision for autistic students. This currently provides for 11 Year 7 and 8 students.
- The school 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?

- Ensure that the quality of teaching always meets the high standards of the best in the school, particularly in relation to:
  - ensuring that work is hard enough to enable all students to be challenged
  - ensuring teachers maintain the highest level of students' interest.

## Inspection judgements

### The leadership and management are good

- The principal, supported well by his senior leaders, provides effective leadership of the academy. He has a clear view of how to improve student achievement still further. Detailed arrangements for monitoring standards and teaching mean that the academy's action plans are based on reliable evidence and that the impact of initiatives is checked regularly. The resulting subject action plans are implemented with increasing effectiveness because line management meetings are regular and offer a high degree of challenge to subject leaders.
- Subject leaders are successfully taking responsibility for improving teaching in their areas and the progress students make in lessons in their subjects. They are supporting well the school's strong ethos of ensuring that teaching can flourish.
- The academy sets demanding targets for students and tracks their progress regularly so that underperformance is quickly identified and appropriate support is put in place. Well-directed training for teachers is helping to improve the quality of teaching, and checks on teaching ensure that only teachers who demonstrate strong performance over time can move up the pay scale.
- Effective use is made of pupil premium and Year 7 catch-up funding to support relevant groups of students. As a result, the skills, understanding and progress of these groups of students are improving. For example, those students receiving reading support in Year 7 quickly improve their reading ages.
- The curriculum meets the needs of students well. Extra-curricular provision is popular. Information, advice and guidance are good and students value the support they get in ensuring they continue into further education and training.
- The curriculum promotes the development of students' spiritual, moral, social and cultural understanding exceptionally well, particularly through the personal, social and health programme. As a result, students develop respect for and understanding of different faiths, cultures and lifestyles and are very well prepared for life in modern democratic Britain.
- The academy is an inclusive community where everyone is considered important. Good relations are fostered and discrimination is not tolerated. All, including parents, are aiming for the same thing: a strong community that promotes tolerance, understanding, trust and respect for difference. Community cohesion is exemplary.
- The academy has effective systems to ensure that students behave and attend well.
- There is good provision for disabled students and those who have special educational needs. Leaders have a clear commitment to equality of opportunity and to making sure that students feel confident that there is no discrimination.
- The leadership of the school's specialist autism base is good. Leaders are ensuring that students with complex additional needs are successfully accessing mainstream educational provision.
- The academy's sponsors have high expectations of what leaders should be able to achieve, ask searching questions and, at the same time, provide leaders with good support. The sponsors are continually looking for ways to develop support for the academy.
- Safeguarding procedures and policies are thorough and child protection arrangements are robust throughout the academy. There is excellent liaison between the school and external agencies when required.
- The academy works effectively with parents and strategies to engage hard-to-reach parents have been successful. Overall, parents are supportive of the academy and its work.
- A small number of students follow courses at a local alternative provision. They study a range of courses, including GCSEs, that match their needs. These students are monitored closely to ensure they achieve, behave well and attend as well as those on courses in the academy.
- Leaders' capacity to improve the academy further is good, as indicated by their record of improvements to date. It is also shown by the increasing confidence potential parents and students show in the academy, for example the increasing number of students wanting to join the academy in Year 7.
- **The governance of the school:**
  - The range of skills and expertise of governors enables them to ask academy leaders searching questions and be effective. Governors are well supported by a professional team from the academy sponsor and, as a result, have a very good understanding of the strengths of the academy. They understand how good teaching is, how well students achieve and those areas that still require improvement. They are fully informed about the use and impact of pupil premium funding and have a clear understanding of targets set for teachers and how these contribute to improving teaching and achievement. Governors are aware of what support has been provided to improve teaching and the

difference this has made. Governors ensure that all national safeguarding requirements are fully met.

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

### **Behaviour**

- The behaviour of students is good. Students, parents and staff all agree that behaviour is good. Students and staff share a strong sense of belonging to a community.
- A new behaviour policy is being successful in ensuring that students' learning is rarely disrupted in lessons. Students say that they like the new policy because of the greater consistency it brings and the benefits they have seen in their lessons and around school.
- Positive attitudes to learning are evident and students are friendly and courteous towards one another. Behaviour around the academy, as seen during the inspection, is orderly and calm. Break times are well supervised and students interact responsibly with each other.
- Students are proud of their school, wear their uniform with pride and treat visitors with respect. Attendance is improving.
- Students said that bullying is rare and any aggressive behaviour is dealt with immediately. They have a good understanding that racism or any form of discrimination is not tolerated, and say it does not happen. They are equally clear on homophobic and cyber-bullying.
- Those students that face difficult circumstances receive good academic, emotional and social support. The help and guidance for disabled students and those with special educational needs are very good. The academy works well with external services to provide additional support for students where this is appropriate.
- The behaviour and safety of those students attending alternative provision are regularly checked by leaders and are in line with those of their peers.
- Behaviour is not yet outstanding because attendance still needs to be improved further and reductions in exclusions need to be maintained.

### **Safety**

- The school's work to keep pupils safe and secure is good. Students understand risks and know the school rules. They find teachers very approachable and say it is always easy to talk to them. Students say they have always felt completely safe at school and know exactly who they would turn to if there were a problem.
- The academy meets safeguarding requirements well. Staff and governors have child protection, safeguarding and safer recruitment training relevant to their responsibilities.

## **The quality of teaching** is good

- Effective teaching over time leads to good achievement. Teaching is usually good and some is outstanding.
- Students' literacy, reading and mathematics are developed well across a range of subjects. Literacy is particularly well developed across the school.
- Lessons typically involve a wide range of resources and approaches. Students are encouraged to be creative and adopt an enquiring approach to their learning. They are often enthusiastic learners.
- Relationships between students and with their teachers are positive. When these characteristics are fully in place, students are engaged and enjoy their work. This was seen in a Year 11 physics lesson, where students were engrossed in their work and developed their learning through thorough and challenging questioning from the class teacher. However, on occasions, teachers do not maintain students' interest and their progress slows.
- Students' good behaviour and the fact that students are keen to learn contribute to the good progress they make in lessons. They have a pride in the academy and this is reflected in their work, which is generally neat and tidy. Students' responses in lessons indicate that they develop knowledge, skills and understanding that prepare them well for the next stages in their education.
- Inspectors saw examples of very effective marking, where students were expected to respond to detailed comments on their work. Marking supported students' learning well because comments are detailed, focused on the most important points, and followed up by students.
- Very good use is made of teaching assistants to support students. Teaching assistants receive good

training to enable them to understand their role and the students they support.

- While learning in most lessons is good, sometimes students became a little restless and not sufficiently challenged, for example when they had to wait until others completed a task. Occasionally, tasks set were a little easy for the students. This limited progress, particularly for the most able.

### The achievement of pupils

is good

- Students enter the academy with prior attainment that is sometimes significantly below the national average. The proportion of students that achieved five GCSEs including English and mathematics was above the national averages in 2012 and 2013. In 2014, a lower than expected number of students gained this measure as a result of unforeseen changes to staffing and a small group being marked down in their English coursework. The school's own records show that this is unlikely to be repeated again in 2015 and performance in all key figures is set to rise. Despite this, the proportion of students in 2014 that achieved 5A\*-G in their GCSEs was above the national average.
- Scrutiny of students' work shows that the quality of achievement in the academy is good for most groups of students at Key Stage 4, including disabled students and those with special educational needs. These students are provided with support in mainstream classes and also appropriate individual programmes. Progress for this group of students is good and in line with that of other students. Those students from minority ethnic groups were also seen to be making good progress in line with their peers.
- The academy helps students to develop good basic skills in reading, writing, speaking and numeracy. There are regular opportunities for students to read simply for pleasure in the day as part of a range of programmes, such as an accelerated reader programme and paired reading with older students to support literacy in the school. Year 7 catch-up funding has helped provide additional support, through a transition group, for students who have fallen behind. In discussions, students who had received extra help were very positive about how their reading was improving and were confident when reading aloud.
- The academy enters some students early for GCSE mathematics and science. This policy is not limiting the potential of the most able students.
- Students who attend off-site courses at 'Educational Excellence' follow a range of qualifications matched to their needs, including GCSEs. Their progress is closely monitored. Reports are produced regularly, showing that they are making good progress.
- The achievement of disadvantaged students in the school is improving. They are quickly closing the gap with other students in the academy. In 2013, the gap was one third of a grade below other students' for English and mathematics. In 2014, this gap reduced to a quarter of a grade. The gap between disadvantaged students and all students nationally between 2013 and 2014 increased from half a grade to three quarters of a grade and they made slower progress. However, progress has now accelerated and these gaps are set to narrow in 2015.
- The achievement of most able students is improving. As a result, the numbers of students gaining the EBacc is improving.
- Those students attending the school's specialist autistic provision are making good progress, considering their starting points.

## 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>	135654
<b>Local authority</b>	Croydon
<b>Inspection number</b>	449199

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	665
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Raynor
<b>Headteacher</b>	Andy Booth
<b>Date of previous school inspection</b>	23–24 March 2011
<b>Telephone number</b>	01737 551161
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