

# Oasis Academy Immingham

Pelham Road, Immingham, North East Lincolnshire DN40 1JU

<b>Inspection dates</b>	21–22 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Oasis Community Learning Trust, governors and the principal share a common, high level of ambition for pupils to thrive in the school.
- The principal and senior leaders model their focus on the needs of pupils well. As a result, staff are motivated and have the achievement and personal development of pupils at heart.
- Middle leaders play an increasingly central role in checking that teaching is effective and arrange additional support when pupils are at risk of underachieving.
- Pupils behave well during lessons and around the school. They show respect for their environment, each other and adults.
- Pupils develop self-confidence as learners as they progress through the school. They enjoy their learning. They attend well and fewer than average are persistently absent.
- Pupils say they feel safe and cared for well. They are confident that staff will help them if they have a problem.
- Pupils make increasingly good progress from their starting points, and attainment is much stronger than it was at the time of the previous inspection.
- Good teaching and the carefully planned curriculum enable pupils to acquire the skills, knowledge and understanding they need across a range of subjects. Pupils are well prepared for their next steps in education and training and for life in modern Britain.
- Safeguarding arrangements are effective. The trust ensures that all the required checks are carried out and recorded properly. Staff are carefully trained and are able to recognise the signs of abuse or neglect and know what to do when this happens. Pupils have good opportunities to learn about risks and how to keep themselves safe.
- The sixth form is led well. Provision is good and learners are prepared well for their next steps in education, training or employment.

### It is not yet an outstanding school because

- Middle leaders are not wholly effective in ensuring that teachers plan learning that challenges pupils of all abilities consistently, especially the most able.
- Teachers make inconsistent use of progress information about pupils to plan learning and adjust lessons that accelerate progress precisely.

## Full report

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

- Improve the effectiveness of leadership and management by ensuring that all subject leaders quickly identify where teaching is most and least effective in challenging and supporting pupils of all abilities, especially the most-able.
- Improve the quality of teaching by:
  - ensuring a constant focus on making full use of information on pupils' progress to pitch challenge and support in learning accurately at all times, and so accelerate progress further, especially for most-able pupils
  - putting in place a programme of development to enable staff to sharpen their skills in adjusting their lessons, so as to maintain challenge at the right levels.

## Inspection judgements

### Effectiveness of leadership and management is good

- The trust and governors want the best for the pupils in the school. They pursue their goal with determination. They make good use of their knowledge of the school's performance and the local community to challenge and support school leaders to provide high-quality opportunities for personal growth and learning for pupils.
- The principal espouses this vision fully, showing a deep commitment to the pupils by setting out high expectations of them and of the staff. He and his senior staff model how to achieve their goals. This motivates staff and focuses their work on providing well for pupils' needs. As a result, the school prepares pupils well for their futures, both personally and academically.
- The principal and senior staff have put in place rigorous checks on the quality of teaching and the progress that pupils make. This enables them to challenge any weaknesses in teaching promptly. Leaders continually build on teaching quality through personalised staff development and a constant focus on pupils' progress.
- Leaders make effective use of performance management arrangements to support the development of staff and hold them to account for the progress their pupils make. Staff value their professional development. As a consequence, the quality of teaching is strengthening, and pupils make increasingly good progress overall. Nevertheless, some most-able pupils do not make all the progress of which they are capable in some subject areas or in some year groups.
- The principal, working with the trust, has ensured that middle leaders are trained well, so that they play a more direct role in improving the quality of teaching through increasingly sharper monitoring and evaluation. However, middle leaders do not yet check with enough precision that teachers consistently plan learning that is pitched just right to challenge and support pupils of all abilities.
- The shared ambition for the pupils in the school is translated well into an aspirational curriculum, which seeks to ensure good levels of attainment and progress for all, whatever their starting points. Carefully planned additional support for disadvantaged pupils or those pupils who enter the school with lower levels of literacy and numeracy successfully develops their knowledge and skills, so that they can learn more easily across all their subjects.
- The increasing focus on high-value qualifications is successful. This work has led to consistent improvement in the proportions of pupils attaining levels that give them ready access to higher-level courses at the school or other local providers when they leave Year 11. Previous low attainment has been successfully tackled, and attainment in 2015 was in line with the national average for the first time. Current rates of progress for pupils in all year groups show that this level of performance is being sustained and extended.
- The full range of learning opportunities ensures that pupils have opportunities to gain knowledge, skills and understanding in physical and artistic learning and these contribute to the broad and balanced curriculum that allow pupils to develop well. It enhances and enriches the personal development of pupils. Pupils have good opportunities to learn about other cultures, beliefs and to develop an understanding of other lifestyles. They learn about the hurtful effects of bullying and discrimination and about right and wrong. As a result, they are well-rounded, considerate young people who are respectful of others' beliefs and lifestyles. This prepares them well for life in modern Britain.
- Pupils' respect for others is demonstrated in their day-to-day interactions during the school day. Staff supervise pupils well and are consistent in reinforcing expectations of behaviour when it occasionally falls short of their high expectations. However, for the most part, pupils manage themselves very well. This provides a strong and positive reflection of leaders' determination to provide equal opportunities for all to flourish equally and achieve well.
- Provision in the sixth form is led well. Learners are taught well and provided with a range of opportunities to continue their personal development.
- Well-targeted independent careers and further education and training advice helps students as they leave key stage 4 and learners in the sixth form make important choices for their futures.
- **The governance of the school**
  - The trust and local governors have good knowledge of the context of the school and the quality of its provision. They make use of the outcomes of their own monitoring and that of the school leaders to support and challenge effectively and to improve provision and outcomes for pupils further.

- The trust and governors plan spending of additional funding to support pupils entering the school with low levels of literacy and numeracy carefully. They check that it makes a positive impact on pupils' learning. This contributes to the overall progress these pupils make.
- Additional funding to support disadvantaged pupils is well spent. Spending plans provide for extra staffing and resources, and targeted additional learning has been successfully used to accelerate these pupils' learning. Pupils have the chance to visit universities and listen to previous pupils who have continued their studies, and this helps raise pupils' ambitions for their futures.
- The school's arrangements for safeguarding are effective. The trust and school leaders are firm in their belief that pupils need to be safe and cared for well in order to be able to learn effectively. Leaders ensure that the safeguarding lead and all other staff are appropriately trained to recognise the signs of abuse or neglect and know what needs to be done.
- In addition to ensuring that all the required checks on staff are carried out properly before staff begin working with pupils, the trust and leaders ensure that the personal, health and social education programme provides pupils with the knowledge and skills they need to recognise and manage risk.
- As a result, pupils show that they have a good understanding of risk, including safe use of the internet. Some pupils are active in advising others who need support by helping them to talk about their problems with appropriate staff.
- The continued focus on good attendance helps keep pupils safe.

### **Quality of teaching, learning and assessment** is good

- Teachers plan lessons that help pupils make good progress over time, because they use their good subject knowledge to develop pupils' understanding, knowledge and skills.
- Teachers use questioning effectively to check that pupils understand and are quick to identify where they need to explain again, and provide additional support to move pupils forward if they have misunderstood. Teachers also provide feedback on the work that pupils produce in class and for homework. Pupils respond to this positively and are given time to improve their work. Pupils' commitment to improving their work contributes well to the good progress they make.
- Occasionally, teachers miss opportunities to ask pupils additional questions that stretch their understanding and deepen their thinking, especially the most able. When this happens, the pace of learning slows and some most-able pupils do not make all the progress of which they are capable.
- In line with the school's focus, teachers model the use of subject-specific vocabulary well, so that pupils are increasingly able to express themselves accurately. Improvement in teaching mathematics is leading to better learning and most groups of pupils are making faster progress as a result.
- Teachers have high expectations of pupils and expect them to work positively. As result, pupils successfully develop individual learning skills and know how to work together to enhance their learning. Almost always, they show positive attitudes to learning and respond to teachers' instructions promptly. Occasionally, when learning activities are not pitched accurately and pupils find work too hard or too easy, their interest wanes and they can become unsettled. However, almost always pupils respond very well to reminders about what is expected of them.
- Pupil's positive attitudes help them learn from mistakes and most are keen to find out more and develop their learning, including topics in the personal health and social education programme. Pupils have a rich range of opportunities to learn about different aspects of health and the work done in the local community to keep young people safe. They learn about local charities and how they can make a contribution to their local community.
- To help parents support their children's learning the school makes use of the online programme called 'Show My Homework'. Pupils and some parents say they find this very helpful, and this provides a useful addition to the annual reporting to parents. Some parents say they would like more frequent reports on their child's progress and the school is responding to this actively.

### **Personal development, behaviour and welfare** is good

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare throughout the school, including the sixth form, is good.

- Whatever their starting points, the school is determined to ensure that all pupils acquire the learning skills they need to progress, including those few pupils who attend local alternative provisions. This helps pupils take pride in their work and they gain in confidence as learners as they meet with increasing success in their learning. Pupils are smartly dressed and are proud of their school.
- Pupils show that they are positive about their learning and try hard to improve their work. In a science lesson good subject knowledge and well-planned activities had pupils on the edge of their seats, waiting to be asked their views. As a consequence pupils are achieving well. Well-targeted support for pupils in the alternative provisions helps them re-engage with learning and, once settled, they begin to make progress in their learning too.
- The school provides good opportunities, from an early age and through to the sixth form, to learn about different pathways for further training and study. For example, younger pupils visit local universities and listen to former pupils in assemblies in order to learn about the opportunities they have for entering higher education. This helps pupils look to the future positively and become properly ambitious for their futures. These activities are accompanied by good-quality independent careers guidance. Consequently pupils are well placed to make sensible well-informed choices at the end of Year 11, or when they leave the sixth form.
- Pupils learn about other faiths and cultures and different lifestyles with interest and curiosity. They show themselves to be open, considerate and respectful towards others from different backgrounds to their own. Staff are knowledgeable about the dangers of extremism and radicalisation and are careful to help pupils understand that any form of discrimination is wrong. Pupils talk positively about their inclusive school and their willingness to accept that people lead different lifestyles. Pupils show that they can reflect on differences and enhance their appreciation of others through their learning in drama and in art and design, for example.
- Underpinned by the personal, health and social education programme alongside learning in subject areas, pupils gain insight into how to lead healthy lives and how to keep themselves safe. They also learn about the dangers of substance misuse and how to use the internet safely. Together these experiences help pupils learn how to manage risk and keep themselves safe.
- The school's work with external agencies and teams, such as social care agencies and child and adult mental health agencies, provides effective support for those pupils who face particular difficulties. The school has been careful to provide sensitive and appropriate support to pupils, particularly in recent months following a period of particularly difficult circumstances.

### **Behaviour**

- The behaviour of pupils is good. It is characterised by good behaviour in lessons and around the school.
- During break and lunchtimes, pupils socialise happily together and enjoy each other's company. They show respect for teachers and other adults in the school, as well as for visitors. This reflects the school's focus on developing positive, respectful and considerate attitudes among pupils. As a consequence, there is a positive, orderly climate in lessons and during social time.
- Pupils say that they feel safe in the school and are cared for well. Pupils know what to do if they have a concern and are confident that staff will help them resolve any issues. Some pupils contribute to this open and positive approach by supporting other pupils who have a problem to consult with staff. Older pupils comment that behaviour is better than in the past. Most parents agree that behaviour is good, and the school is strict in sticking to its rules about uniform. A few parents disagree; however, the inspection team found that the school has recently increased its expectations of pupils further to support their development and learning.
- The school is adamant that it will not tolerate bullying and makes sure that both staff and pupils know what to do if this occurs. Pupils learn about different sorts of bullying and discrimination, including misuse of the internet and social media websites. They understand the harm it can cause. One parent was keen to tell inspectors that she is now pleased that her application for her child to attend another school had been unsuccessful, because he is so well looked after at this school.
- During lessons, occasionally a small number of pupils' interest in their learning declines when lessons are either too challenging or too easy. At these points, some pupils do not show the resilience they need to persevere with tasks. Nevertheless, pupils respond quickly to timely reminders by teachers about their expectations of pupils' conduct.
- Attendance is in line with the national average overall. The school's work to reduce absence is effective. The level of persistent absence is well below the national average. This contributes to keeping pupils safe, because their whereabouts are known.

- Following some challenges in the local community, there has been a brief period when exclusions have risen. However, work with pupils to understand higher expectations and how to deal with challenges outside of school is leading to a quick reduction in the number of exclusions, again to its previously lower levels.

## Outcomes for pupils

are good

- Improvements in the quality of teaching, the curriculum and the personal development of pupils have brought about improvements in outcomes for pupils, including those in the sixth form and those who attend alternative education provisions. The proportion of pupils who attain five or more GCSEs at grades A\* to C including English and mathematics has continued to rise since the previous inspection and is now in line with the national averages.
- Across a range of subjects, pupils from Year 7 onwards make good progress. The improvements to progress made by pupils in English are now matched by those in mathematics overall. As a consequence, pupils develop a secure knowledge and understanding of key concepts and ideas and learn to express themselves increasingly well. The positive picture in English and mathematics confirms that, across different year groups, the proportions of pupils making and exceeding expected progress matches or is close to national averages.
- The proportion of pupils who make more than expected progress is improving quickly. Despite the overall positive improvements, however, there remains some variability in these proportions across different subjects and sometimes within subjects in some year groups. For example, the proportion of most-able pupils who make more than expected progress across a range of subjects is not as secure as for other groups. Nevertheless, the progress made by the most-able pupils is improving quickly.
- The range of additional and focused support activities to improve the reading of pupils who enter the school with below-average attainment is effective in accelerating their skills. The impact is seen in higher reading ages and a greater ability to make good progress across all their subjects.
- The school maintains a keen focus on the development of language and reading skills. This helps pupils acquire the vocabulary they need in specific subjects and contributes to the progress they make overall. The school encourages pupils to read widely and many do so with interest and enjoyment.
- Alternative provisions help pupils to find their feet and re-engage in learning. Once settled, they begin to make better progress, developing essential basic skills in English and mathematics.
- Disadvantaged pupils make the same good progress as others. Additional staffing and opportunities for these pupils to take part in activities to raise their aspirations, such as visiting local universities, support them well in their learning and developing self-confidence and self-esteem. The gap between disadvantaged pupils and others nationally is closing more quickly than in the past, as the steps to support and challenge this group have an increasingly positive impact on their learning.
- Those pupils who have special educational needs or disability are well supported. The work of the special educational needs coordinator to shape provision to meet pupils' needs is effective and as a result almost all make good progress towards their targets.
- Leaders recognise that further work was required to improve the progress pupils make in modern foreign languages and aspects of humanities. Steps taken to stabilise and strengthen teaching and changes to the curriculum are paying dividends. Pupils are making better progress, particularly in Years 7 and 8.
- Effective teaching in art and design, drama and science make a strong contribution to pupils' overall learning and progress in these subjects.
- Alongside well-planned programmes for personal development and careers guidance, good teaching and the outcomes pupils are achieving stand them in good stead for the next steps in their education or training on their journey to accessing higher education or future employment.

## 16 to 19 study programmes

are good

- Leaders in the sixth form share the same vision and high expectations of learners that characterises the work of the whole school. They monitor the quality of teaching carefully, working with subject leaders to ensure the best provision possible for learners. As a consequence, retention rates remain high from Year 12 to Year 13.

- Leaders take care to arrange individualised study programmes, making good use of their knowledge of learners' interests and future study and career plans to shape provision. Before entering into the sixth form, learners have good opportunities to discover what choices and pathways are open to them. As a result, programmes enable learners to build on their prior attainment at key stage 4, so that they are well prepared to move on to their next steps in education, training or employment. Good-quality provision and career advice and guidance is leading to an increase on the numbers of learners gaining places for higher level study at universities. Leaders recognise that further work is required to develop work-related learning opportunities.
- The school's strength in personal development in key stages 3 and 4 is mirrored in the sixth form. An effective programme of personal, health social and economic education supports learners in developing the skills and knowledge they need as young adults. These range from practical day-to-day areas such as financial management to learning further about issues facing society. Learners are supported in developing a more refined understanding of risks to their well-being and are helped to learn how to manage them.
- Discussion with learners confirmed that they, like their younger peers, feel safe and cared for well in the school. Learners behave well and show respect for others. Moving around the school, they act as positive role models for younger pupils. Most learners attend very well and are punctual.
- The strengths seen in their personal development and positive personal attributes of tolerance and respect for others prepare them well for life in modern Britain. These contribute, too, to their future employability skills.
- The great majority of learners make good progress in their courses, building on their achievements over time and from their starting points on entry. Good teaching supports their progress well and almost all learners complete their study courses with success. This supports learners well as they move to places of higher education to study or enter apprenticeships relevant to their career aspirations.
- Progress rates, in particular for vocational courses, which are followed by the vast majority of learners in the sixth form, are above national averages. Progress in academic subjects is not as secure and leaders are introducing significant changes, including closer collaboration with the local further education college, to improve this aspect of provision.
- Learners who enter the sixth form without GCSE grade A\* to C in English or mathematics successfully follow courses to achieve them. This supports learners well in acquiring levels of competence which support their study in other subjects well.

## School details

<b>Unique reference number</b>	135176
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10012006

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

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	717
<b>Of which, number on roll in 16 to 19 study programmes</b>	74
<b>Appropriate authority</b>	Oasis Community Learning
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<b>Principal</b>	Kevin Rowlands
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<b>Date of previous inspection</b>	7–8 May 2014

## Information about this school

- Oasis Academy Immingham is sponsored by Oasis Community Learning Trust. The school's ethos is based on Christian values and accepts pupils of all faiths and none. It is a smaller than average secondary school with a small sixth form.
- The school serves the local community of the town and the vast majority of pupils come from four nearby primary schools.
- The school is open for boys and girls between the ages of 11 and 16, and offers further education in its sixth form to age 18. Including the sixth form, there are 717 pupils on roll.
- The school meets the floor standard for secondary schools, the minimum standard of performance set by the government for secondary schools nationally.
- The proportion of pupils supported through the pupil premium is above the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The vast majority of pupils come from White British backgrounds.
- A small number of pupils attend local alternative provisions. These are Phoenix Park Academy and Seven Hills Academy.



## Information about this inspection

- Inspectors held discussions with representatives of the trust and governors to find out how well they support and challenge the school, and ensure that pupils are safeguarded and kept safe.
- Discussions were also held with the principal and other leaders in the school to find out how well they lead and manage the arrangements to develop the well-being of pupils and help them to achieve well.
- Inspectors visited lessons to see how well pupils engage in their lessons and learn. A small number were visited jointly with senior leaders.
- Meetings were held with a small group of parents and groups of pupils from different key stages to find out their views about the school. Inspectors spoke with pupils in lessons and during social time informally.
- Inspectors scrutinised a large range of documents to consider how well the school knows itself and its plans for further development. Documents included records of meetings, the school's self-evaluation and information on how well pupils make progress in their learning.
- Inspectors considered the views of pupils and staff expressed in surveys of their views. Inspectors also considered the views of those parents who responded to Ofsted's online questionnaire, Parent View.

## Inspection team

Chris Campbell, lead inspector	Her Majesty's Inspector
Steven Beverley	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Barbara O'Brien	Ofsted Inspector

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