

Oasis Academy Mayfield

Ashley Crescent, Southampton SO19 9NA

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The principal, ably supported by the associate principal, provides strong and clear leadership. As a result, there have been significant improvements in all aspects of the school since the previous inspection.
- Leaders make good use of information on pupils' progress to analyse strengths and weaknesses and set appropriate priorities for improvement.
- Subject leaders have a clear focus on using progress information to drive improvements in their subject areas.
- There is a shared spirit of continual improvement, effective systems ensure that staff are held to account and a wide range of effective training is provided to support improvements to teaching.
- Positive relationships between teachers and pupils and good systems to share progress information underpin effective learning.
- Pupils make good progress in English and mathematics and in most other subject areas.
- Teachers regularly assess pupils' progress and use accurate information to inform targeted extra lessons and revision sessions. This ensures that, over time, all groups of pupils make strong progress.
- Gaps in achievement between different groups of pupils currently in the school have either closed or are closing rapidly. The progress made by disadvantaged pupils is better than in the past.
- Parents and their children are rightly proud of the school. They recognise that it offers a caring and supportive community where pupils are kept safe and their welfare matters greatly.
- The vast majority of pupils behave in a mature and thoughtful manner throughout the school.

It is not yet an outstanding school because

- At times, teachers do not challenge pupils enough, which means they do not make rapid progress.
- Very occasionally, a small minority of pupils, mainly boys, sometimes drift off task and disrupt lessons, which can slow the pace of learning.
- Some gaps remain between the achievement of disadvantaged pupils and others.
- Disadvantaged pupils and those with special educational needs have attended less often than others in the past. This is improving, but gaps remain.
- Teachers' questioning and some of the tasks they set do not always challenge the most able pupils sufficiently.

Full report

What does the school need to do to improve further?

- Continue to improve the outcomes for disadvantaged pupils and those with special educational needs by ensuring that their attendance improves further and their progress accelerates.
- Ensure that all teaching reflects the best practice currently in the school by:
 - improving the level of challenge in lessons in order to encourage pupils to think more deeply and produce detailed explanations
 - improving teachers' questioning skills to stretch the most able pupils
 - addressing the needs of all pupils more effectively in order to improve engagement and eliminate any off-task behaviour.

Inspection judgements

Effectiveness of leadership and management is good

- The principal is passionate about wanting the very best outcomes for all pupils at Oasis Academy Mayfield. His clear leadership has led to rapid improvements in all aspects of the school's work since the previous inspection. He and the associate principal share an infectious enthusiasm and determination for continual improvement that is admired and embraced by teachers and pupils. Consequently, pupils' progress, although not yet outstanding, has improved significantly since the previous inspection. Parents positively endorse the work of the school.
- The school's work to support the local community is particularly impressive and embodies the Oasis Community Learning Trust's objective of 'transforming communities'. Through the work of 'the Hub', senior leaders and the school council oversee a wide range of highly effective community enrichment projects including youth centres, social workers to support local families, enterprise challenges, a community allotment, local church activities and charity fundraising. The school is rightly proud of this work and it significantly enriches and extends learning.
- Leaders ensure that the school's vision of 'excellence for everyone' is at the heart of learning and school life. Staff share a clear vision of how high aspirations, regular opportunities for learning outside the school day and participation in the wide range of community projects underpin pupils' achievements. As a result, Oasis Academy Mayfield's provision for the spiritual, moral, social and cultural development of all pupils is particularly strong, and personal development and welfare are securely good.
- Partnerships with other schools and support from the Oasis Community Learning Trust have enabled leaders to develop new schemes of work and assessment opportunities across all subject areas. These are used well by teachers and teaching assistants to support pupils' learning and progress.
- Middle leaders trust and respect the school council, principal and senior leaders. Staff value greatly the challenge senior leaders bring to their work. Working together has ensured that teaching overall is now good, with some particularly strong examples seen in subjects such as art, mathematics and religious education.
- Leaders ensure that there is a wide range of opportunities for training and the development of teachers and teaching assistants, including sharing ideas and exploring new strategies to stimulate better learning by pupils. The staff surveys returned indicate that the effect of this high-quality support is high levels of staff morale and satisfaction with the leadership of the school. As one member of staff commented, 'I am proud to be part of this academy and the journey that we have been on over the last couple of years. The staff are committed to the ethos of excellence for everyone, and this has been reflected in the improvement in teaching and learning and results.'
- The subjects on offer meet pupils' needs well. Senior leaders have expanded provision in modern foreign languages and the humanities so that a greater proportion of pupils are now able to access a broader range of subjects.
- Senior leaders have implemented systems which monitor the progress of pupils in key stage 4 particularly well. Frequent meetings with subject leaders analyse the current achievement of all pupils and target swift extra help and support to ensure that no groups or individuals fall behind. As a result, all groups of pupils are making significantly improved progress and outcomes have improved. As one parent commented, 'I have been very pleased with the school and its attitude to teaching, especially in identifying areas in subjects in which my son was struggling, and providing additional help.'
- Leaders ensure that careers advice and guidance are well organised and effective. Pupils in key stage 4 feel well informed about the range of opportunities open to them at age 16, including the variety of college courses and different institutions, and the qualifications required to support their aspirations.
- Leaders make sure that the Year 7 catch-up funding is used to very good effect to raise standards of literacy and numeracy for those pupils arriving at the school with lower than average attainment in English, mathematics or both subjects.
- The school council and senior leaders ensure very effective use of the pupil premium funding. A wide ranging package of activities, including provision of outreach workers to improve attendance, subject-specific learning interventions, enrichment days and additional careers advice, has significantly raised achievement of disadvantaged pupils. As a result, attendance has improved and the gap between the standard of achievement of this group and their classmates has narrowed. The principal and school council are determined to completely eradicate these gaps.
- The school council and the principal have ensured that support offered for vulnerable pupils and those who special educational needs or disability is particularly effective. As a result, these pupils make good progress. Leaders are aware that more needs to be done to improve the attendance of pupils with special

educational needs and have implemented plans that are addressing this.

- Senior leaders know teachers' individual strengths and areas for further development well because they monitor the quality of teaching closely. Senior leaders seek advice from the Oasis Learning Community Trust and from other schools to verify the accuracy of leaders' and teachers' judgements. This has led to improved teaching and leadership across the school. However, senior leaders are aware that a minority of middle leaders need to be more effective in monitoring and challenging the quality of teaching across their departments.
- **The governance of the school**
 - Governance is very strong. There are very clear structures and systems which have ensured that the skilled multi-academy trust and local school council members have been highly successful in supporting and challenging senior leaders to bring about significant improvement.
 - The Oasis Community Learning Trust and the school council have successfully challenged leaders to raise the quality of teaching and learning, and hold them to account for further improvements. Regular meetings and visits enable council members to evaluate aspects of the school such as safeguarding, provision for pupils who have special educational needs and the impact of the school's work to support the wider community.
 - Members of the school council scrutinise performance information, alongside externally produced analyses, in order to assess the success of the school against its own targets and national standards. As a result, they have a good understanding of the school's performance and its day-to-day work.
 - Through effective checks on the fair and consistent application of policies, the school council ensures that only good performance is rewarded with pay rises. It also makes sure that finances are managed well, including checking that pupil premium funding is used to improve disadvantaged pupils' outcomes.
- The arrangements for safeguarding are very effective. Methodically managed systems and an effective team approach involving school councillors, leaders and office staff ensure that all pupils are kept safe. Regular high-quality training for all staff is provided by the school on safeguarding matters and careful records are maintained. As a result, staff understand and apply the school's policy and procedures well, ensuring a culture of vigilance.

Quality of teaching, learning and assessment is good

- Teachers share the principal's commitment to helping all pupils achieve their very best. Very high-quality examples of pupils' work are shared through 'displays of excellence' in every classroom to celebrate success and promote a culture of high aspiration.
- Teachers know pupils' strengths and weaknesses well and have high expectations for progress over time. Staff use their specialist subject knowledge to good effect to design and deliver engaging lessons. Access to accurate and detailed information about pupils' achievement enables teachers to provide very effective additional support and challenge within and outside lessons.
- Teachers' planning is effective, and teachers and other adults work well together to support pupils with special educational needs and those for whom English is an additional language. Teaching assistants skilfully support pupils to solve problems by breaking down complex tasks into a series of smaller steps and encouraging them to persevere to find a solution. As a result, pupils gain confidence and their learning has improved.
- Teaching in English is effective and is supporting pupils to make good progress. Sound systems are in place to support teachers' assessment of pupils' work, and appropriate support is given for any pupils who lag behind. Strong leadership ensures that the most effective teaching approaches and resources are shared across the department. Pupils are challenged to creatively analyse texts and are generally supported with spelling and handwriting well. However, in some lessons, targets set for the most able pupils need to be more challenging in order to maximise their progress.
- Teaching in mathematics is strong because teachers know their pupils well and are very clear about the approaches that are needed to ensure that all pupils make progress. For example, in a Year 7 lower-ability class, the teacher modelled different mathematical techniques well, then used effective questioning techniques to ensure that all pupils actively engaged in a series of problem-solving activities. The pupils proudly showed their books to an inspector and were keen to explain the progress they have made in skills and understanding this term.
- Subject teachers work well in their teams. They welcome leaders' feedback and respond to challenges

well. As a result, assessment systems are highly effective and the quality of teaching has improved.

- Teachers use a consistent approach to marking across the school. In many lessons, pupils are given time to reflect on the feedback that they have received. The majority of pupils find this opportunity useful and many use it to correct their work and contribute further ideas in the form of a dialogue in their books, which improves their understanding. This was seen to be particularly effective in English and art.
- Where learning is most effective, teachers ensure that all pupils learn rapidly by ensuring that all tasks are at the right level for them. They check pupils' understanding frequently, for instance using probing questioning skilfully to promote pupils' deep thinking. In a minority of lessons, these strong features are less well developed and some pupils, particularly the most able, do not make as much progress as they could because the work provided is too easy or too hard for them.
- In some practical subject areas, there is still some variation in the quality of teaching. In a minority of lessons, the teaching does not meet the learning needs of all pupils, particularly boys, and they can drift off task. Senior leaders are aware of this and more work is planned to share best practice across the school to improve concentration and the pace of learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel well looked after and they are safe here. Good systems are in place to offer help and support, sometimes involving external agencies when appropriate. Parents report that their children are very well looked after and feel happy at school.
- Staff care a great deal about pupils' achievement and personal development, and so working relationships between staff and pupils are very strong. Pupils told inspectors that they particularly value the extra support that teachers and teaching assistants provide. Parents agree and believe that these good relationships underpin the progress their children make.
- Pupils feel that the school is an inclusive community and they value the work of the Hub to lead community activities and events as well as promoting tolerance and raising awareness of discrimination. In addition, the school offers a wide range of clubs and activities including sporting clubs and events, a debating club, school radio broadcasts, music clubs and drama productions. There are also opportunities for pupils to take on extra responsibility through becoming prefects or acting as peer mentors. This culture of celebrating diversity, promoting equality and valuing community ensures that all pupils receive an excellent preparation for life in modern Britain.
- Pupils value the opportunities they have to learn about keeping themselves safe, in and around school, as well as online. Learning about e-safety has an appropriately high status.
- A very small number of pupils attend alternative providers to meet their particular level of need. Good links and regular communication between these providers and the school ensure that the welfare needs of these pupils are met, and that they are making good progress towards appropriate qualifications.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around the site at all times. Nearly all pupils are confident, polite and respectful to staff, visitors and each other. They know the standards expected of them and take a pride in their uniform and their school. Parents recognise and value this.
- Attendance has significantly improved, continues to do so and is currently broadly in line with the national average. Disadvantaged pupils and those who have special educational needs have contributed disproportionately to absence levels in the past, but this is changing and currently these attendance gaps are narrowing.
- Exclusions for poor behaviour are used sparingly and as a last resort. Strong pastoral support and good communication with families have ensured that rates of exclusion have reduced. In the past, disadvantaged pupils and those with special educational needs have had higher exclusion rates than their peers. Better resources to support these groups of pupils have resulted in marked improvements in their attitudes and behaviour. Any differences in exclusion rates are being eliminated.
- In most lessons, pupils show an enthusiasm for their learning and engage well in the tasks they are given. Punctuality is generally good and the pupils come well equipped and ready to learn.
- In a small minority of lessons, behaviour is not as impressive. In these lessons, not all pupils receive the challenge they need to maintain their interest or keep them fully engaged in their work. Where this happens, it tends to be a small number of the boys who can disrupt learning with chatter or silly, off-task behaviour.

Outcomes for pupils

are good

- Pupils typically enter the school with attainment below the national average. In 2015, by the end of key stage 4, pupils had made above-average progress and the proportion achieving five A* to C GCSE passes in English and mathematics was in line with national averages. Leaders predict that this level of performance will rise still further for current Year 11 pupils.
- Outcomes are consistently good in most subject areas. Teachers monitor pupils' learning and provide a range of helpful support and guidance for those who lag behind. This means that pupils achieve well in English, mathematics and across a range of other subjects. Pupils' learning in science and in resistant materials is secure but not as strong as in other areas because there are still some variations in the quality of teaching.
- The school has made good strides to improve the progress over time for pupils who have special educational needs. Better identification and support is now ensuring improved progress for these pupils across the curriculum. Leaders share relevant information with classroom teachers, helping them to improve their planning, and teaching assistants offer bespoke support and guidance. Consequently, current pupils with special educational needs are making much better progress.
- Over time, disadvantaged pupils in key stage 4 have underachieved in English, mathematics and other subjects. Previously, they made less progress than other pupils within the school. This is no longer the case. Disadvantaged pupils in key stage 4 are making more rapid progress from all starting points and gaps are closing.
- In key stage 3, progress is good in English and mathematics. The majority of pupils are on track to meet, or exceed, the high targets set for them. Improvements in the quality of teaching have rapidly narrowed the gaps between different groups of pupils.
- Pupils who arrive from primary school needing to catch up in English, mathematics or both are given the right support to help them improve.
- High-quality careers information and good links with local colleges ensure that pupils are confident and well placed for the next stage of their education, employment or training.

School details

Unique reference number	135629
Local authority	Southampton
Inspection number	10012251

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

Type of school	Secondary
School category	Academy
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	723
Appropriate authority	The school council
Chair	Juno Hollyhock
Principal	Phil Humphreys
Telephone number	02380 328128
Website	www.oasisacademymayfield.org
Email address	info@oasismayfield.org
Date of previous inspection	March 2014

Information about this school

- Oasis Academy Mayfield is a smaller than average-sized school for pupils from 11 to 16, and is a member of the Oasis Community Learning Trust.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is above the national average.
- The proportion of pupils who have special educational needs or disability is above the national average. The proportion with a statement of special educational needs or an education, health and care plan is just below average.
- The proportion of pupils from minority ethnic backgrounds is broadly similar to most schools of this size and the proportion of pupils who speak English as an additional language is average.
- A very small number of pupils in key stage 4 attend alternative provision either to study vocational courses or to better meet their needs.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress.

Information about this inspection

- Meetings were held with the principal, representatives of the Oasis Community Learning Trust, members of the school council, senior leaders, teachers, support staff and several groups of pupils.
- Inspectors observed pupils in 36 lessons in order to gather evidence to contribute to inspectors' evaluation of the quality of teaching, learning and assessment. In addition, walks around the school were conducted jointly with members of the school leadership team to observe what the school provides, and pupils' learning. Inspectors also attended tutor periods, an assembly and observed pupils' conduct around the site at break times.
- A range of school documentation was scrutinised, including that relating to policies, records of school council meetings, strategic planning documents, safety, self-evaluation documents, pupils' achievement, behaviour and attendance information, and a wide range of pupils' work.
- Inspectors considered the views expressed in 41 responses to Ofsted's online questionnaire, Parent View, and 46 staff questionnaires.

Inspection team

Matthew Newberry, lead inspector	Her Majesty's Inspector
Alistair Brien	Ofsted Inspector
Christopher Corr	Ofsted Inspector
Carol Grant	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
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