

# Oasis Academy MediaCityUK

King William Sreet, Salford Quays, Manchester M50 3UQ

<b>Inspection dates</b>	8–9 June 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	Requires improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- The principal has created the conditions which have led to the rapid improvement in the school through a combination of clarity, determination and humanity. She exemplifies the school's ethos which is committed to the success of every pupil.
- She is very well supported by senior and middle leaders and the whole staff team.
- The support and challenge from the academy council and the sponsor have improved and are now rigorous.
- Teachers know their subjects and the pupils well. This helps them plan effectively to ensure that pupils' learning is rapid.
- Pupils are well looked after and are properly safeguarded.
- The progress of pupils currently in the school matches that typically seen in other schools. Gaps have closed between the achievement of disadvantaged pupils and those who start the school speaking little English, and others.
- Attendance has improved and is above the national average.
- Behaviour has improved. Pupils typically behave well and try hard in lessons. Pupils respect each other and get on well together around the school.
- The school's work to develop pupils' spiritual, moral, social and cultural awareness links to the school's values. It is highly effective.
- The school's increasing effectiveness has set the foundations for continuing improvement.

### It is not yet an outstanding school because

- Over time, outcomes for pupils have been far too low. Deficits in pupils' learning from the past still need to be made up.
- Teachers could expect even more from the most able and from pupils in key stage 3.
- A few younger pupils lack the self-discipline needed to get the most from lessons. These pupils have not fully accepted the school's positive culture.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Ensure that teachers help pupils to learn even faster by sharing the effective practice already established in the school so that:
  - outcomes for all pupils, and particularly the most able, rise further
  - the behaviour of pupils in key stage 3 supports their learning equally well in their different lessons.
- Ensure that pupils, particularly in key stage 3, fully understand and accept the school's positive culture.
- Add additional challenge to targets for pupils' achievement so that the recent increases are sustained and speeded up.

## Inspection judgements

### Effectiveness of leadership and management is good

- The professionalism, determination and expertise of the principal allow her to foster improvement in the school in a coherent and highly effective way. She provides an excellent model for leadership within the school and is very well supported by senior leaders, middle leaders and other members of staff. This allows for a collaborative approach.
- Leaders are ambitious for the school. They systematically plan actions to ensure that there is improvement. Communication within the school, to pupils and parents is effective. All members of the school community are respectful and tolerant and work together to bring about change in a positive way. The improvement already achieved in the school indicates that the people needed are in place for such improvement to continue.
- Leaders have created a highly supportive, harmonious community where tolerance and understanding of other people are the norm. This was exemplified by a Year 8 assembly which reinforced support from the school and from fellow pupils for those pupils currently fasting for Ramadan.
- Leaders have ensured that self-evaluation is thorough. The school has a detailed plan to guide its continuing improvement. However, this plan could include even more demanding targets for pupils' achievement.
- Middle leadership has recently been strengthened by new appointments, many during the previous 12 months. Middle leaders are being developed further through shared work and training in partnership with the Oasis Community Learning Trust (OCL), other schools linked to OCL, local teaching schools and the local authority. Middle leaders are accountable for pupils' outcomes, and teaching and learning in their departments. They value the regular discussions with their line manager about the quality of their team's work.
- The balance between the different subjects taught has been reviewed to make sure that pupils' needs are met. The time allocated to English and mathematics has been increased and an additional lesson after the previous end of the school day established so that all pupils in key stage 4 receive more teaching. The additional lesson time is also used to give support to particular pupils in key stage 3. These arrangements have contributed well to the overall strategy to raise achievement.
- The wider development of pupils, including of their spiritual, moral, social and cultural awareness is a strength of the school. The ethos of OCL is strongly reflected in the ethos of the school. Pupils are highly valued. There is a growing 'café church' which meets on one evening each week and involves pupils and members of the wider community. The school, however, is very clear that it accepts and fully includes people of all faiths or none. Pupils are provided with many opportunities to broaden their horizons; for example, in a visit by a group of pupils to a university to help them know about careers in medicine, which took place during the inspection. The school's positive work to help pupils understand what it means to be British was exemplified by well-balanced tutor-time lessons about the EU referendum seen by an inspector.
- Leaders and teachers know pupils extremely well as individuals. Data and information are used sensitively to make sure that pupils are well looked after and, when needed, to plan extra teaching to make sure they learn well.
- Leaders are fully prepared to test the work of the school against external standards. One example of this is the school's achievement of external awards, confirming that the careers guidance offered to pupils is thorough and meets their needs.
- Parents are increasingly confident in the work of the school, and are encouraged to work with leaders and other staff. This is shown by dramatic increases in the attendance at parents evenings. Parents are provided with regular information about how well their children are doing. Most parents who completed Ofsted's online survey, Parent View, would recommend the school.
- **The governance of the school**
  - The academy council provides local governance for the school, while overall responsibility for governance is held by the OCL. There have been changes to the staffing and organisation of both of these since the previous inspection of the school. These changes have led to more rigorous governance.
  - Oasis Community Learning Trust officers, academy counsellors, and leaders constantly challenge and support each other. This is welcomed by staff as they are keen to contribute to the school's improvement. The recently improved systems from OCL to hold the school to account have been useful for both the academy council and the principal.

- The additional funding provided by the government to support disadvantaged pupils and those who enter the school with the lowest starting points is used well. Members of the academy council understand how the funding is used and know that gaps between the outcomes for disadvantaged pupils and others are closing.
- Members of OCL and the principal ensure that teachers are doing as good a job as possible as a powerful tool to increase accountability and, therefore, raise standards. There is a strong link between teachers' effectiveness and their pay. Those responsible do not shy away from taking difficult decisions where these are required in the best interests of pupils.
- The arrangements for safeguarding are effective. Work to ensure that pupils are properly protected is thorough. This includes regular contact with outside agencies, particularly if pupils may be at risk. Staff have received training about what to look out for as signs of risk. This training has included a wide range of possible concerns including pupils possibly experiencing extremist views or radicalisation, sexual exploitation or gang violence. Pupils are safe and very well supported in the school.

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

- Teaching, learning and assessment have improved markedly since the previous inspection. Teaching now helps pupils to learn well and make rapid progress.
- While many teachers have recently joined the school, little further change is expected. The stable team of teachers allows good learning relationships between teachers and pupils to be established.
- The quality of teaching is closely monitored by leaders to check that it is good enough. Any less strong aspects are identified and this information is used in planning the regular programme of training and individual support designed to help teachers refine their work. This has helped to establish effective teaching across the school.
- Inspectors saw teachers using effective approaches in the lessons they visited, such as high expectations, good subject knowledge, skilful questioning and thoughtful feedback to pupils. These come together to encourage pupils to work very hard; for example, as seen in an inspiring Year 9 music lesson where every pupil was involved in developing their performance skills through their lively singing.
- Teachers assess pupils' work and wider progress frequently. This gives them important information so that they can plan the next stages in pupils' learning and provide additional teaching in case they may be falling behind. The increased amount of work with other schools allows middle leaders to check that assessment is accurate. In addition, each department includes at least one teacher who is trained to mark GCSE examinations. This ensures that teachers are fully aware of the expectations for these examinations.
- Teachers have increased their contact with the local primary schools to make sure they know about pupils' learning right from the start of Year 7. This allows teachers to plan lessons which secure, and quickly build on, pupils' work in key stage 2. This was seen in an effective Year 7 mathematics lesson where pupils were challenged to think hard about different ways of calculating the mean of complicated data. The pupils said, 'We learn a lot in maths.'
- The effective teaching and the school's high expectations encourage pupils to behave well. Occasionally, teachers are slow to seek additional support when this would help them to challenge any less good behaviour in key stage 3 classes.
- Homework is set to extend pupils' learning in class.

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

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

- The school's work to promote pupils' personal development and welfare is good.
- The school has a very positive culture which commits all involved to care as well as possible for pupils' welfare. Staff know pupils as individuals very well and relationships in the school are good. There are regular meetings of staff in school to identify how best to help pupils. When necessary, these meetings also include welfare services from outside the school.
- Pupils are safe in school and recognise this. They respect each other very well and know that this is an important expectation of school leaders.

- Bullying is rare, as are instances of disrespectful language such as homophobic or racist comments. Pupils who talked with inspectors were confident that, if any such issues arise, they are dealt with quickly and effectively by staff.
- The systems for checking that pupils working at alternative provision are safe and learning well are thorough. There are daily checks on pupils' attendance and visits from senior members of staff to check that the quality of learning and support for pupils is appropriate.
- The school site and buildings are secure and well maintained.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils behave well around the school site and during breaks. Movement around the school is calm and sensible. The school has a friendly atmosphere.
- Pupils look after the buildings and the facilities provided for them well; the site is virtually litter free.
- Pupils typically concentrate well and work hard in their lessons. On occasion, there is some off-task chatting, particularly in key stage 3. When teachers challenge pupils about this, they respond quickly because they are clear what is expected. If any instances of poor or disruptive behaviour arise, an effective system of support for teachers and pupils is available. Such support is provided unobtrusively so that learning can continue. The school's records indicate that instances of low-level disruption have fallen significantly. The number of exclusions from school has also fallen.
- Pupils who talked with inspectors said that behaviour has improved. However, they also felt that behaviour in lessons was still not as good as it could be. A recent survey of pupils conducted by the school presented a much more positive view of behaviour, although a smaller survey during the inspection gave a more mixed picture. Responses to the inspection survey of members of staff showed that almost all agree that behaviour in the school is good. In addition, Ofsted's survey for parents indicated that most also feel that behaviour is good. Inspectors found that, while most pupils approach their lessons well, a few pupils, more frequently in key stage 3, sometimes fail to understand why they need to behave really well for the benefit of all.
- The attendance of pupils has increased and is now above the national average. The proportion of pupils who have long-term absence has dropped. These indicate the success of leaders' work to help pupils increase their commitment to school. Punctuality is good.

### **Outcomes for pupils**

### **require improvement**

- In the past, pupils have not done well enough. Despite some improvement in 2015 when compared to 2014, too few pupils in Year 11 made the progress expected in English, mathematics and other subjects. Pupils' results were below the government's expectations.
- Pupils now in the school are making much faster progress. This is as a result of the better systems to ensure that pupils are meeting their targets and more effective teaching. The new systems have ensured that the overall assessment of pupils' progress is carefully checked against that in other schools and is accurate.
- The school's tracking of pupils' learning indicates that the progress of pupils across subjects in all years is now faster than seen in other schools on average. While the starting points in Year 7 of pupils currently in Year 11 were often much lower than typically seen in many schools, school leaders expect the proportion of pupils gaining five or more good GCSE passes including English and mathematics to be around the national average. There is firm evidence for this higher attainment in, for example, pupils' good success in IGCSE examinations in English taken early by some Year 11 pupils and large increases in GCSE coursework grades when compared to the previous year in subjects such as science.
- Pupils' achievement in English is generally a little stronger than in mathematics. This reflects the longer period of stable teaching pupils have now had in English lessons and the gaps from pupils' weaker learning in the past in mathematics which still need to be addressed. Similar gaps in pupils' knowledge and understanding remain in other subjects.
- The gaps between the achievement of disadvantaged pupils and other pupils, and between those who speak English as an additional language and others are closing. This reflects the effective use of the additional funding for disadvantaged pupils and the successful way that pupils at an early stage of learning to speak English are supported.

- The most able, like other pupils, have not learned well enough in the past. The number of Year 11 pupils gaining the highest grades, A\* and A, is expected to increase this year. The more effective teaching now means that such pupils are better catered for and are making faster progress; for example, as seen by an inspector in a challenging Year 9 science lesson about electrical resistance. The school's plans have identified that this group needs to do even better. However, the targets that these plans set for the most able and other pupils could be even higher, such as in the proportion of pupils expected to make more progress than typically seen in other schools.
- The improved provision for pupils who have special educational needs or disability has meant that their achievement has risen rapidly. Their progress now broadly matches that of other pupils in the school.
- The increasing outcomes mean that pupils are better prepared for the next stages in their education. The proportion leaving school without moving to further education or training has fallen over the last three years. All Year 11 pupils are expected to move to further study or skills development this year.

## School details

<b>Unique reference number</b>	135661
<b>Local authority</b>	Salford
<b>Inspection number</b>	10011663

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>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	477
<b>Appropriate authority</b>	Oasis Community Learning
<b>Chair</b>	Craig Dean
<b>Principal</b>	Fiona O’Sullivan
<b>Telephone number</b>	0161 886 6500
<b>Website</b>	<a href="http://www.oasisacademymediacityuk.org">www.oasisacademymediacityuk.org</a>
<b>Email address</b>	<a href="mailto:info@oasismediacityuk.org">info@oasismediacityuk.org</a>
<b>Date of previous inspection</b>	5–6 June 2014

## Information about this school

- This is a smaller than average-sized secondary school.
- The proportion of pupils eligible for support by the pupil premium (additional funding for disadvantaged pupils) is well above the national average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are above the national average.
- The proportion of pupils who have special educational needs or disability is broadly average.
- The school works with Salford Open Learning to offer alternative provision for a small number of pupils in Years 10 and 11. In addition, a few pupils attend the Salford Pupil Referral Unit.
- Nearly four out of every five teachers have joined the school since the previous inspection. However, staffing is now stable and there are no vacancies or temporary teachers.
- The school receives support from St Patrick’s and Oasis Limeside Teaching Schools.
- The school meets requirements on the publication of specified information on its website.
- The school does not meet the government’s current floor standards, which set the minimum expectations for pupils’ progress and achievement.

## Information about this inspection

- The inspectors observed teaching, learning and assessment in lessons. They also observed tutor times and an assembly.
- The behaviour of pupils was observed throughout the school day.
- Inspectors held discussions with the principal, senior leaders, middle leaders, a group of teachers and other members of staff, and four groups of pupils. They also had informal conversations with other pupils. An inspector met with the chair and three other members of the academy council, which provides local governance for the school. There was also a meeting with two representatives of Oasis Community Learning.
- There were 94 responses to Parent View, Ofsted's online survey for parents. Questionnaires returned by 54 members of staff were considered. Seventy-two pupils responded to an Ofsted survey during the inspection and inspectors also took account of information from a recent school survey of 290 pupils.
- School policies and other documentation provided by the school were examined. Records including those relating to safeguarding, attendance and behaviour were also reviewed.
- The school's information on pupils' progress and attainment was scrutinised.
- Inspectors examined pupils' exercise books in lessons and in a further sample from pupils in all years of the school.
- Year 11 pupils were completing GCSE examinations during this inspection. They were therefore only required to attend school for their examinations. Inspectors spoke to some Year 11 pupils and an inspector paid a short visit to a revision and preparation session before an examination.

## Inspection team

David Selby, lead inspector	Her Majesty's Inspector
Elizabeth Haddock	Ofsted Inspector
Pritiben Patel	Ofsted Inspector



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