

Ormiston Ilkeston Enterprise Academy

King George Avenue, Ilkeston, Derbyshire DE7 5HS

Inspection dates

7–8 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- While pupils' progress is improving quickly in a range of subjects, including English and mathematics, too few make more than expected progress.
- The attainment gap between disadvantaged pupils and others remains wide, despite narrowing year on year.
- Teaching does not consistently challenge the most able; consequently, too few reach the highest grades at the end of key stage 4.
- Teaching across key stage 3 is inconsistent; some teachers do not use their knowledge of pupils' previous assessments effectively.
- Some teachers do not consistently set, check or assess homework according to whole-school policy.
- Pupils in some lessons feel they can get away with doing very little; teachers' expectations are not consistently high.
- The rates of pupils' absence and exclusions from school remain high compared to national averages, despite rapid improvements this year.
- Leaders' plans to develop pupils' personal, social, health and economic education are not coherent or systematic.
- The role of the tutor across the school is not always effectively performed.
- Leaders, including governors, have not improved their engagement with parents quickly enough.

The school has the following strengths

- The range of opportunities for teachers to develop their practice is comprehensive and appropriately personalised. Consequently, many teachers have improved their effectiveness.
- The Ormiston Academy Trust (OAT) has provided very effective support for the school.
- The leadership of the provision for pupils with special educational needs is effective.
- The senior leadership team has developed strong systems to monitor and track pupils' progress; its members are role models for excellent practice and they are well regarded by staff.
- The local governing body provides good support and challenge to school leaders. The members are experienced, knowledgeable and rightly ambitious.
- The sixth-form study programmes are effective.

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress across all subjects by:
 - ensuring all teachers use their knowledge of pupils' prior assessments well, especially those of the most able, to plan challenging activities and to shape their questioning more effectively
 - teachers consistently maintaining high standards in the conduct and attitudes of pupils in the classroom.

- Improve leadership and management by:
 - devising a coherent plan to develop pupils' personal, social, health and economic education across the curriculum
 - developing the role of the tutor further to support and improve the work of behaviour leaders and attendance officers so that behaviour improves and absence rates decrease even more
 - ensuring that the strategies to support disadvantaged pupils are more sharply evaluated to enable teachers to accelerate their progress
 - devising and implementing a clear whole-school strategy to improve parental engagement
 - making sure all teachers adhere to the school's homework policy
 - closely monitoring the quality of teaching at key stage 3, especially in those classes taught by temporary teachers.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders and managers have brought about many improvements to the school in a relatively short period of time. However, there remain several areas for improvement. These include inconsistency in the quality of teaching across subjects and in outcomes for the most able and for disadvantaged pupils. These, although improving quickly, are not yet good.
- Leaders have not ensured that tutors carry out their roles and responsibilities, such as attendance and behaviour monitoring, effectively enough; consequently, time during morning registration is sometimes wasted and efforts to improve attendance and behaviour across the school are hindered.
- The school provides a wide range of enrichment and extra-curricular opportunities, including dedicated weeks to develop pupils' personal, social, health and economic education. However, leaders have not ensured that the provision is effective in developing pupils' knowledge and skills, especially in respect of their spiritual, moral, social and cultural development; there is no clear strategic plan or monitoring across key stages 3 and 4.
- In order to accelerate progress at key stage 4, leaders have taken the strategic decision to place their less qualified and temporary teachers in key stage 3. This has led to greater inconsistency in expectations and weaker teaching in this key stage. Subject and senior leaders have not always been effective at monitoring and supporting these members of staff to teach more effectively and maintain high expectations.
- Leaders have devised clear, well-understood and non-negotiable policies, such as those for behaviour and homework. Unfortunately, they have not ensured that they are adhered to rigorously. This has meant that the behaviour and work effort of some pupils is not improving as quickly as it could.
- The previous inspection report identified parental engagement as an area for improvement. While pastoral leaders have significantly improved their relationship with parents of targeted pupils, senior leaders, including governors, have not made any strategic plans to improve parents' engagement with the school. Half of those who responded to Parent View, Ofsted's online survey, expressed concerns over some aspect of the way the school is managed. Some suggested that communication between home and school could be improved.
- The pastoral team, including the family resource worker and those responsible for attendance, is improving its effectiveness. Fixed-term exclusions are reducing and attendance is improving. Work to accelerate improvements even more is not always supported well enough by form tutors.
- The school is increasingly able to accelerate the progress of disadvantaged pupils. Targets are higher for this group than for others because the school acknowledges a legacy of underachievement in previous years. There has been a wide range of interventions, including a robust attendance strategy. The evaluation of this work is not always carried out rigorously.
- The leaders have provided a wide-range of development opportunities to improve teaching. Teachers meet together to share good practice weekly. External support is provided where necessary and coaching is provided to promote continuous development. The school makes good use of expertise from a local teaching alliance. Staff value these opportunities and many teachers have improved many aspects of their practice as a result.
- The leader for teaching has brought about important improvements to the quality assurance process. Sharp and well-thought-out monitoring systems have identified strengths and weaknesses in teaching. For example, as a result of monitoring activities, leaders noted weaknesses in the quality of feedback to pupils. As a result, training to improve teachers' feedback took place. Scrutiny of pupils' work recently and during the inspection showed notable improvements and greater consistency across the school.
- The monitoring and tracking of pupils' progress is improving. Leaders carefully identify pupils' underperformance at each assessment point. The assessment information is collated so as to be easily interpreted by senior and subject leaders and targeted support for pupils is arranged swiftly.
- The special educational needs coordinator provides effective support for pupils on the register. The 'Hub', a nurture centre for these pupils, including those considered vulnerable, provides a safe and supportive environment in which pupils make progress and thrive.
- Pupils attending alternative provision make good progress because the courses are well chosen and monitored.
- Subject leaders are improving their effectiveness. They have benefited from middle leader training and

development opportunities; this applies especially to those new to their post or less experienced. They have high ambition for pupils and know and understand weaknesses in their subject areas well.

- The principal, governors and the trust have managed the disruption of the movement to one building very well. In addition, they have taken brave and difficult staffing and strategic decisions to ensure the long-term future of the school, including suspending the sixth form. As a result, the school is set to be fully staffed in all subject areas in September. Staff and pupils report a more settled feeling about the school.
- The trust provides good support and challenge to the school. OAT has provided essential advisory support to the English department which has led to demonstrable improvements. Department and senior leaders have accessed support from schools within the trust to moderate assessments and improve leadership.
- **The governance of the school**
 - Governors, with the support of the trust, have been instrumental in ensuring a more stable and efficient staffing structure. Good appointments to leadership positions are making a positive difference to the school. Pupils' outcomes are improving and so are teaching and behaviour.
 - The 'Progress Board', a committee which monitors the impact of leaders' work towards key priorities, meets monthly. These meetings regularly challenge leaders, especially where weaknesses are identified. For example, governors have challenged the school predictions for some subjects' examination results, where there has been insufficient external moderation.
 - Governors have sound oversight of school finances, especially government funding to support pupils eligible for the pupil premium. They acknowledge that, although work to improve the progress of this group is improving year on year, their progress could be further accelerated with sharper evaluations of how the money is spent. This would also ensure greater value for money.
 - Governors have approved a rigorous performance management policy and scrutinise the way the principal rewards teachers for good performance. In addition, the principal's performance is managed well through challenging target-setting and regular monitoring throughout the year.
- The arrangements for safeguarding are effective. Leaders keep meticulous records for every case referred. There are excellent links with other agencies to support the welfare of pupils and families. Leaders are aware of the risks facing teenagers, including local extremist threats. All staff have undertaken 'Prevent' training to help them safeguard against the risks of radicalisation and extremism. The curriculum includes a range of opportunities for pupils to learn about internet safety and drug and alcohol awareness. The personal development weeks (a fortnight in the year) contribute well to pupils' awareness of risk management. However, pastoral leaders acknowledge that personal development education is an area deserving expansion to ensure full coverage of important issues for young people. Pupils feel safe in the school; this view is supported by both staff and parents.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, while improving in many subject areas, is too variable. The greatest difference is between key stage 3 and key stage 4, where stronger, permanent and more experienced teachers teach. While this staff deployment has led to significant improvements at key stage 4, the quality of learning for many pupils at key stage 3 requires improvement.
- The school has implemented a 'personalisation' sheet for teachers to record pupils' prior assessments and individual learning needs. Teachers do not always use these sheets effectively to provide engaging and challenging learning tasks. Consequently, some pupils, especially the most able, are not stretched sufficiently; sometimes, teachers' questioning does not demand pupils to think deeply enough.
- Some teachers have not established good enough routines and expectations for behaviour and work effort. Consequently, pupils in those classes regularly leave work unfinished and chat or interfere with other pupils' work.
- Teachers do not consistently set homework or assess the quality of its completion. Some parents have raised this as an area of concern.
- Much teaching in art, music and technology is effective and improving. This is because teachers' subject knowledge is strong. Pupils' engagement is generated because teachers in these subjects use resources well to stimulate discussion and deepen understanding.
- Mathematics teaching is mostly successful across both key stages. The curriculum is well planned and especially enables the most able to develop their thinking skills. In one mathematics lesson which was observed, pupils got into a discussion unprompted as to the best way to simplify a complex algebraic

expression, with each group defending their method as the best and explaining why. Both boys and girls were equally engaged in the subject and made good progress.

- Teaching in English, humanities, languages and science is also improving. Teachers in these departments have responded well to the support provided for them.
- Assessment information is more reliable than previous years. Subject and senior leaders have adopted rigorous moderation systems involving external support from local high-performing schools and advisory support from the trust.
- Teaching assistants have developed their effectiveness well. Teaching assistants know and understand the pupils they support well and pupils respond well to them. The teaching of reading skills to those falling behind their chronological age is particularly effective; teaching assistants have developed pupils' love of reading well and pupils eagerly participate in their intervention session and make progress. One pupil described enthusiastically how he looked forward to reading the next series of the author's books he was reading. The library is well used.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes towards adults and each other in some classes lack respect. A small minority of pupils regularly arrive late to lessons and school. The school's 'respect' agenda is not fully embedded.
- While a wide range of extra-curricular activities are available for pupils, some specifically funded for disadvantaged pupils, leaders are not clear about who attends them and therefore cannot monitor for equality of provision and take-up by different groups of pupils. This means that some pupils have benefited from the opportunities while others have not.
- Tutor time and assemblies, the main means of delivering the personal, social and health curriculum, is not always used effectively. Pupils report, and inspectors observed, time wasted and no clear or coherent programme of study to develop pupils' skills and knowledge. Consequently, pupils' understanding of these issues, including British values, is variable across classes and years.
- Pupils' spiritual, moral, social and cultural understanding is developed through religious education lessons, where religions other than Christianity are studied in both key stages. Some teachers take opportunities to engage pupils in discussion about current affairs, including the risks associated with radicalisation and extremism, in their subjects but there is no coordinated programme across subjects and years.
- Pupils display high levels of tolerance and acceptance towards pupils who have disabilities. The recent Erewash disabled sport event was keenly supported by a number of pupils, many of whom acted as sports leaders.
- Pupils feel safe at school and are confident that their concerns will be addressed by teachers. There have been a few bullying incidents in the school but leaders take any allegations seriously; both victims and perpetrators are counselled to prevent further incidents.
- The school's careers programme is mostly effective. Pupils in Year 9 report that they are supported well to make key stage 4 course choices. Impartial guidance is encouraged by regular careers fairs, careers advisory support and careful use of accredited software programmes. There were no pupils who left the school not in employment, education or training last year.

Behaviour

- The behaviour of pupils requires improvement.
- While incidents of undesirable behaviour have decreased over the last 18 months, fixed-term exclusions remain above national averages; disadvantaged pupils are still disproportionately represented in these figures.
- Pupils' attendance at school is improving, although it remains below national averages. The proportion of pupils regularly absent from school is also above national averages. The pastoral team is becoming more effective in tackling attendance as a result of regular home visits and increased family liaison.
- A significant minority of pupils engage in regular low-level and off-task behaviour in class, especially when their lessons are taught by teachers who are less experienced or temporary.
- The school has demonstrated an excellent record of dealing with pupils who display very challenging behaviour, many of whom are disadvantaged. A range of mentoring and counselling sessions as well as

work with families have proved effective. Pupils in receipt of these interventions report a remarkable turnaround and increased positive engagement in school life.

- Pupils are clear about the school's behaviour code. They told inspectors that behaviour has improved around the school this year and most teachers use the system consistently.

Outcomes for pupils

require improvement

- Too many pupils in previous years have not achieved the basic standard of qualification, five GCSEs at grades A* to C, at the end of key stage 4. As a result, they were not well enough prepared for the next stage of their education.
- The proportion of pupils reaching the higher grades of A and A* is too low. Most-able pupils do not always achieve the grades they should, in a range of subjects, especially in English and mathematics.
- At key stage 3, the most able group is not making as much progress as other groups. Teaching in this phase of the school does not always challenge these pupils to achieve their best or deepen their thinking.
- Too few pupils previously achieved expected and more-than-expected progress in English. In addition, the progress pupils made in other key subjects, including humanities, languages and sciences, was below national averages. However, the progress they are making in these subjects currently at key stage 4 is improving quickly. Improved leadership and quality of teaching have contributed to this positive picture.
- Disadvantaged pupils are increasing their rate of progress; currently, they make faster progress than other pupils. In 2015, the attainment gap between this group and others nationally in both English and mathematics was wide. The school's current reliable predictions suggest that the gap between disadvantaged pupils and others nationally is narrowing. Work to improve the outcomes for disadvantaged pupils, including addressing long-standing attendance issues from some, has contributed to their accelerated progress.
- The achievement of boys compared to girls is also improving quickly in comparison with previous years. The school's work to improve boys' engagement is becoming more effective but boys' achievement remains a key area for leaders to improve.
- Low-attaining pupils, including pupils who have special educational needs or disability, at key stage 3 and 4 are making good progress from their different starting points. Intervention strategies have been effective.
- Pupils' attainment and progress in mathematics remain a positive feature of the school's achievement record. At key stage 4, pupils acquire knowledge and skills quickly and securely because the curriculum is well planned and delivered. Pupils are tested regularly and the results are carefully analysed to plan the next stage of learning.
- The proportion of pupils on track to achieve A* to C in most subjects in Year 11 is higher than previous years. Work-related courses and arts subjects are set to improve the most, compared to 2015.

16 to 19 study programmes

are good

- Senior leaders, including governors, have managed the suspension of the sixth form as well as could be expected. All students in Year 12 have received good personal guidance and support enabling them to take up places locally to continue their studies.
- Art students in Year 12 will be permitted to continue their course at the school into Year 13 as comparable courses locally were not suitable. Leaders made the right decision to honour their commitment to these students; this has been appreciated by staff, parents and students.
- The progress students made on their courses in previous years has consistently compared well to national averages. Students in Year 13 are on track to achieve their targets. The quality of teaching is mostly good, especially in vocational subjects.
- Students speak highly of the pastoral support they have received. They received good-quality information and guidance to help them make appropriate choices after the sixth form. Many students have taken advantage of apprenticeships available locally.
- Bursaries are used well to support disadvantaged pupils. There is little difference between the outcomes of disadvantaged pupils and others.
- The sixth-form leader has developed a strong personal development and enrichment programme. The

programme includes topics on employability skills, mental health and domestic abuse. Students engage with topical issues such as the plight of refugees and the debate on leaving the European Union. Students engage in a variety of charity events to raise funds for a range of causes, including a school in the Gambia. Students' well-developed spiritual, moral, social and cultural understanding prepares them well for their life post sixth form.

- Work experience has been meaningful and well coordinated. Students have benefited from opportunities to test out their employability skills in work placements very relevant to their studies or aspirations.
- Students take up a range of higher education, further education and employment opportunities when they leave the sixth form. The proportion of pupils taking up places at Russell Group universities is low. In the event of the sixth form opening again, leaders have expressed a commitment to raise aspirations further and improve this picture.

School details

Unique reference number	137109
Local authority	Derbyshire
Inspection number	10011677

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	675
Of which, number on roll in 16 to 19 study programmes	50
Appropriate authority	The governing body
Chair	Mr Carlton Midgley
Principal	Mr David Smith
Telephone number	01159 303724
Website	www.OIEA.co.uk
Email address	info@oiea.co.uk
Date of previous inspection	14–15 January 2015

Information about this school

- This is smaller than the average secondary school. The number of students on roll in the sixth form is much smaller than average.
- The majority of pupils are White British.
- There is a higher proportion than average eligible for pupil premium funding.
- The proportion of pupils supported who have special educational needs or disability is similar to other schools nationally. The proportion of pupils with a statement of special educational needs or with an educational, health and care plan is higher than average.
- A very small number of pupils attend off-site provision as part of their curriculum at Derby Pride Academy, YMCA Derbyshire and First Class in Mansfield.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 11.
- The school meets requirements on the publication of specified information on its website.
- The current principal has resigned his post and a new principal has been appointed to commence their headship in September 2016.

Information about this inspection

- Inspectors observed over 40 parts of lessons, including registration time and an assembly. Many observations were carried out jointly with senior and subject leaders.
- Inspectors met with a range of school leaders, including those responsible for achievement, behaviour, special educational needs and the curriculum. The lead inspector met with the principal, representatives of the local governing body, including the chair of governors, and the regional director of the Ormiston Academy Trust.
- Three groups of pupils were interviewed by inspectors. Many others were spoken with informally during lesson observations and break and lunchtimes.
- Inspectors scrutinised a range of documentation in relation to school improvement, governance and pupils' progress. Pupils' workbooks were examined jointly with the senior leader in charge of teaching.
- The views of 39 parents who responded to Ofsted's survey Parent View, including free texts, were considered. Inspectors also took account of 23 responses to the staff questionnaire.

Inspection team

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Richard Bernard	Ofsted Inspector
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