

Oasis Academy Wintringham

Weelsby Avenue, Grimsby, Lincolnshire DN32 0AZ

Inspection dates

14–15 June 2016

Overall effectiveness

Inadequate

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

Summary of key findings for parents and pupils

This is an inadequate school

- Over time, pupils have underachieved because of poor teaching. For the past two years, pupils' outcomes at the end of Year 11 have been lower than the government's minimum expectations.
- Currently, the quality of teaching is very uneven across the school and there is still some poor teaching that leads to pupils underachieving.
- Assessment information is not used effectively. This results in poor planning and work that does not match the needs and abilities of pupils.
- Expectations of what pupils can achieve are highly inconsistent and the quality of pupils' work varies considerably.
- Questioning is not used well enough to check pupils' understanding and to deepen their learning.
- Pupils' attitudes and their contribution to learning are not consistently good and are dependent on the quality of teaching they receive.
- The attendance of disadvantaged pupils is too low. As a result, gaps in attainment for these pupils are not closing quickly.
- Subject leaders have not made sure that the school's policy for marking and feedback is used well enough to ensure good progress. They do not routinely check the quality of pupils' work when judging the quality of teaching.
- Leaders' improvement plans do not show clearly how actions are expected to bring about improvements in teaching and pupil progress.

The school has the following strengths

- The new principal and governing body have high expectations and have taken decisive actions to improve the school. As a result, there is good and better teaching in the school and good capacity for further improvement.
- Good information and guidance is given to help pupils move on to further education or employment.
- Pupils socialise well together and treat each other and adults with respect. They recognise that behaviour has improved since the start of the year because of better leadership.
- Pupils say they feel safe in the school. There are very strong safeguarding procedures in place to protect pupils, particularly the most vulnerable.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Quickly improve the quality of teaching so that it is at least consistently good to rapidly improve outcomes for pupils by ensuring that:
 - assessment information is used effectively to plan and set work that matches the needs and abilities of pupils so that they make good progress
 - the most able pupils are challenged consistently well to achieve the highest standards
 - expectations of what pupils can achieve are high for all groups of pupils
 - pupils' presentation is of a consistently good standard
 - skilful questioning deepens pupils' understanding and strengthens their engagement in learning
 - pupils contribute to their own learning by responding to marking and feedback and improving their work
 - literacy skills are taken into account when planning learning to make sure the least able pupils, in particular, can access their learning and make good progress.

- Swiftly improve the attendance of disadvantaged pupils so that it is at least average.

- Improve the impact of leaders and managers at all levels by making sure that:
 - the quality of teaching is good or better across all subjects to eradicate weak outcomes for pupils
 - the pupil premium funding is used effectively to improve attendance and raise standards for disadvantaged pupils
 - subject leaders check the quality of pupils' work thoroughly to evaluate the quality of teaching accurately and take action to improve the quality of teaching where necessary
 - subject leaders check that the school's marking policy is applied effectively to ensure that pupils are making good progress
 - literacy and mathematical skills are developed effectively across a wide range of subjects
 - plans for improvement are crystal clear and succinctly identify how actions taken will contribute to improvements in teaching and pupil progress.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders' and sponsor's actions failed to prevent pupils underachieving from the time of the previous inspection to September 2015.
- In the past year, there have been significant changes in leadership and governance in the school and a new regional director for the sponsor. Current leaders and governors have a clear understanding of the performance of the school and have high expectations and ambition for the pupils. Swift actions have been taken to improve the school since September 2015 and there are clear signs of improvement recognised by staff, pupils and some parents.
- New leadership has secured the support of staff in their drive for improvement and staff morale is high in the school. A new behaviour policy has improved standards of behaviour in lessons and in conduct around the school. The quality of teaching is improving, although inadequacies still remain.
- Since September 2015, there are higher expectations of what is required from teachers. New leaders upgraded the systems to manage teachers' performance, and as a result weak teaching is being tackled appropriately. Professional development is identified and inspectors saw that this has resulted in improved teaching and outcomes for pupils, although these still remain highly inconsistent.
- Newly qualified teachers are given effective support to help them to develop their teaching well.
- Plans for improvement still need to be strengthened to ensure that leaders are clear how the actions to be taken will result in improvements in teaching and pupils' progress.
- Leaders, including subject leaders, check the quality of teaching regularly. However, some leaders do not analyse pupils' work thoroughly. This results in them judging teaching on what is seen in specific visits to classrooms rather than having an accurate view of the quality of teaching over time. Also, they are not checking that the school's marking policy is being implemented effectively to ensure good progress.
- The curriculum provides a wide range of courses for pupils but has not ensured effective outcomes for pupils. Leaders recognise current weaknesses in the curriculum and have clear, specific and sensible plans in place to adjust the present curriculum. However, the impact will not be seen for some time. There are good opportunities for pupils to take up a wide range of extra activities. The school's 'Oscars' recognise pupils' achievement and the 'O factor' talent shows are enjoyed by pupils. Sporting activities are especially popular and contribute well to promoting healthy lifestyles. Pupils' spiritual, moral, social and cultural development is effective, with tolerance and respect promoted effectively.
- Leadership has established good systems to link with off-site providers. Leaders check the progress, attendance, behaviour and safety of pupils.
- Over time, leaders have not used pupil premium funding well. It is not resulting in equality of opportunity for these pupils as their attainment and progress is lower than that of others in the school and nationally. The attendance of these pupils is too low and inhibiting progress. Younger pupils are benefiting more than others in the school because teaching has recently improved for them.
- Over time, the work of the sponsor has not led to consistent improvements in the school and the overall effectiveness of the school has declined since the previous inspection. Since September 2015, the new regional director for the sponsor has brought about greater challenge to the school through the appointment of expert governors, a new principal and support that is assisting improvement. However, much is yet to be done to secure effective education for all groups of pupils.
- **The governance of the school**
 - Over time, governors have not prevented a decline in the school. A new interim governing body was put in place by the sponsor in October 2015. It has secured leadership of the school by appointing the principal. Very recently, governors have secured the services of an executive principal from a good school in the Oasis Trust. They are clear about the strengths and weaknesses in the school and have supported the principal in her efforts to improve the quality of teaching and learning.
 - Currently, governors bring a wide range of skills and have a clear understanding of the school's performance in comparison to national information. They are clear that more is yet to be done to strengthen the impact of the pupil premium funding for disadvantaged pupils. They are fully aware of the link between teacher performance and pay and use it to challenge underperformance.
- The arrangements for safeguarding are effective. There are strong systems to ensure that pupils, including those in off-site provision, are safe and protected from harm. Staff are very well trained and vigilant. There are close links with external agencies to support safeguarding.

Quality of teaching, learning and assessment is inadequate

- Since the previous inspection, there has been a significant amount of turbulence in staffing, with a considerable number of supply teachers and temporary teachers. This has impacted severely on the quality of teaching and has led to weak teaching over time.
- Many staffing changes have occurred this year in leadership's efforts to improve teaching. Currently, the school is fully staffed, although teaching remains highly inconsistent. Some pupils are making strong progress because of the teaching they receive while others are still making slow progress because of weak teaching.
- An analysis of pupils' work showed that there are significant differences in the application of the school's policy for marking and feedback. Too often this leads to slow progress for groups of pupils as there is insufficient challenge and a lack of response from pupils to strengthen their progress. It also showed how inconsistent progress is for pupils across and within departments, along with a lack of application of mathematical skills across a wide range of subjects.
- Expectations of what pupils are capable of doing are highly variable. Too often, there is a lack of challenge, particularly for the most able pupils, and this prevents them from reaching the highest standards. Overall, the quality of work that is accepted by teachers is not good enough to ensure effective learning.
- Assessment information is not used well enough to plan work that matches pupils' needs and abilities. For example, poor planning results in the least able pupils not being able to access the work set for them as their weak reading and writing skills are not taken into account sufficiently well.
- There are good examples of questioning to deepen pupils' learning and to assess their understanding. However, questioning is inconsistent across the school and pupils' learning is not checked fully before they are asked to move on to the next task and, as a result, learning slows. For some pupils, questioning does not skilfully engage them in their learning as they are not expected to provide answers or explanations to demonstrate their understanding.
- Where there is better teaching pupils make strong and rapid progress. Also, pupils make a strong contribution to their own learning; they respond well to excellent marking and feedback and meet the high expectations of their teachers, who set appropriately challenging work.

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 do not take enough pride in their work to ensure good progress. There are good examples of neat presentation and detailed work that support good progress. However, there is work that is not well presented across a range of subjects.
- Pupils have a good understanding of how to stay safe when using the internet. The school promotes this well in computing lessons and in days that focus on personal development and safety.
- Pupils say they are safe in the school. High-quality arrangements for safeguarding pupils and protecting the most vulnerable are well established. Systems are well organised. The safeguarding leader designs teaching materials to support pupils' understanding of health education and other aspects of personal development. She shares these with other schools to promote safety and well-being.
- Pupils say that when bullying occurs they have confidence that it is dealt with appropriately. School records indicate it is rare, and pupils say that behaviour has been much better this year, although there is still an amount of 'banter' that happens and has to be resolved by the school. The school is clear that more work is yet to be done to reduce the amount of 'banter'.
- Pupils were helpful to visitors, holding doors open and engaging in polite conversation. They are smart in their uniform. There are good links with the local community police officer, who encourages pupils to work together on community projects during the summer holidays.
- Pupils were proud to talk about how much they enjoy sport and keeping healthy. At lunch and breaktimes many use the school's excellent sports facilities to enjoy themselves.
- British values are taught through assemblies, personal development days and morality and ethics lessons. The vast majority of pupils treat each other and adults with respect.
- Pupils said they believe that they receive good careers advice and guidance across the school. Pupils in

Year 11 are very positive about the advice and support they are given. Visits from local colleges, employers and universities are arranged and successfully promote pupils' continuity in education or employment with training.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour varies depending on the quality of teaching they receive. Usually, pupils do as they are asked but are not always keen and attentive to support their own learning well enough. However, when teaching is better, pupils are keen to contribute and learning flows smoothly. Pupils told inspectors that their learning in some subjects was occasionally interrupted by poor behaviour.
- Around the school, pupils were seen to behave well throughout the day, socialise well and treat each other and adults with respect.
- The school rightly uses external and internal exclusion to deal with very poor behaviour. New leadership has insisted that poor behaviour should not be tolerated and sanctions should be applied more consistently than in the past. Over time, behaviour has improved and there are a reducing number of internal and external exclusions.
- Pupils say that behaviour has improved since the new principal started. They say it is partly because of the use of the new system which is used more consistently by staff, which is encouraging more positive behaviour. They also say that teaching is better and they are managing their behaviours better because of better teaching.
- Attendance is below average, particularly for disadvantaged pupils. Some improvements have been noted recently but, particularly for disadvantaged pupils, attendance needs to improve as it is impacting on their progress.
- For those pupils attending off-site provision, attendance is good. There are good links between the school and the providers to check on pupils' safety and learning. The school works closely with providers and sends teachers of English and mathematics to contribute to learning in the off-site provision.
- The few parents responding to the online questionnaire had mixed views about behaviour although the majority believed pupils were well behaved. Most staff are positive about the behaviour of pupils.

Outcomes for pupils

are inadequate

- Over time, weak teaching has resulted in poor outcomes for pupils.
- For the past two years, published information for pupils leaving the school at the end of Year 11 shows slow progress and weak attainment. In both 2014 and 2015 examination outcomes show expected progress in English and mathematics below the government's minimum expectations. The proportion of pupils' attaining five or more GCSEs at grades A* to C, including English and mathematics, is also low, and below the minimum expected by the government. From low starting points, pupils have made too little progress in a range of subjects, including science, history and French, because of poor teaching.
- New leadership has set about resolving weak teaching and poor progress. Although there is clear evidence of improved progress during this year for some pupils, underachievement is still occurring where teaching remains weak. For example, the school expects less progress this year for Year 11 pupils in French and history than last year when it was very weak in these subjects.
- Overall, the school's information indicates that because of better teaching this year, current pupils in Year 11 are set to achieve much better outcomes than in previous years. Extra teaching and support has been given to current Year 11 pupils outside normal school opening times. The school has used external expertise to validate their predictions but they have yet to come to fruition.
- Inspectors' analysis of pupils' work across a range of subjects and year groups showed considerable inconsistency in pupils' progress. It is highly dependent on the quality of teaching, which varies considerably. The analysis also showed that the attainment of some older pupils is well below average because of previous weak teaching.
- The most able pupils are not challenged sufficiently well across the school to reach the highest standards. As a result, they make less progress than other pupils across the school.
- Disadvantaged pupils make less progress than other pupils in the school and nationally. Although there are signs of improvement, particularly in Years 7 and 8 because of additional work and support, attainment gaps are not narrowing quickly across the school. For some it is because their attendance is not good enough. In 2015, disadvantaged pupils leaving the school at the end of Year 11 were three

quarters of a GCSE grade behind other pupils in the school in both English and mathematics. They were over a grade behind other pupils nationally in English and a grade and a half behind in mathematics.

- Progress for pupils who have special educational needs and/or disabilities is beginning to improve because of the introduction of the school's new reading programme, which is supporting their access to the curriculum. Although progress is improving, it remains behind that of others in the school, as their needs are not met well by all teachers in the classroom.
- Year 7 catch-up funding (government funding for those entering secondary school with below-average standards in English and mathematics) is supporting the development of pupils' reading skills well, but further work is to be done in other areas to accelerate their learning.
- The school has previously used early entry to GCSE subjects in mathematics and statistics. Leaders have recognised that it has not served pupils well and none of the current Year 11 has been entered early for mathematics. This is the final year group to be entered early for statistics.
- There is no consistent pattern in outcomes for boys and girls.
- Twice-weekly reading sessions in tutor time promote reading well. Some older pupils listen to younger pupils reading during tutor time. Younger pupils test out their understanding of what they are reading by using computer programs. There are good opportunities for some pupils to read aloud. However, some teachers are not taking into account pupils' reading abilities when choosing activities.

School details

Unique reference number	135209
Local authority	North East Lincolnshire
Inspection number	10012013

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	811
Appropriate authority	Interim executive board
Chair	John Bowers
Principal	Heidi Stennett
Telephone number	01472 871811
Website	www.oasisacademywintringham.org
Email address	oaw.office@oasiswintringham.org
Date of previous inspection	19–20 March 2014

Information about this school

- The school is smaller than the average-sized secondary school.
- There are more boys than girls in the school.
- Over half the pupils are disadvantaged pupils and are supported through the pupil premium. The pupil premium is additional funding for those pupils 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 are of White British heritage. There are few pupils who speak English as an additional language.
- The proportion of pupils who have support for special educational needs and/or disabilities is above average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- The school holds the Unicef Rights Respecting School Award.
- For a small number of pupils, the school uses three off-site facilities: Phoenix House, Park House and Best Futures. These are all managed by the Wellspring Trust.
- The school does not meet the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics at the end of Year 11.
- The school meets requirements on the publication of specified information on its website.
- There have been significant changes in staffing and leadership since the previous inspection. In September 2015, the vice-principal was appointed as interim principal and an acting vice-principal was appointed. Both were made permanent appointments in April 2016.
- An executive principal was appointed in May 2016. He is currently the principal of Oasis Academy Immingham, a good school.
- In October 2015 the Oasis Trust appointed an interim executive board to replace the governing body. Currently, the interim executive board takes on responsibility for governance. A national leader of governance is the chair of the board.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Four observations were undertaken jointly with senior leaders.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held meetings with the chair of the interim executive board. He held a separate meeting with three members of the interim executive board. An inspector visited one of the off-site providers to see pupils at work.
- Inspectors also held meetings with senior leaders and other staff. The lead inspector held a meeting with the regional director of the Oasis Academy Trust and the national director for monitoring standards.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 31 responses to the online questionnaire for parents (Parent View).
- There were 70 questionnaires completed by staff which were considered by inspectors.

Inspection team

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Adam Ryder	Ofsted Inspector
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Keith Briggs	Ofsted Inspector

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