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Tina Lee  
Principal  
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Dear Miss Lee

### **Additional, remote monitoring inspection of Oasis Academy Isle of Sheppey**

Following my remote inspection with Yasmin Maskatiya, Her Majesty's Inspector (HMI), of your school on 24 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received four successive judgements of requires improvement. The school's most recent section 5 inspection took place in July 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- fully execute their plans to boost pupils' reading skills by targeting support for those at an early stage of reading and supporting pupils' reading within their different subjects
- embed the recent improvements to the provision for pupils with special educational needs and/or disabilities (SEND), to ensure consistency across the curriculum.

## **Context**

- Since the previous inspection, three deputy principals have left, and a new assistant principal and new executive principal have joined the school.
- Approximately eight out of ten pupils were educated at home when the school was closed to most pupils earlier in the spring term. During this time, half of the most vulnerable pupils and just under a half of pupils with education, health and care plans have attended on site.
- The school fully opened to all pupils and sixth formers two weeks ago. At the time of this inspection, all year groups were attending on site. However, there were small groups of pupils from Year 7, Year 9 and Year 11 self-isolating and learning from home. Eleven members of staff were working from home as they were shielding.

## **Main findings**

- Leaders are resolute in their drive to improve education at the school and very dedicated to supporting vulnerable pupils and their families during the pandemic. Learning from their experiences last year, leaders adapted their plans and so were better prepared for the lockdown in January 2021. Systems for remote learning are now well established. Pupils who have to work from home now are able to access remotely the same lessons as their peers.
- Leaders' monitoring systems provide them with an in-depth understanding of how well pupils engaged during the period of partial school closure. Currently, staff are prioritising helping pupils settle back into the routines of school. Teachers are using quizzes and discussions in lessons to identify what pupils have learned and remembered. Any missed learning is being thoughtfully planned into the rest of this year. From September, leaders plan to implement a three-year key stage 3 curriculum to provide younger pupils with a greater breadth and depth of learning.
- COVID-19 has posed many challenges to the school this year, but leaders are clearly focused on improving consistency and quality across all areas of the curriculum. They have challenged teachers to adapt and enhance their plans and coordinated support for staff who require it. As a result, teachers are

developing a better understanding of how to plan more ambitious learning. Subject leaders are overseeing refinements that aim to ensure that lessons build pupils' knowledge and skills over time.

- Leaders have taken action to improve pupils' reading skills. Staff have been trained and leaders have introduced assessments and new programmes to support pupils who struggle with their reading. The early signs are encouraging with some pupils improving their skills and confidence in reading. Teachers are now more focused on supporting pupils to develop subject-specific vocabulary and comprehension. Nevertheless, the promotion of literacy across all subjects remains a priority for the school. Senior leaders had planned to introduce an additional programme to support those pupils at an early stage of reading. Unfortunately, due to the impact of the pandemic upon staffing, its launch has been delayed until the summer term.
- Leaders are ensuring that Year 11 and 13 pupils are focused on their studies and are receiving support in preparation for their next stage of education. Pupils told me that they really appreciate how staff went the extra mile to provide additional resources and support during their period of remote education. Teachers are building upon pupils' positive engagement to identify any gaps in their knowledge. Teachers intend to revisit this learning later this year in readiness for final assessments.
- Leaders are ambitious for pupils with SEND and keen to improve provision. With support from the trust, this year the new special educational needs coordinator has undertaken a root and branch review of the school's provision and introduced new strategies, resources and training for staff. This has been well received and there are signs of improvements being made. However, leaders are realistic that there is still much to do to ensure pupils with SEND have their needs met consistently across the curriculum.
- Professional governance is carried out by the Oasis Community Learning regional director on behalf of the trust board. She holds leaders to account for standards of behaviour, teaching and learning. OCL's monitoring standards team have supported senior leaders to evaluate and review the impact of their work and helped to identify clear priorities for further improvement.
- The trust has developed the capacity of leaders to make much needed improvements in the school by offering support across a range of areas. It has responded flexibly to the impact of COVID-19 on the school to deploy additional support where it is needed most. Well-planned packages of coaching and training for senior leaders, subject leaders and staff are underway. New systems and routines have been introduced to tackle the disruptive behaviour that existed before.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, staff, the chief executive officer and other representatives of the multi-academy trust to discuss leaders' actions to provide education to all pupils during a national lockdown.

We reviewed examples of advisers' reports of visit and records of the multi-academy trust's monitoring standards team. We also held meetings with subject leaders and looked at examples of their planning for, and reviews of, remote lessons. I met remotely with a group of pupils and sixth formers. We considered the findings of a recent parental survey conducted by school. In addition, we looked at responses to Ofsted's online questionnaire, Parent View, including 31 free-text responses, and 100 staff questionnaires.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Oasis Community Learning multi-academy trust, the regional schools commissioner and the director of children's services for Kent. This letter will be published on the Ofsted website.

Yours sincerely

Matthew Newberry  
**Her Majesty's Inspector**