

Inspection of Oasis Academy Nunsthorpe

Sutcliffe Avenue, Grimsby, North East Lincolnshire DN33 1AW

Inspection dates: 5 and 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Oasis Academy Nunsthorpe is a haven for pupils who attend. Pupils and staff are rightly proud of their school. Pupils follow the school rules of 'be respectful, be generous, be honest and be a learner' with pride. As a result, the academy is a calm, safe and harmonious place where pupils thrive. Pupils play well together at social times and behave well in class. Instances of bullying are rare. When they do occur, staff manage them effectively.

Trust and school leaders help pupils overcome any barriers they may face. They have extended the school day to provide more time to help pupils recover any learning that they may have missed because of the COVID-19 pandemic. Pupils are taught that education is the key to them being able to make their own life choices.

Staff know pupils well. Positive and nurturing relationships between staff and pupils help pupils feel safe and foster positive attitudes to learning. Staff provide effective support, whether academic or pastoral, to help pupils make the most of the education on offer to them.

Pupils start the day with a 'talking breakfast' where they eat healthy food and 'check in' with staff, who make sure they are OK. This helps pupils to be ready for the day's learning.

What does the school do well and what does it need to do better?

The early years curriculum is sharply focused on developing pupils' vocabulary and communication skills. This helps pupils get off to a strong start. Many children start at the school with additional speech and language needs. Staff in the early years identify any pupils who might need help with speech and language. The special educational needs coordinator works with staff to devise support plans so that staff know how to help these pupils.

Leaders have made sure that reading is high priority. Pupils speak knowledgeably about the authors they enjoy reading and the books that adults read to them. Teachers receive regular coaching from the reading leader to ensure that they have the subject knowledge that they need to teach reading well. Pupils read books that match the sounds that they know. This helps them to read fluently. Teachers quickly identify pupils who need extra help in reading. Well-trained teaching assistants provide effective support for these pupils. As a result, pupils, including those with special educational needs and/or disabilities, are becoming fluent and confident readers.

Leaders have reviewed the curriculum for all subjects. Well-considered curriculum plans in subjects such as mathematics, science and history help teachers to build on pupils' prior knowledge. Leaders have introduced systems for teachers to check that pupils are remembering what has been taught. Occasionally, teachers do not use

these systems well enough to make sure that pupils are remembering new learning or building on their prior knowledge.

Teachers continuously adapt the curriculum for mathematics to address gaps in pupils' knowledge because of the COVID-19 pandemic. They use their knowledge of the content that has been missed and check what pupils know in lessons to help pupils catch up. Occasionally, in mathematics, teachers do not have the subject knowledge they need to explain new learning clearly. This means that some pupils struggle to learn new concepts. The mathematics leader has recognised this and arranged training to address it.

Behaviour is good in school. Pupils know what is expected of them because leaders have established strong systems to manage pupils' behaviour. Pupils learn without being distracted. The behaviour support worker provides very effective support to those pupils who struggle with their behaviour. This helps pupils learn to manage their behaviour themselves.

Leaders place pupils' personal development at the heart of the school. Pupils are taught about equality and British values, such as respect and tolerance of people of other faiths and backgrounds. As a result, pupils value peoples' differences. Pupils in Year 6 spoke passionately about how wrong it was that some England football players were racially abused for missing a penalty during Euro 2020. Leaders have ensured that pupils are equipped with the knowledge that they need to manage the risks they might face online and in the community. Pupils talk about respect for others and how they can keep themselves safe with maturity beyond their years.

Leaders provide a wide range of rich cultural experiences for pupils. For example, visits to the fishing heritage museum and an overnight stay in Grimsby Cathedral help pupils learn about their local area. Although extra-curricular clubs are paused at the moment because of the COVID-19 pandemic, when they are able to take place, they are popular and well attended. Leaders aim to restart them in the coming weeks.

Senior leaders and the trust provide strong leadership. They know the strengths of the school and the areas to improve. Trust leaders provide effective support and challenge to school leaders through regular visits from the regional director and the trust's monitoring teams. Trustees receive detailed information about the school so they are able to provide support and challenge. Leaders work with staff using an 'instructional coaching' model to develop teachers' knowledge so that they teach the curriculum well. This process was paused during the COVID-19 pandemic but has restarted this term with determination. Staff welcome this coaching from leaders. They say leaders help them to improve and are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The school's designated safeguarding leads are well trained and knowledgeable. They ensure that staff recognise when a pupil might be at risk of harm. Leaders have an in-depth understanding of the risks to pupil safety in the area and have taken proactive steps to teach pupils how to manage these risks. Leaders work effectively with external agencies for the benefit of pupils. For example, police officers have recently been into school to speak to pupils in response to an increase in knife crime in the area.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers' checks are not effective in identifying any gaps in pupils' knowledge before teaching new content or moving pupils to independent work. This means that some pupils struggle with new learning. Leaders should ensure that the school's systems for assessment are used consistently well by all staff so that pupils build on their prior learning and remember the new content they are being taught.
- A few teachers lack the subject knowledge that they need to explain some curriculum content clearly in subjects like mathematics and science. As a result, pupils struggle to understand what they are being taught. Leaders should ensure that all teachers have the subject knowledge they need to teach the curriculum well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138237
Local authority	North East Lincolnshire
Inspection number	10200665
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	Board of trustees
Chair	Keith Dennis
Principal	Katie McGuire
Website	http://www.oasisacademynunsthorpe.org
Date of previous inspection	17 and 18 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Oasis Community Learning trust.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the principal and members of the academy leadership team.
- An inspector met with the school's special educational needs coordinator and reviewed support plans and education, health and care plans.
- An inspector met with the school's early years leader.
- Inspectors met with executive leaders from the trust, including the regional director, primary director and chief executive officer.

- Inspectors reviewed the reports from leaders that are shared with the board of trustees.
- Inspectors undertook deep dives in early reading, mathematics, science, history, and personal, social and health education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to pupils about their learning in some other subjects.
- Inspectors spoke to parents informally on the playground at the start of the school day.
- Inspectors considered 13 responses to Ofsted's online questionnaire, Parent View, including six free-text parent comments. Inspectors also reviewed the 53 responses to Ofsted's online questionnaire for staff, and 179 responses to Ofsted's questionnaire for pupils.

Inspection team

Tim Scargill-Knight, lead inspector	Her Majesty's Inspector
Angela Spencer-Brooke	Ofsted Inspector
Melissa Milner	Ofsted Inspector

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