

Inspection of Ormiston Ilkeston Enterprise Academy

King George Avenue, Ilkeston, Derbyshire DE7 5HS

Inspection dates: 2 and 3 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Staff care deeply for the pupils who attend this school. Pupils describe staff as talented, respectful and helpful. There are positive relationships between staff and pupils. Pupils know that staff, such as form tutors, are available so they can share any concerns they may have. As a result, pupils feel safe and happy.

In some subjects, the curriculum is well designed and taught logically. This helps pupils develop their knowledge over time. This is not the case in all subjects, however. Some subjects are not taught well enough. In these, pupils struggle to remember the most important knowledge.

There are high expectations for the behaviour of pupils in this school. Some pupils said that, on occasions, other pupils' behaviour can disrupt their own learning. Pupils learn about what bullying is and they say that it is dealt with quickly if it happens.

In some lessons, teachers' expectations of what some pupils can do are not high enough. In these lessons, pupils do not take part as well as they should. As a result, they do not learn as much as they should.

Pupils say that they are taught about what is right and wrong. They benefit from volunteering in extra-curricular activities such as the #iwill programme.

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

Leaders have identified the important knowledge that pupils should learn in each subject. Curriculum plans show what pupils should learn and when. When teachers put these plans into practice well, pupils build their knowledge over time well. This is the case in English and geography. However, leaders have not ensured that all teachers, in planning learning, consider what pupils have learned before. In mathematics, for example, teachers do not routinely connect what they are teaching Year 7 pupils with what these pupils have learned in their numeracy lessons. When this is the case, pupils can struggle to know and remember more.

Teachers regularly assess what pupils know. When pupils cannot recall knowledge, teachers provide further explanation. However, teachers do not routinely check that these further explanations have helped pupils to remember what they have previously learned. When this is the case, pupils start to learn new ideas without having the knowledge they need to understand these new concepts fully.

Some pupils complete their education away from the school site. Leaders have not ensured that these pupils study a curriculum that is ambitious enough.

The additional needs of those pupils with special educational needs and/or disabilities (SEND) are identified and understood well by teachers. Pupil profile sheets help teachers support pupils with SEND to access the full curriculum. Pupils in

the early stages of reading are supported to catch up. For example, pupils receive support to develop their phonic knowledge.

The personal development programme is well planned. The programme develops pupils' character and teaches them how to stay safe. Many pupils enjoy after-school activities, such as attending the school gym, to stay fit and healthy. Pupils are taught that individual characteristics make people unique and that they should respect people who are different from them. This is helping to develop pupils' attitudes towards life in modern Britain. Year 11 pupils know about the next steps available to them, including the option of T levels, apprenticeships and studying at a range of local colleges.

Leaders have done much to improve pupils' behaviour. The school is calm and orderly. However, on occasions, pupils can engage in off-task behaviour. This can disturb other pupils in their learning. Exclusions are reducing and attendance is improving. Tutors share weekly updates on attendance with pupils so that they understand the importance of attending regularly.

Leaders and teachers do not challenge pupils' lack of motivation towards their studies well enough. Too many pupils do not participate as well as they should in lessons. For example, in some lessons, teachers do not always ensure that pupils comply with their request to make corrections to their work. When this is the case, pupils risk falling further behind.

Trust leaders and governors work in partnership to challenge and support school leaders. School leaders consider staff workload and well-being while trying to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. All staff are vigilant and know how to report concerns about pupils or adults. They know the signs to look for.

Leaders responsible for safeguarding are highly knowledgeable and have oversight of any issues that arise. They work well with other agencies to help those pupils who most need it. Leaders respond to local and national safeguarding concerns and teach pupils how to keep themselves safe. For example, pupils talked about assemblies they have attended on how to recognise sexual harassment and report it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not ensured that teaching links well enough with what has been taught before. As a result, pupils do not routinely build on what

they already know. When this occurs, pupils struggle to know and remember more. Leaders should ensure that teaching builds on the important knowledge that has been identified and taught before.

- In many subjects, teachers do not ensure that pupils have a secure understanding of the most important knowledge before moving learning on. Teachers do not always check well enough that any support that they provide to fill in pupils' knowledge gaps is successful. As a result, pupils can struggle to understand new learning because of the gaps they have in their knowledge that they have not been able to resolve. These pupils can fall further behind and fail to engage in lessons as well as they should. Leaders should ensure that all teachers understand the importance of ensuring that pupils' knowledge from previous learning is secure before embarking on teaching new concepts.
- Leaders and teachers do not routinely challenge all pupils to participate fully in lessons. As a result, some pupils do not commit to their studies and do not develop sufficiently positive attitudes to learning. On occasions, pupils engage in off-task behaviour. This can disturb other pupils in their learning. Leaders should ensure that all teachers understand the importance of having consistently high expectations of how pupils should participate in lessons.
- Leaders have not ensured that all pupils who attend alternative provision study a curriculum that is ambitious enough. Leaders' checks on these providers have not ensured that these pupils receive a good-quality education. Leaders should ensure that the curriculum that pupils who study away from the school site receive is ambitious and allows them to achieve 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	137109
Local authority	Derbyshire
Inspection number	10200190
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	945
Appropriate authority	Board of trustees
Chair of trust	Dr Paul Hann
Principal	Nia Salt
Website	www.oiea.co.uk
Date of previous inspection	16 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school provides alternative education provision for a small number of pupils at the following providers: Baby People, REAL Education Ilkeston, and Derby College.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

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 had 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 carried out deep dives in science, mathematics, English and geography. For each deep dive, they met with curriculum leaders, visited lessons, looked at pupils’ workbooks, spoke with pupils and met with teachers of the lessons they visited.
- Inspectors also visited lessons and reviewed pupils’ workbooks from a wider range of subjects. They also spoke to some more pupils from these subjects.
- Inspectors met with groups of pupils from key stages 3 and 4. They spoke with pupils informally and observed the behaviour of pupils during social times.
- Inspectors met with the leader for whole-school literacy and the special educational needs and/or disabilities coordinator.
- To consider the school’s safeguarding procedures, the lead inspector met with the designated safeguarding lead. The lead inspector also looked at documentation relating to safeguarding, the school’s system for recruiting staff and the school’s single central record. All inspectors spoke with staff and pupils about safeguarding.
- The lead inspector met with the members of the local governing body, including the chair. The lead inspector also met the regional director for the Ormiston Academies Trust.
- Inspectors spoke on the telephone to representatives of one of the alternative provider the school uses. An inspector also visited one alternative provider.
- Inspectors took into account the 75 responses to Ofsted’s online questionnaire for parents and carers. They also considered the 61 responses to the survey for staff.
- Inspectors reviewed a range of documentation, including the school’s self-evaluation, curriculum plans and information concerning pupils’ attendance, behaviour and exclusions.

Inspection team

Rakesh Patel, lead inspector	Her Majesty’s Inspector
John Edwards	Ofsted Inspector
Dave Gilkerson	Her Majesty’s Inspector
Julie Sheppard	Ofsted Inspector
Paul Heery	Ofsted Inspector

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