

Inspection of a good school: Oasis Academy Wintringham

Weelsby Avenue, Grimsby, Lincolnshire DN32 0AZ

Inspection dates:

21 and 22 March 2023

Outcome

Oasis Academy Wintringham continues to be a good school.

What is it like to attend this school?

Leaders have instilled a culture of high ambition combined with effective pastoral care across the school. There is a strong emphasis on aspiration and character development, alongside learning the curriculum. Older pupils have very clear aims for their next steps after school. This is because teachers provide pupils with effective careers advice and foster links with local colleges.

Pupils appreciate the time taken to teach them important aspects of personal development. Pupils learn how to be safe and to lead healthy lives. When pupils do not know something about a sensitive topic, they can find out more by using the confidential 'ask it basket'. Teachers listen to pupils to make the personal development curriculum relevant to them.

Pupils have a variety of leadership opportunities at school. They value the opportunity to work with staff to influence what happens in school. For example, staff and pupils work together to challenge bullying. If bullying happens, there are clear systems in place to deal with it. Pupils feel safe in school because they trust the adults who support them.

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

Leaders have put in place a curriculum that is ambitious and broad. There is a consistent approach to the structure of subject curriculums. Along with English, mathematics and science at key stage 3, pupils have a rich experience of humanities, creative subjects, languages and sport. The opportunities in the curriculum are open to all, including pupils with special educational needs and/or disabilities (SEND). In key stage 4, all pupils have the opportunity to study a diverse set of subjects. Most pupils take history or geography at GCSE, and fewer pupils take a language. Leaders have recently allocated more time to the teaching of religious education.

Leaders have carefully organised subject curriculums. This ensures that knowledge builds over time from Year 7 through to the end of Year 11. Leaders know that the curriculum

should be further adapted so that it builds more coherently from what pupils learn in key stage 2. Teachers use questions and quizzes effectively to check what pupils understand. When needed, teachers give pupils examples of how to complete activities in lessons. This modelling is particularly helpful for pupils with SEND. It is one of the reasons why pupils with SEND experience effective support.

Leaders place a strong emphasis on literacy and reading. The library is a vibrant reading environment that is in constant use throughout the day. Pupils value reading and respond positively to the opportunities to read across the curriculum. Pupils who struggle to read fluently are quickly identified and, as result, experience effective support from well-trained staff.

The majority of pupils behave well. Teachers develop strong relationships with pupils, and there is an emphasis on praise and reward. A minority of pupils need more support to manage their own behaviour. Leaders have invested in some external support to help these pupils to understand and manage their own behaviour. In most cases, this is successful. Despite these measures, there are some pupils who have repeated suspensions and miss time in school.

Pupils are well informed about their personal development. The curriculum for personal development is extensive. Pupils' views and local issues are carefully considered in designing and teaching the personal development curriculum.

Staff provide many wider opportunities for pupils through enrichment activities, clubs and visits. Leaders recognise and promote a community approach to providing wider experiences for pupils and support to families. Pupils are particularly enthusiastic about their opportunities for sporting activities and leadership roles.

Governors have a clear understanding of the strengths and areas of development. Staff are proud to work at the school and enjoy the professional development opportunities they can attend. They appreciate leaders' support to manage workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in the school. Training for all staff is regular and relevant to the local context. Staff are alert to potential concerns and promptly report issues as these arise. These are followed up with appropriate referrals to safeguarding partners. Staff work with a wide range of external agencies to support safeguarding. These agencies support both safeguarding and other problems that pupils face, such as in health and well-being.

Staff applying to work at the school are appropriately checked during the recruitment process. Pupils learn how to keep themselves safe through a well-thought-out personal development curriculum that includes lessons, assemblies and tutor time.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects at key stage 3 does not take sufficient account of what pupils already know. As a result, some pupils are not secure in important knowledge and understanding in Year 7. Leaders should ensure that the curriculum in the early part of key stage 3 builds carefully on what pupils know from primary school.
- Some pupils fail to meet staff's expectations for good behaviour at all times. This has led to an increase in suspensions and exclusions. Leaders should continue to identify and apply effective strategies to support pupils so that they improve their behaviour.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

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.

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	135209
Local authority	North East Lincolnshire
Inspection number	10255801
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	896
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
Principal	Rachel Revell
Website	www.oasisacademywintringham.org
Date of previous inspection	23 and 24 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer and governors, the headteacher, other senior leaders and subject leaders.
- Inspectors carried out deep dives in science, history, art and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors scrutinised safeguarding records, met with those responsible for leading safeguarding and spoke to pupils and staff about safeguarding.
- The views of parents and carers were considered through the responses to Ofsted Parent View.
- Inspectors met with staff and pupils to gather further information about some aspects of pupils' personal development and behaviour.
- The views of pupils were taken into account by speaking with them and by the use of Ofsted's pupil survey.
- The views of staff were considered through meetings with teachers and through Ofsted's staff survey.

Inspection team

Carl Sugden, lead inspector

Ofsted Inspector

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