

Inspection of a good school: Oasis Academy Henderson Avenue

Henderson Avenue, Scunthorpe, North Lincolnshire DN15 7RW

Inspection dates: 30 April and 1 May 2024

Outcome

Oasis Academy Henderson Avenue continues to be a good school.

The school principal is Heather O'Connor. This school is part of the Oasis Community Learning Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

What is it like to attend this school?

Pupils at Oasis Academy Henderson Avenue are happy and safe. School leaders have made many changes to improve the school. This is improving pupils' achievement. A new ambitious curriculum is having a clear impact on what pupils learn, including those pupils with special educational needs and/or disabilities (SEND). However, this is not yet fully reflected in how well pupils achieve in published outcomes.

Educational visits support what pupils learn in the classroom. Trips are also used to develop pupils' broader development. Pupils speak highly about these, especially trekking in the dark in the Lake District, which developed their teamwork and leadership skills.

Pupils get frequent opportunity to share their ideas. They take on leadership roles, for example as members of school parliament. These demonstrate to pupils how to take responsibility and positively contribute to school life.

How the school manages behaviour has undergone several changes. This now reflects the school's high expectations of pupils. Adults are trained to deliver the new approach. This is having the most impact in lessons. Adults act quickly to address any issues. As a result, pupils are highly engaged in all classrooms.

The school's investment in pupils continues beyond the academic. Pupils access a rich range of wider opportunities. This includes sports clubs and the opportunity to learn different musical instruments, including the ukelele and drums.

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

The school places a strong focus on reading. The school has selected a phonics programme that exposes pupils to high-quality texts. This motivates pupils to practise reading. Adults access training. They develop secure subject knowledge. This ensures that they deliver the phonics programme well. The school regularly checks what pupils understand. They use this information to accurately match reading books to pupils' ability to enable them to develop fluency. These checks are also used to quickly identify if pupils fall behind in the reading programme. If this happens, pupils access appropriate support to catch up. Pupils have positive attitudes towards reading. They read a wide range of books and have a broad knowledge of different authors. Pupils read confidently and with understanding.

Pupils benefit from the ambitious and well-considered curriculum. Trained staff deliver the curriculum in line with leaders' intentions. New knowledge is taught clearly. In subjects such as mathematics, pupils learn successfully. They produce work that is of a high standard. However, in some subjects, such as geography, the school does not give pupils enough opportunity to revisit and build on their prior learning. This means that some pupils do not transfer knowledge to their long-term memory. As a result, some do not develop the depth of knowledge they could.

The school checks what pupils know and understand at the start and end of learning activities. This information is also used to identify if any pupils with SEND need specific support to develop their understanding. Adjustments for pupils with SEND are precise to their needs. This means that these pupils achieve well.

While learning proceeds without disruption in lessons, the school's high expectations are not maintained at lunchtimes. The school has taken steps to train staff. Lunchtime incidents are reducing. However, there are still too many that are not successfully addressed.

Children in the early years get a positive start to their education. Learning activities are closely matched to what children need to learn next. Children engage well across the curriculum. Adults extend learning opportunities through effective questioning. As a result, children gain the knowledge they need before they move into Year 1.

The school carefully considers how to make sure pupils are ready for life beyond the school. They coordinate a careers week. Leaders strategically select visitors from different industries. This includes women in engineering roles. This has had a tangible impact on pupils' aspirations. A high number of girls in the school want to pursue science-related careers. The school ensures that pupils learn about healthy and unhealthy relationships. However, sometimes, pupils are not able to recall this understanding. As a result, they are not as prepared and empowered as they could be.

The school places a high priority on attendance. It has clear absence procedures in place. Leaders are proactive. They follow up absences quickly. As a result, pupil attendance is strong.

The trust systems support the successful sharing of key information. This ensures that trustees and those responsible for governance receive detailed information about the school's performance. They use this information to successfully probe, question and challenge school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, such as geography, some pupils do not remember enough of what they are taught. As a result, they do not build the depth of knowledge they could. The school should ensure that it considers how it supports pupils to retain more of the knowledge that they are taught.
- Behaviour at lunchtime is not addressed as effectively as it could be. As a result, some incidents continue and at times escalate. The school should ensure that it takes steps to ensure that behaviour at lunchtime is addressed consistently so that it mirrors the high standards of behaviour seen throughout the rest of the school day.
- Some pupils do not have a strong enough understanding of healthy and unhealthy relationships. As a result, they are not able to protect themselves from potentially unhealthy relationships. The school should ensure that it supports pupils in remembering what they learn so they are informed and empowered in future relationships.

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 second ungraded inspection since we judged the school to be good in December 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139024
Local authority	North Lincolnshire
Inspection number	10297378
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	647
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of the Trust	John Barneby
Principal	Heather O'Connor
Website	www.oasisacademyhendersonavenue.org
Date of previous inspection	3 December 2018

Information about this school

- The school is part of the Oasis Community Learning Multi-Academy Trust.
- The headteacher was appointed in September 2022.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and other staff.
- Inspectors held meetings with the chief executive officer and governors.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff, and parents and carers. This included any free-text responses.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

Andrew Knight

Ofsted Inspector

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