

Inspection of Oasis Academy Lord's Hill

Romsey Road, Southampton, Hampshire SO16 8FA

Inspection dates: 4 and 5 June 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Previous inspection grade

Requires improvement

The interim principal of this school is Simon Firth. This school is part of Oasis Community Learning, 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' achievement has been too low for too long. The quality of teaching is inconsistent. Pupils' experience of school is highly dependent on which class they are in. In some lessons, pupils get better support and consequently show enthusiasm for learning. In others, where teaching is weaker, many pupils are disengaged. Consequently, some do not value their education and do not attend school well. Low attendance, coupled with an unacceptable standard of education means that many pupils leave school without the qualifications they need for the next stage of their education or training.

Pupils are typically respectful towards each other and value the diversity of the pupil population. Recent 'culture days' have helped to promote understanding of equalities and diversity. Student council members are positive about their leadership roles. Working with school leaders, they have helped to develop a culture that does not tolerate bullying.

Pupils feel confident to report any concerns about bullying they have to adults. However, pupils' behaviour is not acceptable. The school has not ensured that staff consistently uphold high expectations for pupils' conduct. This has contributed to an environment where disrespect from pupils to staff is too common. Some pupils feel unsafe because of the boisterous behaviour of a minority of pupils, particularly during social times.

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

In recent years, changes in leadership and staffing across the school have led to significant inconsistencies in the way school policies and processes are implemented. School leaders, alongside leaders from the trust, have identified the areas that require rapid improvements. However, actions to address some of these long-standing weaknesses in the quality of education, behaviour and attendance have been too slow and not had enough impact. Many staff, parents and pupils are concerned about the provision the school is currently offering. Some staff are particularly concerned about the impact that leadership instability has had on their workload and wellbeing.

Pupils are not learning the important knowledge and skills they need in readiness for the next stage of their education, training or employment. In some subjects, such as English and music, what pupils should learn is appropriately identified. However, in others there is limited ambition and the curriculum is less clear about what pupils need to know. For example, in mathematics, pupils are not always learning age-appropriate content at different points through the five years of their education. This means too many do not achieve well in their GCSE exams.

The school has not ensured that all teachers are sufficiently skilled in teaching the curriculum. Sometimes the selected activities do not build on what pupils already know. Approaches to checking pupils' understanding are not well embedded. While

time is taken to identify the individual needs of pupils with special educational needs and/or disabilities (SEND) they too do not always get the help they need in lessons to learn well. This means that pupils across the school often develop gaps in their understanding that are not addressed. Consequently, pupils' achievement, including that of those with SEND, is low.

The effectiveness of the school's approach to developing pupils' reading is inconsistent. Although the school has a clear literacy strategy, the way it is implemented varies. Widespread disengagement of pupils during tutor time reading activities means that some pupils lack focus in developing their reading skills. Those who find reading more difficult get better support. Targeted interventions and regular testing are beginning to help these pupils build their reading confidence and fluency. In addition, the help provided to pupils who speak English as an additional language is comprehensive. Programmes to immerse pupils into the English language aid those who have recently arrived in the country to gain confidence in speaking, reading and writing.

Unacceptable behaviour is too common. In some lessons, pupils behave sensibly and focus on learning. However, in many, expectations and school rules are not consistently applied. At times disruptive behaviour goes unchallenged, or even when challenged it continues and impacts on pupils' learning. Due to the poor educational experiences of pupils, many are disengaged and do not actively take part in learning.

Too many pupils do not attend school regularly, particularly those who are more disadvantaged. Over recent years, pupil attendance has continued to decline. The school's actions to improve pupils' attendance have not yet had significant impact in making the much-needed improvements. This means that some pupils miss vital parts of their education.

The school's work to promote pupils' personal development is more positive. In key stage 3, the 'identity' curriculum ensures that pupils learn how to keep themselves safe and develop an age-appropriate understanding of healthy relationships. This curriculum which includes personal, social and health education (PSHE) continues into key stage 4. However, here, lessons are not always taught consistently well, meaning pupils are not always getting the education they need to be well-prepared for life in modern Britain.

All pupils benefit from careers advice and support. The school are working to improve their offer by re-establishing work experience and engaging with more employers to build awareness of the labour market and raise pupils' aspirations. While there is a range of clubs on offer, the school recognises the need to provide many more experiences to support and enhance pupil's wider development beyond the taught curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many planned activities in lessons do not ensure that pupils learn the full breadth and depth of the intended curriculum. This means that pupils do not always consistently develop their knowledge as well as they should. The school should ensure that teachers plan activities that build pupils' knowledge and skills consistently well across the full curriculum.
- The intended curriculum is not taught consistently well. Some teachers have not had the required training and support needed to ensure they can effectively teach the essential knowledge that pupils need to learn. This means that the way new learning is introduced does not always build pupils' understanding over time. The school needs to ensure that teachers have the expertise to maximise all pupils' learning across every subject.
- Teachers do not always check that pupils have learned the intended curriculum as well as they should. This means that misconceptions are not always addressed and pupils do not achieve as well as they should. The school should ensure teachers check on pupils' learning and adapt teaching accordingly.
- Staff do not always notice or address poor behaviour in lessons or during social times. This limits other pupils' learning and means there is not a consistently respectful culture in the school. The school needs to make sure that the newly introduced 'behaviour and culture' policy is understood, and applied effectively, by all staff.
- Too many pupils do not attend school regularly. This includes a number who are persistently absent. The school should intensify their actions to secure better attendance for all pupils, especially those who are disadvantaged.

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	135628
Local authority	Southampton
Inspection number	10296348
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	876
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of trust	John Barneby
Principal	Simon Firth (Interim principal)
Website	www.oasisacademylordshill.org
Date of previous inspection	26 and 27 February, 2020

Information about this school

- Since the last inspection, there have been a number of changes in staffing and leadership including the very recent appointment of the interim principal.
- The school is part of Oasis Community Learning.
- The school currently uses two registered and one unregistered alternative providers to support the education of a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspectors met with the regional director, acting principal, senior leaders, subject leaders, the leader responsible for pupils with SEND, other teachers and support staff.
- The lead inspector met with the chair of the board of trustees, the CEO and other representatives of the trust.
- The inspectors carried out deep dives in these subjects: English, mathematics, science, music and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Additionally, inspectors visited lessons and looked at samples of pupils' work in a number of other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspectors considered the responses to the confidential Ofsted surveys for staff, pupils and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector	His Majesty's Inspector
Julia Mortimore	Ofsted Inspector
Christopher Doherty	Ofsted Inspector
Adrian Percival	Ofsted Inspector

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