

Oasis Academy Wintringham

Inspection report

Unique Reference Number	135209
Local Authority	North East Lincolnshire
Inspection number	343192
Inspection dates	14–15 October 2009
Reporting inspector	Jane Jones HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	836
Appropriate authority	The governing body
Chair	Mr Jerry Woolner
Principal	Miss Jane Bowman
Date of previous school inspection	Not previously inspected
Academy address	Weelsby Avenue Grimsby DN32 0AZ
Telephone number	01472 871811
Fax number	01472 276336
Email address	jane.bowman@oasiswintringham.org

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 30 lessons, an assembly, learning support sessions, and satellite provision at a community base. They held meetings with an Oasis director of learning, the chair of the academy council, staff and groups of students. They observed the academy's work, and looked at documentation including the minutes of academy council meetings, the academy's development plan, information from senior and middle leaders' monitoring activities, the academy's assessment information and data analyses, and 97 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- students' progress and learning in lessons and over time, and standards, particularly in the core subjects
- the impact of the academy's work on students' personal development
- how accurately the academy pinpoints and tackles any weaknesses or inconsistencies in teaching
- the provision for students who have special educational needs and/or disabilities
- the effectiveness of the curriculum in meeting all students' needs and aspirations
- how well leaders at all levels use information from monitoring and evaluation to prioritise actions, tackle weaknesses, and adjust plans for development.

In September 2009, the academy opened a sixth form. Because this small sixth form has been operating for less than half a term and, consequently, has no outcomes yet, inspectors did not evaluate its effectiveness. Instead, evidence relating to the sixth form has been incorporated within the findings for the rest of the academy.

Information about the school

The academy opened in September 2007. It moved into new buildings in February 2009. The academy is one of two in the locality that are sponsored by Oasis, a charitable trust of Christian character. The academy has two specialisms: sport and health, and enterprise.

The number on roll is increasing; the academy was fully subscribed in Year 7 in each of the last two years. Boys outnumber girls in these year groups. More students than average have entered or left the academy partway through their secondary schooling. Nearly half of the students have special educational needs and/or disabilities and, of these, 31 have statements of special educational need. These proportions are high. Around a third of the students are eligible for free school meals, which is twice the national average. Almost all of the students in the academy are of White British heritage; very few have home languages other than English.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Oasis Academy Wintringham provides a satisfactory standard of education for its students and one that places the students at the heart of its work. Care, guidance and support are outstanding. The academy works very well with an extensive number of partners in support of all students, but especially those who are vulnerable. Disabled students play a full part in academy life. Students say they feel very safe at the academy and cared for by staff, and this view is shared by the overwhelming majority of parents and carers.

Students are proud of their academy. Their behaviour is good. They act responsibly when not under direct supervision, for instance when socialising in the open-plan dining area. They show a mature consideration for each other in lessons and through the 'communities' and mixed-age tutor groups. Many develop leadership and decision-making skills through taking on additional responsibilities within the academy. Several students commented on how the new building makes them feel valued. There is a strong ethos of respect throughout the academy: positive relationships among students and staff contribute to the good climate for learning.

Thus, the scene is set for further rises in attainment. Results at the end of Key Stage 4 in 2009 showed improvement over 2008, though standards are not yet high enough to ensure all students are equipped to make the most of post-16 opportunities. While 60% of the cohort attained at least five A* to C grades in GCSE and equivalent qualifications, which was above the academy's target, fewer than half of these included English and mathematics GCSE, which is low. The proportion gaining two GCSE A* to C grades in science rose to 23% but remains much lower than average. Almost all students gained at least one recognised qualification and some gaps in performance between different groups narrowed. Given students' starting points, which were below average overall, the 2009 results represented satisfactory progress for all groups of students including those who have special educational needs and/or disabilities. Achievement is satisfactory.

The curriculum is good: vocational courses studied by students in Years 9 to 11 are proving successful. Students appreciate the relevance of such courses to their futures. The programme of extra-curricular activities is enjoyed by all students. In Years 7 and 8, the curriculum places strong emphasis on the development of students' basic, independent and collaborative learning skills as an integral part of studying humanities, arts, and personal, health and social education. Speaking and listening are developed well in some of these 'Opening Minds' lessons. However, weaknesses in literacy skills, particularly in writing, impede the progress of many students of all ages, including those in the sixth form. The academy has introduced some initiatives to improve students' literacy skills, but a more vigorous approach to developing proficiency in writing and

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reading is required, coupled with good attention to them in all lessons. Students' skills in information and communication technology and numeracy are stronger. Students' learning needs are not always identified appropriately; for instance, some students who have relatively weak reading and spelling skills are identified as having moderate learning difficulties, although they are working securely at Level 4.

Teaching is satisfactory. While many lessons are good or outstanding, not enough of the teaching enables students to make consistently good progress over time. In the best lessons, teachers use assessment effectively to provide students with interesting tasks at a suitable level of challenge. Practical activities and opportunities for discussion aid learning, not just for those students who have special educational needs. However, some teachers do not take sufficient account of students' individual needs and capabilities when planning lessons, so that not all make the progress they might. Teachers miss opportunities to assess students' understanding through probing questioning, by listening closely to their responses, and observing their independent and group work. Many teachers accept low standards of written work that do not reflect or develop students' powers of reasoning.

The principal's vision for the academy's future is widely shared and securely focused on raising standards within an ethos of care and respect. The very high standards of care, improvements in attainment, and a track record in tackling weaknesses in teaching and middle-level leadership demonstrate the academy's satisfactory capacity for further improvement. Both strands of governance, the executive and the academy council, show a grasp of the academy's strengths, weaknesses and priorities, and provide challenge and support in accordance with their different roles. Middle-level leaders are increasingly involved in monitoring the quality of provision and in driving improvements forward. Self-evaluation is largely accurate and identifies a number of relevant priorities. However, to increase the rate of improvement across the academy and lead to consistency, greater rigour in development planning is required, ensuring actions are sharply defined, then implemented and monitored systematically.

What does the school need to do to improve further?

- Raise standards in English, mathematics and science across the academy.
- Develop students' literacy skills to equip students for effective learning.
- Work systematically to improve the quality of teaching, raising the satisfactory to good and the good to outstanding. In particular, ensure teachers:
 - plan learning and activities to meet students' needs and potential
 - promote consistently the development of students' literacy skills and have high expectations of their writing
 - use ongoing assessment during lessons to pick up on errors and misconceptions and further students' understanding.
- Review systems for identifying students' diverse individual needs and strategies for meeting them.
- Increase the influence of leaders at all levels on securing improvement by:

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- sharpening development planning, ensuring plans have well-defined actions, clear timescales, measurable success criteria and appropriate mechanisms for gauging impact
- having a systematic approach to following up areas for development identified through monitoring activities.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Students' achievement is satisfactory. Standards are low but rising, most strongly at Key Stage 4 where the successful introduction of vocational courses led to 60% of students attaining at least five A* to C grades. When English and mathematics are included, the proportion gaining five A* to C grades was much lower at 26%, a rise on 2008 but still below the government's National Challenge target of 30% mainly because the significant improvement in mathematics was not mirrored in English. The performance of students eligible for free school meals matched that of their peers, closing the gap that was evident in 2008. The proportion of students attaining five A* to G grades in 2009 rose to 82%, which was close to the academy's target. Many of those not reaching this benchmark had been identified as having special educational needs at 'school action plus'. Nevertheless, the progress of students who have special educational needs and/or disabilities improved in 2009 and was satisfactory overall.

At Key Stage 3, teachers' assessments in 2009 showed increases in the proportions attaining the standard expected by age 14, Level 5, in English, mathematics and science. Most students made at least satisfactory progress given their below average starting points on joining the academy in Year 7. As at Key Stage 4, the gaps in performance between students who have special educational needs and/or disabilities or receive free school meals and their peers narrowed in 2009.

In lessons, students learn best when work is precisely matched to their needs and capabilities, but at other times students tackle the same work so that not all are sufficiently challenged while others have difficulty with the ideas or the materials being used. Learning support assistants provide good support for students who have behavioural, emotional, physical or sensory needs or who are autistic, enabling them to be included well in lessons.

All aspects of students' personal development are at least satisfactory. Students feel safe, and know who to approach with any concerns, confident that the matter will be resolved quickly. They have a very clear understanding of how to avoid risks to their personal safety. They understand about healthy lifestyles. While many participate in sporting activities, their eating habits do not always reflect their knowledge about healthy diets. The academy, in partnership with external health agencies and the local football club, is providing a rigorous, structured course to help some students who have particular difficulties in developing healthier lifestyles. Carefully matched work

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experience placements help students understand the world of work. Attendance is average and improving: it is above average in Key Stage 3.

Students' spiritual, moral, social and cultural development is good. Students develop respect for people in other countries while enthusiastically seeking to help those who are less fortunate. They take part in many projects to help others in their local community and in other countries. They can form well-considered judgements about issues such as abortion and human trafficking. They understand the importance of avoiding racism: there are very few incidents of racist abuse within the academy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory. It has improved during the last year: around half is good or outstanding. In the best lessons, teachers give students opportunities to extend their understanding through independent research or problem-solving tasks and through discussion in groups. They demonstrate strong subject knowledge and have high expectations of each student's achievement and contribution. They use assessment well to provide work at the correct level of challenge for all groups within the class. They

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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question effectively to probe students' thinking. They draw on strategies such as mini-whiteboards to check all students' understanding and identify students who need additional challenge or guidance to maintain their good progress.

Where teaching is satisfactory, various shortcomings affect students' progress. Although teachers have detailed information on students' learning needs, it is not used effectively to adapt activities to meet them, and the contribution to be made by learning support assistants is not well thought through. Some teachers spend too much time talking rather than engaging students in interesting activities. In some lessons, teachers' expectations are not high enough so that low-level written or oral responses are too readily accepted. While teachers are placing greater emphasis on performance criteria so that most students know the levels at which they are working, more development is required on using ongoing assessment to gain insight into students' progress and adapting the lesson accordingly.

The academy has been active in establishing new courses and seeking provision at the Further Education College and elsewhere in order to provide for students' needs and aspirations, including sixth-form students, and for the counselling about qualification and career pathways. Older students who have very weak numeracy and literacy skills, and others who are uncomfortable about learning at the main academy site, benefit from provision that is closely tailored to their needs at a 'satellite' centre on a community base a mile away. Relationships are excellent. Students make rapid progress with their basic skills and personal development. Another group of Key Stage 4 students benefit from continuing work-based learning with firms in the town.

There is excellent provision for curriculum enrichment through a wealth of additional activities, which range through sports, science, film, music and many other areas. Activities are well prepared by staff, well resourced and greatly enjoyed by students. The academy's specialisms in health and sport and in enterprise have promoted a range of worthwhile developments within the academy, in partner schools and in the wider community.

Numbers in the new sixth form are low. Students have relatively weak academic backgrounds: some joined after failing to meet entry criteria for courses elsewhere, or after dropping out from other provision. On some courses, students are making good headway, but less so on others. In the main, attendance and the meeting of coursework requirements are satisfactory. The pastoral care of sixth-form students is good; their needs and difficulties are well known to staff and every effort is made to support them. The academy is aware of the need to ensure that prospective students are guided wisely about the take-up of courses and that provision is consolidated on a reasonable budget. All staff share a very strong commitment to ensuring students' well-being. The academy's work with individual students facing challenging circumstances is a particular strength and ensures that students at risk of becoming disengaged from education remain interested and involved. The academy works very well with a range of different agencies. Its expertise in relation to raising staff's and students' understanding of domestic violence is innovative and effective in improving students' lives and is being used nationally as leading practice.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The principal, supported by a team of deputy and assistant principals, provides direction to the work and development of the academy as it moves towards its ambitious vision for the students and its place in the community. Management systems and procedures are clearly defined and carefully implemented. Staff understand their roles and responsibilities and engage constructively in discussions on how practice might be improved. Increasingly, middle-level leaders are held to account for the quality of provision and standards attained in their areas. Additional leadership capacity has been added in English and science to strengthen the drive for improvement. Monitoring by senior staff is generally effective but there is scope to improve the guidance they provide for middle managers; for instance, in addressing weaknesses in self-evaluation documents written by subject leaders. The robustness with which areas for development identified through monitoring activities are followed up varies, although underperformance is tackled robustly.

Measures taken by leaders to improve teaching and learning are satisfactory. Leaders have an accurate understanding of the quality of teaching across the academy and identify strengths and weaknesses. Inadequate teaching has been tackled robustly: some teachers have been provided with carefully tailored individual programmes of support and challenge which have helped them to improve. There has not been a similar well-planned personalised approach to raising teaching from satisfactory to good. Current arrangements of whole-academy and group training sessions are bringing about improvements, but slowly.

The academy has suitable procedures for setting targets for individual students' performance, although a minority are insufficiently challenging. It monitors students' progress carefully, aware of those students most at risk of underachieving. The academy generates a wealth of data which is analysed in various ways, for instance to check the performance of particular groups of students. However, analysis is not always used strategically to evaluate the effectiveness of actions taken or to identify where aspects of provision are weaker. The purposes of analysis sometimes lack clarity. Where success criteria in development plans are defined in terms of tasks, for instance, impact is difficult to gauge. Greater use of quantitative success criteria and milestones would allow monitoring activities and subsequent data analysis to focus on evaluating the impact of actions taken.

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The academy council fulfils its role as a critical friend to the academy and in supporting its reach and work in the local community. Minutes of meetings refer to local matters but also reflect a good level of challenge, for instance in probing standards in English. Oversight of educational policy and practice and strategic development lies with the Oasis executive. Jointly, the two strands of governance ensure statutory duties are discharged. The effectiveness with which governance challenges the academy to improve its performance is satisfactory, but there is scope now to increase expectations of the rate of improvement.

The academy has clear policies to ensure students' safety and welfare. Adults working with students are appropriately recruited and vetted: current government requirements are fully met. Training for staff to assist them in safeguarding and protecting students is up to date. There are clear management structures for child protection with appropriate steps and effective links with other agencies to minimise harm should any student go missing.

The academy has a range of well-developed partnerships, including neighbouring primary schools and many external agencies. It works hard to involve parents and carers, adapting its strategies in response to feedback. The effectiveness with which the academy promotes community cohesion is satisfactory. It has a good understanding of its community and does much to engage with the local community. Students have an awareness of modern multicultural Britain but little experience of it. While the academy's actions are integral to its work and ethos, it has not formally evaluated their impact.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

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Inspectors received 97 parental questionnaires, most of which were from parents of Key Stage 3 students. The questionnaires show that almost all parents are confident that the school keeps their child safe. While the vast majority of parents are happy with their child's experience at the academy, a minority have some areas of concern. The most frequent concern was the way the school helps parents and carers to support their child's learning. Closer analysis of the questionnaires shows the concerns were expressed mainly by parents and carers of children who do not have special educational needs. The academy has tried to organise some information sessions for parents and carers but with limited up-take, although with some more positive signs with parents and carers of children in the current Year 7.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oasis Academy Wintringham to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 97 completed questionnaires by the end of the on-site inspection. In total, there are 836 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	45	46	47	6	6	1	1
The school keeps my child safe	46	47	49	51	2	2	0	0
The school informs me about my child's progress	29	30	51	53	7	7	4	4
My child is making enough progress at this school	37	38	44	45	8	8	2	2
The teaching is good at this school	27	28	61	63	3	3	2	2
The school helps me to support my child's learning	26	27	47	48	12	12	5	5
The school helps my child to have a healthy lifestyle	33	34	52	54	7	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	37	50	52	5	5	1	1
The school meets my child's particular needs	26	27	58	60	6	6	0	0
The school deals effectively with unacceptable behaviour	40	41	45	46	7	7	1	1
The school takes account of my suggestions and concerns	22	23	56	58	7	7	4	4
The school is led and managed effectively	31	32	54	56	5	5	3	3
Overall, I am happy with my child's experience at this school	39	40	50	52	3	3	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 October 2009

Dear Students

Inspection of Oasis Academy Wintringham, Grimsby, DN32 0AZ

I am writing to tell you about the findings of our inspection but, first of all, I would like to thank you for the friendly and courteous welcome you gave us. We enjoyed visiting your lessons and talking to you about your experiences of the academy.

Here are some of the things we liked best about your academy.

- You are rightly proud of your academy and its impressive new building. Some of you told us that it has made you feel valued as a learner. You also said there is a strong sense of respect among people in the academy. You told us that you feel safe and know who to talk to if you are worried about something.
- You are enthusiastic about the opportunities you have at the academy, such as the many extra-curricular activities and sports, and leadership roles you can take, for instance as a lead learner.
- You like the course options you have from Year 9 onwards. The staff told us that many of you have done well in the assessments you have taken already, especially in vocational courses.
- Your behaviour is good. You show care and consideration for others within the academy and beyond it. Many of you take on leadership roles to help or represent others.
- Your attendance has improved – keep it up! – though younger students attend more regularly than older ones. Good attendance is important for everyone. Poor attendance could damage your chances of success in Year 11.

You are right that the academy has improved since it opened but there are some things that could do with being better. We have asked the principal, staff and governors to do several things in particular.

- Help you reach higher levels and grades in English, mathematics and science.
- As well as helping you think and solve problems, the academy needs to make sure you are good at literacy, especially writing.
- Improve lessons so that more of them are good or outstanding. In particular, teachers need to be better at helping each individual learn and checking how well you are doing, being quick to spot when someone is not understanding.

- Check systems for finding out about every student's needs so that they can be helped to learn as well as possible.
- In aiming to make your education at the academy even better, leaders need to be sharper at making plans for improvement, and organised in checking up on progress.

I am sure you will play your part in the next stage of the academy's development.

I wish you all success in the future.

Yours sincerely

Jane Jones

Her Majesty's Inspector

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