

Oasis Academy Lister Park

North Avenue, Bradford, West Yorkshire BD8 7ND

Inspection dates

27–28 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Under the strong leadership of the principal, Oasis Academy Lister Park has improved rapidly since the last inspection.
- During a period of considerable change, senior leaders have successfully recruited specialist teachers and subject leaders to drive forward these improvements. Staff communicate a shared ambition to raise pupils' aspirations.
- Pupils' personal development and welfare are of paramount importance. The school is a caring and thoughtful community in which pupils demonstrate compassion for others.
- Pupils' behaviour is good. They work very well together, both in and out of lessons. They are polite and keen to improve their work.
- Pupils in all year groups, including disadvantaged pupils, make similar progress to others nationally, in a wide range of subjects.
- The trust provides well-targeted professional development for teachers and leaders. Therefore, teaching is now good overall.
- Governors and trustees are effective in holding leaders to account. They check all aspects of the school's work stringently.

- Pupils who have special educational needs and/or disabilities (SEND) are well supported, so their progress is improving.
- Pupils who receive additional teaching for speech and language development receive excellent support in lessons and through the specialist provision.
- Teaching is now good across most subjects. Most teachers plan learning activities effectively, but sometimes work is not challenging enough, particularly for the most able pupils.
- Students in the sixth form value the wealth of opportunities offered to them. They make very strong progress in vocational courses due to high-quality teaching. Students who follow an academic programme now make better progress than those in previous years.
- Despite leaders' best efforts, pupils' attendance is below average, and the proportion of pupils who are persistently absent is above average. Leaders are ambitious to continue to tackle this robustly.
- Leaders have taken decisive action to improve the teaching of science and geography where, in previous years, pupils' progress has been weak. However, pupils' progress in science remains weaker than in other subjects.

Full report

What does the school need to do to improve further?

- Improve pupils' progress further, particularly in science, by:
 - ensuring that teachers plan activities to meet the needs of pupils with different starting points, including the most able pupils
 - providing additional support for the subject leaders in science so that they have the skills to improve pupils' progress rapidly
 - continuing to improve the rates of progress made by students following A-level courses in the sixth form.
- Reduce the number of pupils who are regularly absent from school.

Inspection judgements

Effectiveness of leadership and management

Good

- Since his appointment in 2015, the principal has transformed the school. He commands the respect of pupils, parents, carers and staff because of his relentless commitment to raising pupils' aspirations. He establishes consistent expectations of pupils' behaviour, knows the pupils well and engages very effectively with the local community.
- Leaders demonstrate the passion and dedication to improve standards rapidly. Their plans for improvement are sharply focused on the key priorities. As a result of their actions, pupils' progress in 2017 and 2018 was in line with the national average overall, and in a wide range of subjects, including English and mathematics.
- A significant number of staff changes have taken place in the past three years. Leaders have worked hard to find innovative solutions to recruit and train staff, particularly in shortage subject areas such as English, mathematics and science. Consequently, pupils now experience greater consistency in their learning.
- Teachers and leaders receive effective and practical support from the trust. Leaders benefit from working closely with their colleagues in other trust schools. Staff value the quality of the professional development provided and staff morale is high. As a result, pupils' progress, and the quality of teaching and assessment have all improved markedly since the last inspection.
- The leadership of teaching and learning is strong. The senior leader, with a team of highly skilled teachers, delivers effective professional development for staff. This has led to consistent practice in teachers' planning and classroom expectations. Although improving rapidly, some teaching is still not challenging enough, particularly for the most able pupils.
- Leaders review the curriculum regularly to ensure that it offers a wide range of academic and vocational courses to suit pupils' different needs and career choices. Increasing numbers of pupils in key stage 4 are following the English Baccalaureate suite of subjects and taking qualifications in all three sciences (biology, chemistry and physics). Some pupils have additional lessons in literacy, numeracy and study skills, as appropriate. Pupils told inspectors that they feel well prepared for making choices at key stage 4 and about the next steps in their futures.
- A variety of enrichment activities engage pupils in learning new skills and working with others, particularly in extra-curricular sport and music. The school received a national award for its work in promoting STEM subjects (science, technology, engineering and mathematics) and encouraging pupils to learn about career opportunities in these areas of work. Educational visits, theatre trips, field trips and projects with pupils in other schools broaden pupils' experiences. Pupils are proud to wear the badges which show they have taken part in something new, such as the recent Shakespeare Schools Festival.
- Leaders use the additional funding for the pupil premium and Year 7 catch-up effectively. Plans for the use of this funding are detailed, well considered and reviewed regularly. Disadvantaged pupils, who make up almost half of the school population, make similar progress to other pupils nationally, across most subjects, and often make

better progress than their peers in the school. Pupils in Year 7 who need to catch up follow a tailored reading and mathematics mastery programme. Most of them make good progress towards their targets.

- Leaders also allocate the additional funding for pupils with SEND judiciously. The programme of support in lessons is monitored carefully and some pupils also benefit from specialist teaching, according to their additional need. Consequently, the progress of pupils with SEND is improving towards that of other pupils with similar starting points.
- The school has a speech and language resource base. Pupils in the base are mostly taught in mainstream lessons but also benefit from specialist teaching. These pupils make good progress and integrate well into school life. For example, during the inspection, some of these pupils were being trained to be ambassadors who help other pupils to manage their behaviour. They showed effective listening and communication skills and were clearly gaining in confidence.
- Subject leaders have improved the curriculum to add rigour to the programmes of study. They check the quality of teaching regularly and ensure that assessments of pupils' progress are now more accurate than they were in the recent past. Recently appointed leaders, such as those in science and humanities, receive appropriate training.
- There is still some variability in the quality of teaching in science. Although the current Year 10 and 11 pupils are attaining much better grades in their work than previous year groups, improvements have not been rapid enough to enable them to make good progress. Further support from within the school, and the trust, is needed to improve pupils' progress in science.

Governance of the school

- Governors and trustees have a clear vision for the school. They articulate a heart-felt passion to ensure that the pupils in their community have the very best chances in life, through the education and care that the school can offer.
- Governors and trust directors monitor the school's effectiveness closely. They are kept well informed about all aspects of the school's performance. Governors receive detailed reports which enable them to challenge leaders about weaker areas of the school, such as pupils' attendance.
- Governors ensure that leaders use the school's additional funding appropriately to support the most vulnerable pupils, including pupils with SEND, disadvantaged pupils and those in Year 7 who need to catch up in reading or mathematics.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding of pupils has a very high priority in the school. Pupils make up a very diverse community and staff are very vigilant about protecting pupils, particularly those who are the most vulnerable.
- High-quality training, with regular updates, ensures that staff know what to do if they have any concerns about pupils' safety. They act quickly to report concerns which are

followed up promptly and tenaciously with local agencies, including the local Behaviour and Attendance Collaborative.

- The designated safeguarding team is highly skilled and includes a school counsellor and school nurse. They work effectively under the exceptional leadership of the designated safeguarding leader, who knows pupils and their families very well.
- The school has very rigorous security checking procedures in place to ensure that those who are employed to work with children are suitable to do so. All record-keeping is meticulous.
- Pupils are well informed about the potential dangers that young people can face, locally and nationally. They are aware of the dangers of radicalisation, online grooming and child sexual exploitation. Personal development days and a well-planned tutorial programme engages pupils in discussing a wide range of relevant topics.
- Pupils told inspectors that they feel safe in school and that the school does much to help them keep themselves safe outside school. Parents said they feel welcome in the school and parents' evenings are well attended.

Quality of teaching, learning and assessment

Good

- Teaching is consistently good in most subjects. Learning activities are well structured so that most pupils make good progress in their learning over time. Teachers are enthusiastic about their subject and know their pupils well.
- Teachers insist that pupils follow the school's expectations. Strong relationships between teachers and pupils, and between pupils, enable lessons to run smoothly. Pupils listen well to each other. They are willing to ask and answer questions. They are resilient when writing independently at length. Homework is set regularly and, particularly at key stage 4, helps pupils to prepare for their examinations.
- Reading and writing are taught well across the curriculum. Pupils are encouraged to read in lessons and tutorials as well as in the library, which is well used. Teachers correct errors in spelling, punctuation and grammar consistently, in line with the school's policy. Pupils develop their vocabulary well. The school's approach to numeracy is also evident in science, geography and technology, where pupils apply mathematical skills such as measuring and calculating.
- Pupils who speak English as an additional language are taught by a highly skilled teacher and teaching assistant. These pupils make rapid progress and are integrated into mainstream lessons as quickly as possible.
- Teachers and teaching assistants provide high-quality support for pupils with SEND, including those with speech and language needs. Teachers plan activities in ways which help pupils to organise their thinking. They encourage pupils to work independently by asking structured questions and building pupils' confidence.
- In a wide range of subjects, teaching is engaging, for example in English, mathematics, the technology subjects, the performing arts and in physical education. Most teachers check pupils' understanding regularly and reshape tasks as necessary, so that pupils make good progress.

- Most teachers have high expectations of what pupils can do and they match activities to pupils' abilities. Some teaching challenges pupils to attempt difficult work. However, there are times when the most able pupils are not stretched appropriately and are given work that is too easy for them.
- Although teaching has improved in science, it is still variable. Some pupils in key stage 4 have gaps in their knowledge and understanding because of previously weak teaching. Consequently, pupils are having to revisit concepts and skills which they might have secured in key stage 3, rather than being able to apply their knowledge to new learning. In key stage 3, work in pupils' books shows that pupils have too few opportunities to develop their practical skills and to use scientific language in their writing.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The atmosphere in the school is harmonious because staff work tirelessly to foster positive relationships between pupils. As a result, pupils are safe and well cared for. Bullying is rare and pupils know who to go to if they have any concerns. Pupils know how to keep themselves safe, including when online.
- A strong feature of the school's work is the way in which staff and pupils support pupils who exhibit challenging behaviour. The programme of 'restorative justice', led by teachers and supported by trained pupil ambassadors, provides a safe environment for pupils to reflect on their own behaviour and to resolve conflicts with others.
- Pupils understand that staff want them to be the best version of themselves, as communicated through the school's ethos. Most pupils respond positively to the school's expectations and are confident learners. Staff and pupils celebrate people's differences. They communicate the importance of kindness and fairness.
- The pastoral team works effectively to support pupils' welfare, communicating well with each other to ensure that pupils are safe and thriving. They review pupils' progress frequently so that pupils receive timely intervention when needed. Vulnerable pupils are particularly well cared for.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school's curriculum. Tutorials, theme days and assemblies provide opportunities for pupils to discuss moral and ethical issues such as sexual exploitation, the effects of drug misuse on families and communities, and the risks of radicalisation. Pupils also explore local issues through drama, for example racial stereotypes. In Years 7 and 8, the curriculum is enriched through the citizenship programme which promotes the school's values, such as compassion, honesty and self-control.
- A very small number of pupils are educated off-site in alternative provision for part of the week. The provision is well chosen to match pupils' interests and future career plans. Leaders ensure that placements are safe and, where appropriate, pupils are accompanied by school staff to help them integrate into their new surroundings. Pupils'

behaviour, attendance and progress are monitored closely. Records show that these pupils' attitudes to learning are improving, both in school and while on placement.

Behaviour

- The behaviour of pupils is good.
- Pupils are well prepared for lessons and follow the school's expectations. They are keen to engage in their learning, contribute well to discussions and apply themselves well when working independently or in groups. They listen attentively to their teachers, and respectfully to each other. Very occasionally, when pupils are not stretched enough, some pupils engage in off-task talking, but this is usually well managed by staff.
- During social times, pupils behave well around the school. They are closely supervised by staff, but pupils also regulate their own behaviour on corridors and in the social areas. Pupils show respect for their school environment, which is tidy and free of litter. Most pupils follow the school's uniform policy.
- Pupils who spoke to inspectors said they were proud of their school. Older pupils described how much behaviour had improved over the past few years. A few pupils who responded to Ofsted's online questionnaire said that the behaviour of some pupils could be better. However, inspectors found that pupils' behaviour is well managed by teachers and leaders, and that incidents of challenging behaviour are dealt with effectively.
- Pupils' attendance is slightly below average for schools in similar circumstances and the rate of persistent absence is above average. Leaders are fully aware of the factors which are contributing to the low attendance of some pupils and they work hard to engage families in improving their children's attendance. Leaders have been successful in improving the attendance of some individual pupils, but attendance overall is still not good enough.

Outcomes for pupils	Good
■ Since the last inspection, outcomes have improved rapidly. From very low starting points, current pupils make good progress across a wide range of subjects, including in English and mathematics.	Good
■ In 2017 and 2018, pupils leaving Year 11 made progress in line with the national average, including disadvantaged pupils and boys. Girls made above average progress from their starting points. In subjects which count towards the open element, such as information technology, design and technology, performing arts and sports studies, pupils made progress which was well above the national average. Although the proportion of pupils attaining a standard pass in English and mathematics is below the national average, it is increasing.	Good
■ The school's progress information is reliable because leaders, across the trust schools, check that the assessments of pupils' work are rigorous. Assessments show that current Year 11 pupils are much better prepared for their final examinations than previous cohorts were at the same point in the year. The work in pupils' books shows that current pupils in all year groups are also making good progress.	Good

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- The difference in progress between boys and girls is diminishing. Various initiatives, such as the 'boys' breakthrough' group in Years 9 and 10 are re-engaging the most able boys who, in the past, did not perform well in final examinations.
- Almost half of the pupils in the school are eligible for support through the pupil premium funding. These pupils make good progress towards outcomes which are at least in line with their peers nationally, and often better than their peers within the school.
- Pupils who speak English as an additional language receive high-quality support. As a result, they develop their language skills quickly and so they also make good progress across subjects.
- The most able pupils do not make as much progress in every subject as they should. This is because some teaching is not challenging enough.
- Pupils with SEND receive effective support. Therefore, their attainment and progress are improving.
- Pupils benefit from a well-planned and comprehensive programme of impartial careers advice and guidance. At the end of Year 11, the vast majority of pupils move on to suitable education, training or employment.
- In both 2017 and 2018, pupils' progress in science was well below average. In 2018, pupils' progress in humanities subjects (history and geography) was also weak. The work in pupils' books shows that current pupils are making stronger progress in all of these subjects.

16 to 19 study programmes

Good

- Most students in the sixth form follow a vocational programme or a mixture of vocational and academic qualifications. Over time, students have made consistently strong progress in vocational qualifications, as a result of very effective teaching in subjects such as health studies and business studies.
- In contrast, students following academic programmes have made weak progress in the past, especially in biology, chemistry and history. However, there is clear evidence, in students' books and in the school's performance information, that current students are receiving effective support to make the transition from Year 11 to Year 12 and the quality of teaching on A-level subjects has improved.
- Teachers communicate high expectations and students are highly engaged in their studies. The school's progress information shows that more students are on track to attain their target grades. Most teachers provide students with appropriately challenging work, but this is not consistently so across all subjects.
- Students who retake GCSE English or mathematics benefit from specialist teaching. All of them improve their grades, and some improve by several grades.
- Leadership in the sixth form is good. Leaders have an accurate understanding of the strengths and weaknesses of the provision. The quality of teaching is checked rigorously as part of the school's quality assurance processes. Leaders provide subject-specific training for teachers who are new to teaching A-level subjects.

- Students who are not achieving their target grades are identified quickly and appropriate intervention is put in place to support them to catch up. Consequently, the proportion of students completing their academic qualifications is increasing.
- Students' attendance in the sixth form is also improving. Recent initiatives to challenge poor attendance are beginning to make a difference. Students benefit from a wide range of support to manage their workload and develop their study skills.
- Students' safety and well-being are given high priority in the sixth form, as in the main school. Tutorials enable students to explore how to keep themselves healthy and safe. Students engage in purposeful discussions which develop their understanding of potential risks in the local and wider community.
- Students are very positive about the opportunities available to them in the sixth form and they are excellent role models for younger pupils. They actively support younger pupils to embrace the school's values by taking on a range of leadership responsibilities. These include listening to pupils read, working alongside pupils in music or sport, and acting as ambassadors to help to improve pupils' behaviour or resolve conflicts. All Year 12 students take part in work experience relevant to their career aspirations.
- Students benefit from high-quality impartial careers advice and guidance. Increasingly, students are guided on to appropriate qualifications at the end of Year 11 and complete their courses. Presentations given by visiting speakers enrich students' experiences, such as the recent session by the University of Bradford on revision techniques, and the module on preparing for university, given by the University of Huddersfield. Almost all students move on to appropriate further education, employment or training.

School details

Unique reference number	139995
Local authority	Bradford
Inspection number	10059064

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,067
Of which, number on roll in 16 to 19 study programmes	256
Appropriate authority	Board of trustees
Chair	Helen Pemberton
Principal	Ian Simpson
Telephone number	01274 362050
Website	www.oasisacademylisterpark.org/
Email address	RemittanceAdvice@oasisuk.org
Date of previous inspection	28–29 September 2016

Information about this school

- Oasis Academy Lister Park is part of the Oasis Community Learning multi-academy trust. Local governance is provided through an academy council. The school also works closely with other local schools in Bradford and Leeds.
- The principal was appointed in September 2015 and was in post during the last inspection.
- The school is an average-sized school with an increasing roll. It also has a sixth form in which the majority of students take vocational qualifications.

- The proportion of pupils who are disadvantaged and receive support from the pupil premium is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils with SEND is average. The proportion of pupils who have an education, health and care plan is average. The school has a specialist resource base for pupils with speech and language difficulties.
- A very small number of pupils currently attend alternative education provision placements off-site, part time. The school uses the following providers: Transforming Lives for Good (TLG) at Bradford Central and School of Rock and Media (SORM).

Information about this inspection

- Inspectors visited a range of lessons across year groups and subject areas. Many of the observations were carried out with senior leaders from the school.
- Meetings were held with senior and subject leaders, teachers, the chair of the academy council and the regional director of the trust.
- Inspectors held informal and formal discussions with pupils, observed pupils in their form groups and observed pupils during social times.
- Inspectors listened to pupils read.
- Inspectors scrutinised a wide range of evidence, including the school's self-evaluation, plans for improvement, analyses of pupil performance data, attendance and behaviour records and safeguarding files.
- Examples of pupils' work were looked at in detail. These included pupils of different abilities and year groups.
- Inspectors took account of the 20 responses from parents who completed Ofsted's online questionnaire, Parent View, and the eight free-text responses from parents. Sixty-two members of staff completed Ofsted's online staff questionnaire and 225 pupils completed Ofsted's online pupil questionnaire. The views of staff and pupils were taken into account.

Inspection team

Lynn Kenworthy, lead inspector	Ofsted Inspector
David Pridding	Ofsted Inspector
Gordon Watts	Ofsted Inspector
Julian Appleyard	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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