

Oasis Academy Lister Park

North Avenue, Bradford, West Yorkshire BD8 7ND

Inspection dates

28–29 September 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Requires improvement

Outcomes for pupils

Require improvement

16 to 19 study programmes

Require improvement

Overall effectiveness at previous inspection

Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching is not strong enough to promote good progress for all groups of pupils.
- Feedback given to pupils varies in quality; not all understand how to learn from their mistakes and make improvements.
- The differences between the results gained by different groups of pupils are diminishing.
- The quality of work undertaken by the new leaders in the sixth form is underdeveloped. They are not checking the quality of provision and the outcomes reached by all groups of students in detail so that potential problems can be identified and resolved quickly.
- Some teachers' expectations are not high enough. There is insufficient challenge for pupils, particularly the most able, and this limits their progress.
- Pupils' attitudes to learning are variable, especially those in lower sets.
- Not all pupils take responsibility for their own behaviour and recognise how their actions affect others.
- Changes to the curriculum are yet to be fully established so that leaders can evaluate if lessons that support pupils' spiritual and cultural development are making a difference.

The school has the following strengths

- The principal's dedicated leadership inspires trust and confidence and is having a significant impact on improving teaching and pupil outcomes. He is very well supported by members of the academy council and senior leaders. Staff morale is high. The vast majority of pupils welcome the good improvements that are evident in the school since the previous inspection.
- Pupils feel safe in the school. Senior pupils in particular have a well-developed sense of right and wrong which they demonstrate well in their day-to-day behaviour.
- There are examples of strong teaching which enables pupils to make rapid progress.
- Members of the community are involved in and contribute well to the work of the school.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Ensure that teaching is good throughout the school, including in the sixth form. Make sure that all teachers challenge different groups of pupils effectively, especially the most able, so that all make the progress of which they are capable.
- Enable pupils to take responsibility for their own behaviour and understand how their actions affect others.
- Ensure that the changes to the curriculum are carefully monitored so that lessons to promote pupils' understanding of and preparedness for life in modern Britain are fully developed.
- Enable leaders to monitor and evaluate provision in the sixth form in sufficient detail so that they can identify and rectify problems at an early stage.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal leads by example and is highly visible around the school. He has high expectations of staff and pupils, both of whom welcome and accept the changes he has implemented and driven since his appointment. The principal, supported by his senior team, is exceptionally ambitious, but recognises that there is much more to do so that all pupils achieve as well as they can and the quality of teaching improves.
- Members of the academy council are equally ambitious and realistic. They recognise that although the school has made great strides since the previous inspection, work is still needed as they move forward.
- Regular monitoring of teaching is done so that leaders can provide the necessary training. Teachers welcome the support and challenge from senior leaders and the vast majority engage enthusiastically in training events. Challenging targets are set for teachers, but in 2016 only half of them achieved these targets.
- The time given to different subjects has recently been reviewed. A wide range of subjects are provided for pupils, with additional lessons for those pupils, in all year groups, who need additional literacy and numeracy help. A number of additional activities take place, especially within the performing arts and sports departments. Pupils told inspectors that they enjoy taking part in these events. Leaders are working hard to ensure that both girls and boys are involved in subjects that traditionally may have been seen as only for boys or girls.
- Assemblies and progress time are used to cover a range of activities designed to contribute to improving pupils' personal development and their spiritual and cultural development. Currently the impact of this work is not monitored robustly. Pupils socialise well for the most part. Older pupils especially have a well-developed sense of right and wrong.
- An emerging strength is the work done by the subject leaders. They have clear roles and responsibilities which the majority of them embrace enthusiastically. Subject leaders are expected to take responsibility for their subjects and the quality of teaching in their departments. Senior leaders recognise that there are some subject leaders whose work does not reflect that of the best.
- Pupils have mixed views about the careers information provided for them. Older pupils feel that it has not been as wide-ranging as they would like. Other pupils have yet to experience the support and external activities intended for them.
- The additional government funding that the school receives is being used well to help pupils, especially those in Years 7 and 8, to catch up with their peers. Leaders and members of the academy council check carefully to ensure that the money is going where it is needed. Academy data confirms that this is the case.
- A key priority for the principal has been to develop strong links with members of the local community. In this he is well supported by other members of staff. Members of the community are welcomed into the school, often meeting and talking to groups of pupils. Pupils told inspectors about this work and how keen they are to do more. The recently established coffee mornings are popular and during the inspection over 30 ladies were enjoying refreshments and a talk from an external provider. These links

ensure that parents are more informed about the work of the school than previously.

- Since the previous inspection the school has been monitored regularly by the sponsor. Support from members of Oasis Learning Community mainly aims to ensure that the quality of teaching and the work of middle leaders improve. The sponsor plans that this help will continue during this academic year. Although the sponsor sets targets following their visits, some of these are not clearly measurable so that senior leaders can demonstrate clearly that improvements have taken place.

Governance of the school

- The recently formed academy council have taken over seamlessly from the members of the interim executive board. The recruitment process to the academy council has ensured a good mix of skills, but there are a small number of vacancies to be filled.
- Members are well informed and their minutes reflect the open discussion and challenge to leaders. Their conversations with inspectors demonstrated how well they know about the progress made by different groups of pupils and the quality of teaching within the school.
- Members ensure that the goals set for the principal are robust and monitored carefully by the chair and the regional director from Oasis Learning Community. There is similar rigour when they check that additional funding is being used effectively and whether teachers are reaching the targets set for them.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders and members of the academy council ensure that safeguarding has a high priority. They promote safety regularly to all and ensure that staff are up to date with latest information so they can remain vigilant.

Quality of teaching, learning and assessment

Requires improvement

- Since the previous inspection, the quality of teaching has improved considerably and more teachers are adjusting their initial plans to meet pupils' needs. Nevertheless, the expectations of what pupils are capable of achieving are varied and not high enough in many lessons. Too often there is insufficient challenge, especially for the most able pupils, because the work that they are given is not demanding enough.
- Pupils are given feedback in lessons but sometimes comments do not always help them understand how to improve their work. This inconsistent approach limits the progress made by some pupils because they are confused. When inspectors looked at books it was clear that this practice is still apparent in the written comments. Nevertheless, the proportion of helpful developmental comments is higher than at the time of the previous inspection.
- Reading is promoted effectively and younger pupils benefit from the reading programme used in the school. Pupils often struggle to read with understanding, and additional help is provided for them. Senior leaders, and inspection evidence, confirm that this provision is effective.
- The teaching of mathematics has improved over the last year with some teaching engaging pupils, challenging them and showing them how to improve. Despite these strong elements, there is still a lack of challenge for some pupils in lessons. At times,

pupils are unable to consolidate their understanding of mathematical skills before moving on. Consequently, pupils' progress in this subject is mixed.

- Inspectors saw examples of lessons which were carefully designed and organised so that teachers challenged pupils successfully and used appropriate questions to test their knowledge and understanding well. Pupils were provided with model answers to help them aim high. These positive aspects enable them to make rapid progress.

Personal development, behaviour and welfare Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The way pupils present their work in a number of subjects is mixed. Inspectors saw several examples of untidy and unfinished pieces of work. In contrast, there are some good examples of detailed, neat and tidy work that supports good progress.
- As a response to comments in the previous inspection report, staff are highly visible around the school at various times of the day. However, the current system has been recognised by leaders as a limiting factor and it is understood that pupils need to take more ownership of their own personal development and self-reliance.
- Younger pupils told inspectors that bullying does happen and some have been subject to racial comments. School records indicate that these events are logged regularly and pupils do have confidence that issues are dealt with very quickly. There are high-quality arrangements for keeping the most vulnerable pupils safe.
- The vast majority of pupils are polite to adults and visitors. They are happy to engage politely in conversation and to give their opinions. However, a very small minority of pupils do not show this level of respect to others.
- Pupils told inspectors that they know how they stay safe when using modern technology. They were keen to give examples. This aspect of their personal development is regularly promoted and developed during assemblies and computing lessons.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes in lessons are inconsistent and this has an impact on the progress they make. Inspectors saw, and pupils confirmed, that there are times when pupils do not behave sensibly in lessons. This is especially true in low-ability sets where boys in particular do not keep their minds on the work provided.
- Staff use the inclusion room effectively and work with other schools if pupils require an extended period of exclusion. However, inspectors saw pupils working well together and noted that discussion in lessons was about their work and how to make improvements.
- Pupils reported that any instances of jostling, pushing or inappropriate behaviour are dealt with very quickly by staff. Inspectors found that for the most part pupils conduct themselves sensibly and mix well together. However, some pupils are reluctant to move swiftly to lessons and wait for adults to remind them. Senior

leaders are well aware of these incidents and continue to work hard to improve the situation.

- Attendance has improved and was above average last year. There has been a noticeable reduction in the numbers of pupils who are persistently absent. A number of pupils are still late in the morning, despite the concerted efforts of senior staff who are always outside the school gate encouraging pupils to 'get a move on'.
- A few pupils show a lack of care when clearing their plates in the dining room and carelessly drop litter. However, for the most part, the school is litter-free and graffiti is virtually non-existent.

Outcomes for pupils

Require improvement

- Since the previous inspection pupils have experienced teaching of very mixed quality. This has affected pupils in Years 10 and 11 in particular. Many are still playing catch-up in a number of subjects, for example mathematics, so that they can secure progress.
- In 2016 the new progress 8 measure for pupils at the end of Year 11 was below the national picture. School data and inspection evidence show that there is improvement in the progress made by all pupils since the previous inspection. However, given their below-average starting points, progress is not as strong for the most able pupils, including those who are disadvantaged and pupils who have particular needs.
- In 2016 the proportion of pupils gaining an A* to C grade in English and mathematics fell slightly compared to the previous year. This was due, in part, to the fact that all pupils were entered for these subjects. Results did improve quite markedly in French, history, religious education and biology.
- The progress 8 score gained by disadvantaged pupils was higher than that gained by their peers. Consequently, the differences between these groups are diminishing. Changes in the amount of time these pupils spend studying English and mathematics are helping them make more rapid progress than previously in these important subjects.
- Inspectors, together with subject leaders, considered pupils' work in a number of subjects. They noted that challenge, particularly for the most able, including those who are disadvantaged, is often missing. Therefore these pupils do not reach the levels of which they are capable.
- During the last year, more pupils have been better prepared for the next stage of their education, as shown by the increased number applying for sixth form places. However, weaknesses in some subjects are still restricting choice for a few pupils.

16 to 19 study programmes

Require improvement

- Many of the systems to check the quality of provision, the outcomes attained and the progress that students make are underdeveloped. These limitations are adversely affecting the sixth form. Monitoring of the quality of teaching and how this affects the progress made by individual students needs to be more thorough and analytical. Leaders have a general view of how well students are doing, but their understanding

of the progress of different groups, especially the most able, is limited. Leaders are ambitious for their students, who they know well, but their efforts to bring about real improvement are not having an impact.

- In 2016 results at A level were mixed and not all students attained the grades of which they were capable. Consequently, their progress, given their starting points, was variable. This was especially true for the most able students. Unvalidated data suggests that female students did better than males. At the time of the inspection, leaders had not undertaken an analysis of results to see if this is a continuing trend.
- The quality of teaching over time, although improved, has been mixed and this situation has contributed to the variability in results. Key popular subjects, such as psychology and applied science, have been affected adversely by a lack of challenge in lessons. However, vocational courses are popular and students have, over time, done well in these subjects. In 2016 this trend of improvement continued and the 16–19 interim minimum standards would appear to have been met despite attainment in some subjects being low.
- More students attained a good GCSE pass in mathematics this year than had been the situation previously. Specialist teaching and more curriculum time was devoted to this important subject. Consequently, the fact that fewer students than in 2015 gained an A* to C pass in English was described as very disappointing by leaders.
- Leaders ensure that all students benefit from external and impartial careers advice. In 2016, 95% of students moved from Year 12 to Year 13 and the current Year 12 was oversubscribed for the first time in several years. This is clear evidence of the growing popularity of the sixth form and the quality of advice that students receive prior to choosing their courses and leaving Year 11. Students were complimentary about this advice, but a few students in Year 13 felt that the advice they received prior to joining the sixth form was less structured and did not always help them to choose appropriate subjects. Work experience for all students is not yet firmly embedded.
- Students are proud of their school and talk enthusiastically about the many positive improvements they have seen since the school went into special measures. They attribute much of this change to the leadership of the principal and other senior staff. Students dress smartly and many reveal a thoughtful attitude when discussing important issues such as extremism, radicalisation and same-sex relationships. As with younger pupils, the vast majority accept and welcome others' differences, which results in a cohesive and inclusive community.
- Safeguarding in the sixth form is effective. Students develop a sound understanding of risks, for example knowing that they are in more danger of being run over when crossing roads than being affected by terrorist action. This mature attitude is symptomatic of how well students understand the difficulties encountered by young people in modern Britain.
- In 2016 more students than in previous years went on to study at university.

School details

Unique reference number	139995
Local authority	Bradford
Inspection number	10020575

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
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	946
Of which, number on roll in 16 to 19 study programmes	176
Appropriate authority	The academy council
Chair	Helen Pemberton
Principal	Ian Simpson
Telephone number	01274 362 050
Website	http://www.oasisacademylisterpark.org/
Email address	Ian.Simpson@oasislisterpark.org
Date of previous inspection	4–5 February 2015

Information about this school

- When the school was inspected in February 2015 it was judged to require special measures. Inspectors conducted four monitoring inspections where the school was judged to be making reasonable progress towards the removal of special measures.
- The school is of broadly similar size to other secondary schools.
- The proportion of disadvantaged pupils is more than twice the national average.
- The proportion of pupils with disabilities and those supported by education, health and care plans is broadly average.
- Virtually all pupils are from minority ethnic backgrounds and three quarters do not have English as their first language.

- The school receives considerable support from the sponsor, Oasis Learning Community, which undertakes regular reviews of provision.
- Since the previous inspection there have been significant staffing changes at all levels. The principal took up his post on 1 September 2015. Thirty-seven staff left during the last academic year, with six new staff appointed from 1 September 2016.
- There are no pupils educated off-site.
- In 2015 the school met the current government floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics. Although figures are currently unvalidated, it is likely that the standards will be met in 2016.

Information about this inspection

- The school complies with DfE guidance on what academies should publish. However, some policies, for example behaviour for learning, and sex and relationships, have not been reviewed at the date indicated on the policy.
- The inspection began as a monitoring visit but was converted to a full section 5 inspection at the end of day 1. Four Ofsted inspectors joined the team on day 2.
- Inspectors observed a range of teaching and learning in parts of lessons. Several lessons were observed jointly with leaders from the school.
- Inspectors spoke formally to six groups of pupils, covering a range of issues, but particularly about their learning in lessons, their observations of improvements since the previous inspection and their safety in the school.
- Inspectors met with members of the academy council and the regional director for Oasis Community Learning. Meetings were also held with senior and middle leaders.
- Inspectors looked at senior leaders' review of performance, school policies and minutes of the academy council meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, attendance and assessment.
- Inspectors reviewed pupils' and students' work in lessons and scrutinised a range of books presented by subject leaders.

Inspection team

Marianne Young, lead inspector	Ofsted Inspector
Jeremy Haigh	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Gabrielle Reddington	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Linda Griffiths	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016