

Oasis Academy Parkwood

Plymouth Road, Scunthorpe, Lincolnshire, DN17 1SS

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress from their individual starting points varies too greatly through the academy and too few make good progress. As a result, standards are not improving quickly enough, particularly in mathematics in Key Stage 2.
- The quality of teaching varies and it is not yet good enough to ensure that all pupils do as well as they can. Weaker teaching is more evident in Key Stage 2.
- The academy does not have a sufficiently detailed and accurate view of the progress of pupils.
- Middle leaders do not fully understand their role and, therefore, do not make a strong enough contribution to improving the quality of teaching and pupils' achievement.

The school has the following strengths

- The headteacher, deputy headteacher and the regional director of the academy trust, have a clear understanding of what needs to be improved to make this a good academy. They demonstrate the ability to drive forward necessary improvements.
- Decisive action has been taken by senior leaders and managers to improve the quality of teaching and, in a relatively short time, the impact of changes is beginning to be felt, with the attainment of pupils in Years 1 and 2 improving rapidly.
- Pupils' behaviour is good. They are safe and cared for well. They are keen and have positive attitudes to learning.

Information about this inspection

- Inspectors observed teaching during 16 lessons, four jointly with either the headteacher or deputy headteacher. Inspectors listened to pupils read and observed a number of teaching assistants working with pupils.
- Meetings were held with pupils, senior leaders and teachers with particular responsibilities, three members of the academy council, the director of school improvement for the academy trust and its regional director. A telephone conversation was held with the local authority’s adviser to the academy. There were informal discussions with parents.
- During the inspection, inspectors took account of the 36 responses made by parents to the on-line questionnaire (Parent View) and the academy’s own survey of parent opinion. Inspectors also considered the 35 responses to the questionnaire issued to members of staff in all roles.
- The inspectors observed the work of the academy and considered its plans for improvement as well as key documents and records for safeguarding, behaviour and attendance. A wide range of other evidence was also scrutinised, including pupils’ work in books, folders and display presentations. Close attention was paid to information showing how well pupils are progressing in their learning. There was also scrutiny of information showing the management of teachers’ performance and the use of pupil premium funding.

Inspection team

Paul Copping, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Carol Smith

Additional Inspector

Full report

Information about this school

- Oasis Academy Parkwood became an academy on 1st December 2012 as a member of the Oasis Learning Community. It is larger than the average-sized primary school.
- The proportion of pupils supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium is well above the national average. The pupil premium is additional government funding to provide additional support for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- Almost all pupils are of White British heritage.

What does the school need to do to improve further?

- Improve standards and pupils' progress through increasing the amount of good or better teaching, by:
 - directing teaching assistants so that they are clear about the learning intended for each lesson and about how they can help pupils to make good progress
 - teachers accurately judging the rate of progress of all groups of pupils so that the work set for them provides the right level of challenge to encourage rapid progress
 - maintaining a particular focus on improvement in mathematics in Key Stage 2
 - providing marking that is detailed and helpful to pupils, making clear how their work may be improved
 - continuing the academy's growing focus on developing the quality of teaching of the sounds letter make (phonics), so that standards rise and pupils are better prepared to do well when they enter Key Stage 2.
- Strengthen the impact leaders have on improving the academy by:
 - improving the efficiency and accuracy of analysis of pupils' standards and progress and making sure that concise, summarised information is readily available to all leaders in order to guide planning
 - ensuring that leaders at all levels in the academy fully understand their responsibilities and have a clear appreciation of their role in monitoring and raising pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the standards pupils attain in reading, writing and mathematics are below the national average for the end of Year 6. Mathematics in Key Stage 2 is the weakest area, particularly in Year 5 and in the mixed Years 5 and Year 6 class.
- Children begin in the Reception class with knowledge and skills that are below those typical for their age. As they progress through the Early Years Foundation Stage, they make expected progress in their learning and begin Year 1 a little below the average levels for their age. Attainment is strongest in physical development, personal, social and emotional development and communication and language.
- In Key Stage 2, the progress made in reading, writing and mathematics varies widely between classes. Improvements in rates of progress can be seen in the pupils' records covering the four terms completed since it was founded. This is confirmed in pupils' work, but the number of pupils making good progress is not yet comparable to the proportion typically achieved by pupils nationally. Standards for the pupils in Key Stage 1 have shown larger gains than for those in Key Stage 2.
- In Year 1, pupils' knowledge and use of phonics are average; the academy's many initiatives in this area have not yet demonstrated sufficient impact. However, the academy has successfully supported those pupils who did not reach the expected level in the Year 1 phonics screening test to catch up by the end of Year 2.
- Progress in Year 6 has accelerated, having been made a priority in development by the academy, but standards remain below those of the average pupil nationally. A whole-academy initiative to improve the range of pupils' reading and their enjoyment of it and to increase the number of families fully sharing in this aspect of their children's learning has had a positive impact on pupils' achievement in this subject. Pupils spoke of the pleasure they took in the books they had chosen. The book-purchasing initiative encourages pupils to participate in a club and maintain an account against which they choose books to buy. Pupils were given financial help towards their initial purchases. The scheme is valued by pupils and their families.
- Rates of progress in mathematics do not match those for other subjects in Key Stage 2 in almost all classes. In the mixed Years 5 and 6 class, they are particularly low. During the inspection, pupils in a combined Year 3 and Year 4 class were observed using incorrect mathematical vocabulary and this hindered their understanding and progress.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils: it is too variable for them to make good progress. However, the academy has been successful in reducing the proportion needing formal support at school action and school action plus reflecting the good progress that some of these pupils have made.
- Overtime, pupils eligible for pupil premium funding, including those eligible for free school meals, show weaker achievement than other pupils in the school in English and mathematics. However, the gap in both their attainment and progress is now rapidly closing.
- The most able pupils make similar progress to that of their peers, but are not sufficiently challenged to do better.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it varies too greatly in quality to help pupils achieve well in their learning in reading, writing and mathematics.
- Too often pupils, particularly the most able, are not sufficiently challenged by the work presented to them; they spend too much time on tasks they have mastered.
- Work in pupils' books indicates that in mathematics pupils are provided with too few opportunities to put their knowledge into practice through the solving of problems. This, together with a limited knowledge of mathematical vocabulary, results in slower progress in

mathematics than in reading and writing.

- Most teachers are lively in their explanations and enthuse pupils in their learning; questioning can, however, sometimes be hurried or not pay due attention to interesting comments from pupils, either limiting the checking of what pupils know and understand or restricting the progress they might otherwise make.
- Classrooms are orderly places: well-organised and with displays that reinforce what is being learnt. Pupils of all abilities respond to this environment and are ready and keen to learn.
- Children in the Early Years Foundation Stage enjoy a stimulating classroom, including well-resourced outdoor areas.
- The support provided by teaching assistants sometimes gives important help to pupils. However, where its impact is confined or teaching assistants are not well enough briefed, the majority of pupils do not benefit from the necessary additional support to move on in their work as quickly as they might.
- Homework is used well by teachers to improve pupils' skills and reinforce what has been learnt in class. Parents acknowledge that they valued and see its benefits for their children.
- Good use is made of specialist teaching and coaching for physical education. The primary school sport funding has been used to provide additional sports for pupils in physical education and dance and has been deployed to improve the skills of class teachers so that gains for pupils may be sustained. The combined effect is of a good contribution to pupils' health and well-being.
- The marking of pupils' work often offers pupils valuable encouragement, but does not consistently contain the clear advice pupils need to help them to improve their work. Marking for successive pieces of work does not logically build pupils' knowledge and understanding.
- Pupils are not always given sufficient guidance and support for their writing to enable them to complete work fully. Pupils sometimes begin pieces of writing by accurately including the title and purpose of the task, but are then unsure as to how to continue.

The behaviour and safety of pupil is good

- The behaviour of pupils is good. They arrive at their lessons keen to learn and quickly begin their work. On a few occasions where pupils required reminders about the expected standards of behaviour, they instantly responded positively to their teachers. It is a strength of the academy that even the youngest children, in the Nursery and Reception classes, are well-behaved and responsive to the adults around them.
- Teachers expect pupils to behave well, ensuring that consideration and respect are firmly embedded in the academy's community. Teachers set a good example to pupils in the calm way they conduct their lessons; all adults do likewise in their supervision at break times.
- Parents are overwhelmingly positive about the academy's ability to minimise bullying or any other bad behaviour.
- Pupils play together harmoniously at break times and are courteous and polite in all areas of the academy. They are unfailingly welcoming to visitors, confidently greeting them and proudly showing them aspects of their academy. Lunch times are both vibrant and orderly: social times much valued by pupils.
- When interviewed, pupils showed a good understanding of the different types of bullying and the ways in which they should respond if experiencing or seeing any. This included an awareness of the ground rules for keeping safe whilst using the Internet. Pupils demonstrate their regard for the environment by maintaining an academy litter-free and tidy.
- The academy's work to keep pupils safe and secure is good. Pupils feel safe in the academy and enjoy attending. Attendance is broadly average. The academy works hard to encourage all families to ensure that their children achieve good attendance. Additional efforts are made to maintain strong links with families who require additional support for their children's attendance.
- Poor behaviour, including bullying and racist incidents, is rare. Procedures to identify, record and address any concerns are securely established. There have been few fixed-term exclusions. Parents and pupils concur in saying that on the isolated occasions unacceptable behaviour

occurs, it is dealt with effectively by the members of the academy staff.

The leadership and management require improvement

- Leaders have accurately identified and are implementing the key ways in which the academy needs to improve. However, over time analysis and use of the information about pupils' progress has not been efficient or incisive enough to ensure that teachers have been in possession of the full range of information to enable them to ensure pupils' consistently good achievement.
- Leaders have a secure grasp on the quality of teaching and are clearly beginning to improve it. They ensure that all pupils have an equal opportunity to benefit from all the academy offers. They are decisive in addressing weaker teaching but inconsistencies in quality have not yet been fully eradicated.
- Middle leaders are encouraged to deepen their influence, but are not yet consistently authoritative in the areas in which they lead. They are not as aware as they might be of the need to more accurately compare the progress of different groups of pupils.
- The link between any increase in teachers' salaries and pupils' progress is firmly established.
- The academy benefits from support from both the trust of which it is a member and from the local authority. Advice from the academy trust has been increased in frequency proportionate to needs and has been effective in helping to implement urgent improvement.
- The curriculum promotes pupils' achievement and spiritual, moral, social and cultural development. It has been broadened and reorganised to increase pupils' involvement, with important use made of specific links to schools in other countries that the academy trust prioritises. These connections are playing a valuable role in introducing pupils, including children in the Early Years Foundation Stage, to history and geography and providing opportunities to improve their literacy skills.
- Good use is made of the new primary school sport funding. Additional options and clubs in sport and dance have been created, including for the younger pupils. Attention has been paid to less confident pupils who have been provided with their own club ("Get Going") to increase their participation in sport.
- The headteacher and deputy headteacher have increased the role played by the academy as a hub in the life of the community and enjoy a high level of parental support as a result. The academy is somewhere where pupils feel safe and secure. The procedures and routines for keeping pupils safe meet statutory requirements.
- **The governance of the academy:**
 - Governance responsibilities are exercised by the national and regional officials of Oasis Community Learning, the academy trust of which Parkwood is a member. The frequency of meetings between the regional director and the headteacher (currently fortnightly) reflect the priority given within the trust to raising standards in this academy. There is a clear view of the improvements necessary for teaching and learning, and pupils' performance is subject to a set of targets which are reviewed twice each term. There is a precise reporting protocol for pupils' progress and standards. The officials of the academy trust have, with senior leaders, identified where less than good teaching occurs and prioritised improvement in weaker achievement. They have identified the key methods to achieve a rapid improvement in pupils' achievement. Management of the headteacher's performance and of all teachers is detailed and effective. Resources are managed well and there is due appreciation of the requirements for good use of pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139025
Local authority	North Lincolnshire
Inspection number	440136

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

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Kevin Rowlands
Headteacher	Tracey Norriss
Date of previous school inspection	Not previously inspected
Telephone number	01724 861072
Email address	info@oasisparkwood.org

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