

Oasis Academy Lister Park

North Avenue, Bradford, West Yorkshire, BD8 7ND

Inspection dates

4–5 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Inadequate 4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Sixth form provision	Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Examination results were poor in 2014. Students did not make enough progress in English and mathematics across Key Stage 3 or Key Stage 4 and their attainment in a broad range of subjects was low.
- Students have weak literacy, communication and numeracy skills.
- Too few of the most able students make good progress and attain A* and A grades at GCSE.
- Teachers' expectations are too low. Too often, students are set tasks that are too easy. As a result, students are not sufficiently stimulated or interested and a significant minority choose not to participate fully in lessons.
- Behaviour is inadequate. There is too much poor behaviour at social times and too many students are slow to get to lessons.
- Students' safety requires improvement because too many students are absent from school. Attendance is below the national average and is not improving quickly.
- The sixth form is inadequate. Achievement on a number of academic courses in the sixth form is low. Few students who resit GCSE English or mathematics improve their grades.
- There has been a significant amount of change at both senior and middle leadership levels. The leadership of mathematics is not secure. In addition, there has been a high level of staff absence. This has meant leaders have been unable to address weaknesses in teaching.
- Leadership and management are inadequate. Steps have been taken to strengthen leadership, but these are too recent to have had a marked impact. A number of systems and procedures have been introduced to strengthen accountability, but these are not effective.
- Governance is weak. Members of the governing council have been unable to address weaknesses in teaching or halt a decline in standards.

The school has the following strengths

- Arrangements for the development of students' spiritual, moral, social and cultural education are good. The academy successfully promotes respect and tolerance for different faiths and cultures and tackles head-on the risks posed by radicalisation and extremism.
- Senior leaders and representatives of the sponsor have a clear understanding of what needs to be improved. Appropriate plans are in place, although work to tackle weaknesses is at an early stage.

Information about this inspection

- Inspectors observed 34 part-lessons and sampled a range of students' work during lessons. A selection of mathematics books were scrutinised in detail. A number of lessons were observed jointly with senior leaders.
- Inspectors met with the Principal, the Executive Principal, other senior leaders, a group of middle leaders and a group of teachers. Inspectors also met with members of the governing body and representatives of the sponsor, Oasis Community Learning.
- Discussions were held with groups of students and inspectors spoke to students in lessons and around the academy.
- A range of documents were examined, including the academy's own self-evaluation and development planning, monitoring records, external reviews of the academy's provision and records relating to safeguarding, attendance, behaviour and safety. Performance management records and minutes of governing body meetings were also taken into account by the inspection team.
- Inspectors took account of the 11 responses to Parent View (Ofsted's online questionnaire), the academy's own surveys of parents, and the views of one parent who spoke to the lead inspector.
- The inspection was carried out following a complaint made to Ofsted that raised serious concerns. Her Majesty's Chief Inspector decided an inspection of the academy should take place to follow up the whole school issues it raised. Inspectors sought to establish whether safeguarding procedures met requirements, including the response to students presenting challenging behaviour.

Inspection team

Chris Smith, Lead inspector

Her Majesty's Inspector

Helen Storey

Her Majesty's Inspector

Mary Lanovy-Taylor

Additional Inspector

Phil Smith

Her Majesty's Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The academy is of broadly similar size to other secondary schools.
- It has been sponsored by Oasis Community Learning since September 2013. When its predecessor school, The Challenge College was last inspected by Ofsted it was judged to require improvement.
- Most students are from minority ethnic backgrounds and most speak English as an additional language.
- The proportion of disadvantaged students, those eligible for support through the pupil premium is well above average. The pupil premium is additional funding provided for students known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled students and those that have special educational needs is above the national average.
- The academy uses four alternative providers for a small number of students who attend on a full-time or part-time basis. Alternative providers used by the academy include Educate Through Sport, Bradford College, J.A.M.E.S. The Eric Gibbs Centre and the Bradford Bulls Believe Programme.
- The academy has a specialist resource unit catering for seven students with speech and language difficulties across Key Stages 3 and 4.
- Since the academy opened in September 2013, there has been considerable change at senior leadership level. There have also been a large number of recent appointments at middle leadership level. Very recently, the sponsor has secured the support of an Executive Principal who has joined the academy on a full-time basis for two terms. An Associate Principal has also recently begun to support the academy on a part-time basis.
- The academy does not meet the government's current floor standards, which are the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Ensure the quality of teaching is always good or better, in order to raise attainment and increase rates of progress, especially in English and mathematics, by:
 - taking swift action to eradicate inadequate teaching
 - implementing the planned training for all teachers and the tailored professional development for those teachers whose teaching is typically not of a good or better standard
 - ensuring teachers use all the information available to them to plan lessons that challenge students, including the most able
 - ensuring that lesson activities interest and engage students so that they are keen to learn and make good progress
 - ensuring the mathematics curriculum includes regular opportunities for students to apply their knowledge to complex mathematical problems
 - checking that marking supports improvements in students' spelling, punctuation and grammar.
- Improve behaviour and safety by:
 - ensuring students develop positive attitudes to learning, participate in lessons and work hard
 - ensuring there are effective systems in place to improve punctuality to lessons and students' behaviour at social times
 - ensuring strategies to improve attendance are pursued relentlessly so that attendance rises to be at least in line with the national average.

- Improve the leadership, management and governance of the academy so that they secure rapid improvements in the quality of teaching and outcomes for students, by:
 - ensuring all leaders, especially governors and those who lead and manage subjects, have the skills to carry out their roles effectively
 - prioritising work to support and develop the quality of teaching
 - improving the level of specialist subject knowledge and the quality of leadership in mathematics
 - ensuring the pupil premium is used specifically to raise the achievement of eligible students.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Serious divisions within the senior leadership team have led to considerable turbulence. As a result, five senior leaders left the academy during the last year. Although new appointments are now in place, these changes have been a distraction, resulting in insufficient attention being given to checks on the quality of teaching, examination entries and students' progress.
- The Principal has put in place a number of systems and procedures designed to bring greater consistency and improve the effectiveness of the academy's work. For example, a system to manage the performance of teachers has been introduced and a number of teachers have had pay progression withheld. These changes have been positively received by staff. However, they have not been sufficient to address weaknesses in behaviour, teaching or achievement.
- The sponsor has very recently taken steps to strengthen leadership, with the appointment of an Executive Principal and an Associate Principal. These appointments follow a series of intensive reviews of the academy's performance undertaken by the sponsor.
- The skills of those who lead and manage subjects are underdeveloped. Several subject leaders are new to the academy and have not had time to have an impact on the quality of teaching or achievement. There is no secure leadership of mathematics in place. Teachers have been stretched because of the high staff absence among their colleagues and too many classes are covered by supply teachers.
- Teaching is inadequate. There has been insufficient training and tailored professional development to improve the performance of teachers, and checks on the quality of teaching were over generous. Very recent arrangements to strengthen the professional development of teachers are being introduced and external reviews of provision, undertaken by the sponsor last term, have established a more accurate picture of where teaching needs to improve.
- The academy's work to ensure equality of opportunity and prevention of discrimination is weak, as most groups of students underachieve.
- The pupil premium funding has been used to increase staffing and reduce class sizes across the academy. However, this has not resulted in more effective teaching. Consequently, the attainment of disadvantaged students is low compared to that of other students nationally.
- The academy offers a broad curriculum that provides academic and vocational pathways at Key Stage 4 and in the sixth form. Leaders and managers have recognised the current curriculum does not place enough emphasis on the core skills of literacy and numeracy and more time will be allocated to these subjects from September 2015. The academy prepares students for life in modern Britain effectively. There are well developed opportunities, led by the religious education department, for students to discuss issues of equality, faith, culture and discrimination. Inspectors observed an effective assembly designed to help students understand the difference between religion and extremism, following the Charlie Hebdo attacks in Paris.
- The academy provides advice and guidance on careers and education pathways from Year 9 onwards. Aspects of the Year 9 curriculum are organised on a carousel to introduce students to the broad vocational and academic range of subjects available at Key Stage 4. Students benefit from a careers fair and from the well-developed links with local employers that regularly visit the academy to speak to students. The academy has also developed a number of apprenticeship opportunities with local employers.
- Safeguarding arrangements meet statutory requirements. Thorough checks are made on staff appointments and members of staff have recently received comprehensive training on child protection, child sexual exploitation and on the 'Prevent' strategy. Thorough checks are made on the attendance, behaviour and progress of students at alternative provision.
- Inspectors strongly recommend the academy should not seek to appoint newly qualified teachers.
- **The governance of the school:**
 - Governance is ineffective. There is a lack of clarity between the role of the governors and the sponsor and there is disagreement on some key issues, such as the use of the pupil premium.
 - Governors have not provided the level of challenge required and have not been sufficiently rigorous in checking the impact of actions taken. Recent improvements in managing the performance of teachers show governors are now better informed about the quality of teaching.
 - The sponsor is now taking a direct role in strategic decisions and is providing more training, for example, on the use of performance data, to develop the role of governors. This work is at an early stage.

The behaviour and safety of pupils are inadequate**Behaviour**

- The behaviour of students is inadequate. Too many students lack engagement in their learning and are unwilling to get involved or participate in lessons. Some struggle to concentrate and disrupt the learning of others. Some work in books is untidy and incomplete.
- There is some poor behaviour at social times. A minority of students show a lack of respect for members of staff and do not move promptly to lessons. As a result, the start of some lessons is disrupted by latecomers.
- Senior leaders, staff and students all report behaviour has improved over the last year. It has not improved sufficiently however. Too many students do not show positive attitudes or enthusiasm to learn. Most students behave properly, are well mannered and polite to members of staff. However, they are not used to organising themselves or taking responsibility for their own learning.
- Only a small number of parents made their views known to inspectors, but most of those who did felt that behaviour was good and that bullying is dealt with effectively. Students told inspectors they trust adults at the school to take action to stop bullying. Incidents of prejudice-based or homophobic bullying are rare.
- The attendance of students is below that seen nationally and a significant minority of students do not attend regularly. Efforts to improve attendance have had some impact, but too many students continue to take extended absences. As a result, their education is adversely affected.

Safety

- The school's work to keep students safe and secure requires improvement. Governors have only recently begun to closely monitor the school's work to safeguard students. The sponsor has also accepted more needs to be done to improve attendance, recognising the potential risks students face when absent from the academy.
- Senior leaders and the sponsor have ensured there has been a high level of training for staff on child protection. Staff are vigilant in recognising any signs of concern. Referrals to the child protection team are managed well and there are well-developed partnerships with external agencies. Actions to safeguard students are taken promptly. Regular checks are made on the suitability of alternative education providers and on the attendance of those students who attend such provision.
- The information technology department leads work to ensure students are aware of the risks when on-line. Students told inspectors they feel well informed of possible risks and know how to keep themselves safe.

The quality of teaching is inadequate

- Outcomes in examinations show teaching has been weak and has not helped students to make good enough progress over time.
- Some teachers' planning does not make sufficient use of information on students' prior attainment. Too many lessons include activities that are too easy for students and fail to challenge them sufficiently. As a result, many students are not on track to attain their target grade. The most able students are not challenged sufficiently and consequently they do not make the progress of which they are capable. Inspectors saw few examples of teachers providing specific tasks to extend the thinking of the most able students.
- Strategies to improve students' skills in reading, literacy and communication are now better coordinated. All teachers have guidance on how to improve literacy through marking and questioning, but it is not being followed consistently. Strategies to improve numeracy are less well developed.
- Where learning is well planned, activities sustain the interest of students. For example, questioning is used skilfully to draw out students' knowledge and understanding. Probing questions help students, particularly those new to English, to develop extended answers.
- Students lack sufficient drive and motivation to complete tasks due to weaknesses in the specialist knowledge of some teachers.
- In mathematics, too many tasks are based on repeated calculations where students practise a particular method. There are very limited opportunities for students to explore the relationships and links between different aspects of mathematics, or to apply their knowledge to solving mathematical problems. Consequently, many do not make sufficient progress in the subject and are not prepared for GCSE

mathematics examinations.

- A new marking policy is bringing about improvements in the quality of feedback students receive. Many teachers have improved their practice in this aspect and their efforts are appreciated by students. Some teachers are making comments designed to improve students' spelling, punctuation and grammar. However, effective marking is not yet consistent across subjects or key stages.
- Homework is not set consistently and some students reported they receive very little homework.

The achievement of pupils

is inadequate

- Students' attainment on entry to the academy is low. They make inadequate progress across a broad range of subjects, including English and mathematics. Their attainment by the end of Key Stage 4 remains low. Consequently, many are not properly prepared for the next stage of their education or employment.
- A high proportion of students speak English as an additional language and there is a growing number of eastern European students that arrive at the academy with weaknesses in English language skills. There is good provision in place to help these students adapt and develop the necessary language to access the curriculum.
- In 2014, the proportion of students attaining five or more good GCSE grades, including English and mathematics, was significantly below the national average.
- Students' skills in literacy, communication and numeracy are weak. Their oral contributions in lessons are often limited and some students are not prepared to contribute to discussions or answer questions. The academy's marking policy now requires teachers to correct spellings and address errors in grammar, although it is not being applied consistently.
- There is a relatively small gap between the attainment of disadvantaged students and other students in the academy. Typically, disadvantaged students attain about a third of a GCSE grade less than other students in English and mathematics. However, their attainment is particularly weak compared to other students nationally. Only about half of disadvantaged students make expected progress in English and only a third make expected progress in mathematics.
- The most able students, those that enter the academy with higher levels of attainment, make inadequate progress. Only around one in ten makes good progress. Their progress in other subjects is also weak. As a result, the proportion of students that attain A* or A grades at GCSE is low.
- The achievement of disabled students and those with special educational needs is inadequate due to poor teaching over time. In 2014, only a few made expected progress in English and mathematics and none attained a good GCSE grade in either subject. The specialist unit for speech and communication provides good support which helps students integrate into mainstream lessons.
- In the past, the academy has entered a limited number of students for GCSE mathematics examination early. Early entry has had a detrimental impact on students attainment in the subject as very few students attained A* or A grades in GCSE mathematics.
- Checks are made on the achievement of the few students attending alternative provision. Outcomes are mixed, as some students fail to complete qualifications.

The sixth form provision

is inadequate

- The sixth form is inadequate because students taking academic qualifications make insufficient progress. Their attainment on a number of courses, including mathematics, sociology, biology, chemistry and Urdu is weak. Too many students who attain poorly in Year 12 continue onto study in Year 13 without receiving sufficient support to address gaps in their learning. Overall, the progress students make on academic courses is below average.
- Achievement is good on vocational courses and students make better progress than seen nationally. Teaching on these courses is more focused and students benefit from the more structured assessment arrangements.
- The sixth form meets the government's 16 to 19 interim minimum standards.
- Provision for those students who did not secure a GCSE grade C or better in English and mathematics is ineffective. Only one student in ten who re-sat the examination attained a grade C or better. As a result, a number of students leave the academy unable to progress to higher education and choose to attend other providers after the sixth form to secure these qualifications.
- The leadership and management of the sixth form are inadequate. Senior leaders have plans to address weaknesses although they recognise these plans need further improvement.

- The quality of teaching for academic courses in the sixth form is inadequate. A significant proportion of teachers delivering sixth form lessons are receiving support to improve their practice. While there is some good teaching in the sixth form on vocational courses, there are weaknesses in the quality of marking and homework is not set consistently.
- The behaviour, safety and attendance of students in the sixth form are better than in other key stages. Students behave well in lessons and are more willing to participate.

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	139995
Local authority	Bradford
Inspection number	455626

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	964
Of which, number on roll in sixth form	201
Appropriate authority	The governing body
Chair	Pete Sayers
Principal	Ian Richardson
Date of previous school inspection	Not previously inspected as an academy
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