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20 May 2015

Mr Philip Beaumont  
Executive Principal  
Oasis Academy Lister Park  
North Avenue  
Bradford  
West Yorkshire  
BD8 7ND

Dear Mr Beaumont

### **Special measures monitoring inspection of Oasis Academy Lister Park**

Following my visit to your academy on 19 May 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in February 2015.

### **Evidence**

During this inspection, meetings were held with you and other members of the senior leadership team with responsibility for assessment, behaviour and the quality of teaching and learning. I also met with the Chair and another member of the Academy Council and held a telephone discussion with the acting Regional Area Director for Oasis Community Learning. You and the associate principal took me on a tour of the academy to observe students at work. The sponsor's statement of action and the academy's development plan were evaluated.

### **Context**

Following the previous inspection, the principal resigned at the end of February 2015. An experienced executive principal currently leads the academy and an experienced associate principal has been permanently appointed. A substantive

principal has been appointed and takes up his post on 1 September 2015. Five teachers left the academy at Easter and 13 will leave at the end of the summer term. Several of these staff are employed on temporary contracts which are not being renewed. New staff, including some within the mathematics department in particular, have been appointed, with a few having already taken up their posts.

### **The quality of leadership and management at the school**

During my discussions with senior leaders they all reported and provided evidence to support their view of improvements to the way information is gathered and used to guide and make changes. For example, checking on students' behaviour and attendance is more robust. The 'three minute bell' between and before lessons to ensure a more rapid and purposeful changeover is helping to improve students' punctuality. I observed many students moving well to their lessons, but this system is yet to embed fully. A range of activities, including student progress meetings happen regularly, with leaders in charge of assessment and teaching and learning checking frequently to see how well different groups of students are doing. A considerable amount of additional time and help has been given to the current students in Year 11 before they take their public examinations. Current data suggest that these students are likely to do better this year compared to the previous year. However, senior leaders are under no illusion that there is much more to be done so that students in other years do as well as they can without last minute intensive help. Ensuring that more students than previously make more than expected progress, irrespective of their starting points, is senior leaders' expectation.

A detailed programme of training activities for all staff is in place, with additional help available for those teachers who find some parts of their job challenging. Evidence provided suggests that this work has been welcomed by the vast majority of permanent staff, with more than formerly engaging successfully in the changes and signing up to your expectations.

During my discussions, it is apparent that changes within the sixth form are less well developed than in the main part of the academy. Nearly one fifth of students are in the sixth form, so improvements in provision, their attendance and attitude to their studies must improve rapidly. This is to ensure that all students do as well as possible in order to be able to move on to the next stage of their education or training successfully.

An external review of the academy council has recently been undertaken and the report is expected shortly. A review of the academy's understanding and use of pupil premium funding (additional government money) is to take place on 5 June 2015. During my discussions with the members of the council, it is apparent that they are still unclear as to their exact role as governors. They know there is a requirement, as indicated in the section 5 report, to improve the calibre of their work rapidly, but as

yet this has not happened. The sponsor recognises that formalising the role of governors and improving their understanding of how to be effective is an urgent priority. A range of training is needed so that governors can play a full part in helping the academy to move forward appropriately and sustain improvements.

Following the monitoring inspection the following judgements were made:

The sponsor's statement of action is fit for purpose.

The academy's development plan is fit for purpose.

Having considered all the evidence, I strongly recommend that the academy does not seek to appoint newly qualified teachers.

Both plans meet requirements, but they need to be strengthened and considered together. This is because the sponsor's statement of action indicates what resources, training and other support they will provide and who from Oasis Learning Community will monitor this activity. The academy's development plan needs further work. It includes some milestones at regular intervals. However, some of these targets are too general and it is not clear who is to monitor and who is to evaluate the activities in order to ensure that the academy is meeting its targets and moving forward correctly.

I am copying this letter to the Secretary of State and the Chair of the Academy Council. This letter will be published on the Ofsted website.

Yours sincerely

Marianne Young  
**Her Majesty's Inspector**