

Inspection of Oasis Academy Sholing

Middle Road, Sholing, Southampton SO19 8PH

Inspection dates: 11 and 12 October 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils study a broad, ambitious curriculum which is designed and delivered well. Leaders' expectations of pupils' academic education are high. In Years 10 and 11, the majority of pupils learn English Baccalaureate subjects. Most pupils show effort and application in lessons. They want to succeed and the school is providing the right opportunities to allow them to do so. Underpinning this is strong provision for pupils' mental and emotional health. Leaders and staff also invest in pupils' wider development. For example, some pupils are voted into the student parliament and contribute to key decisions about the school. Additionally, groups of pupils are trained to support other pupils' well-being.

While many pupils enjoy attending school, some do not. A significant minority of pupils do not feel safe because of bullying. Pupils are taught about how to respect others but do not put this into practice consistently. Some pupils upset others by using discriminatory or derogatory language. There are examples of antisocial behaviour outside of lessons. Behaviour in lessons is better but there is some low-level disruption at times. Leaders have raised expectations of pupils' behaviour recently, but, although there are early positive signs, this has yet to have a substantial impact.

What does the school do well and what does it need to do better?

Leaders' ambitions translate into pupils' secure learning across the curriculum. Teachers make sure there are clear routines in place to help pupils recall and deepen their knowledge. Pupils' achievement is further strengthened by tackling key tasks which help consolidate what they have learned effectively. Teachers have the right subject expertise because they are well trained and work together collaboratively. Staff and leaders use the productive advice and support they get from the trust to develop the quality of education.

Provision to help weaker readers is a top priority in the school. These pupils benefit from support which improves the fluency and accuracy of their reading. Developing pupils' vocabulary, writing and reading runs through the curriculum for all pupils. At times, pupils could achieve more in their learning, including some pupils with special education needs and/or disabilities (SEND), because support could be more precisely matched to their needs.

The school's policy for managing pupils' behaviour is not implemented consistently well. Some pupils are out of lessons when they should not be or are late to class. A significant minority of parents and pupils are concerned about behaviour. Leaders have had some success supporting pupils whose behaviour is particularly challenging. Suspensions are used appropriately but are rising as a result of leaders' recent drive to improve behaviour. The COVID-19 pandemic has had an important impact on pupils' attendance. Leaders have improved the attendance of those most

frequently absent successfully. However, some pupils are still missing too much of their education.

Pupils benefit from a wide range of provision that prepares them for their future lives. The careers information, education, advice and guidance they receive is effective and meets the requirements of the Baker Clause. Pupils learn how to keep themselves safe, including online, and about such things as the dangers of drugs and alcohol. They also have a good knowledge of the values that underpin British society, for example democracy and the rule of law. Many subjects help develop pupils' spiritual, moral, social and cultural understanding through the curriculum. Pupils are taught about what is right and what is wrong. The school provides a range of good-quality extra-curricular activities. Although pupils who take part in these really value them, participation rates across the whole school are not high.

Leaders' evaluations of the effectiveness of the school are not fully accurate. Importantly, their views of pupils' behaviour are overly positive. This contrasts with, for example, their judgements about the quality of education, which are sharp and well founded. Equally, trustees have a clear oversight about much of the school's work, for example safeguarding and the curriculum, but not about behaviour. Trustees have not, therefore, provided robust challenge to leaders about this vital aspect.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well to spot the signs of any issues. When concerns arise, they refer them to leaders appropriately, who deal with them swiftly. Leaders communicate and liaise well with the local authority, external agencies and families. Trust leaders monitor this aspect of the school's work effectively, working with the school to make sure the right support is in place for pupils. Tackling harmful sexual behaviour is taken very seriously and is part of leaders' close monitoring, staff training and pupils' learning. The right checks are made on employees to ensure that they are suitable to work with young people.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not behave consistently well in or outside of lessons. Some pupils behave antisocially and some feel unsafe because of bullying. Leaders must raise expectations of pupils' behaviour further and ensure that these are implemented in practice fully across the school.
- Some pupils are absent too often. They are missing the education they require and are entitled to. Leaders must continue determinedly with their work to raise pupils' attendance.

- Leaders' evaluations and trustees' oversight of behaviour at the school are not effective enough. This hampers their potential to make vital improvements to this crucial aspect of the school's work. Leaders and trustees must ensure that their monitoring of behaviour is robust and accurate.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

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| Unique reference number | 146284 |
| Local authority | Southampton |
| Inspection number | 10241589 |
| Type of school | Secondary comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1022 |
| Appropriate authority | Board of trustees |
| Chair of trust | Caroline Taylor |
| Principal | Martin Brown |
| Website | www.oasisacademysholing.org |
| Date of previous inspection | Not previously inspected under section 5 of the Education Act 2005 |

Information about this school

- The school is sponsored by Oasis Community Learning (OCL), a multi-academy trust. The school joined the trust on 1 September 2018.
- The school currently uses three alternative providers.
- The proportion of disadvantaged pupils is above the national average.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: English, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with the subject leader, observed pupils at work, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work. The lead inspector also met with the subject leaders for languages and visited some lessons.
- Inspectors met with the principal, vice-principals and other leaders, including the special educational needs coordinator.
- The lead inspector met with the chair of trustees and the national director of academies for OCL. He also spoke to officers from the local authority.
- The inspection team reviewed a wide range of information provided by the school, including information about behaviour and attendance, minutes of trustees' meetings, and the education, health and care plans for some pupils with SEND. Inspectors also reviewed leaders' own evaluation about the effectiveness of the school and their plans for further improvement.
- The lead inspector spoke with some parents over the telephone. Inspectors took account of parents' responses to Ofsted's confidential questionnaire.
- Inspectors talked to a wide range of pupils and observed their behaviour in lessons and at social times.
- Inspectors took account of pupils' and staff's responses to Ofsted's confidential questionnaires. An inspector also met with a number of support staff and another met with staff who are new to the school.
- Safeguarding records were scrutinised, including the single central record, records of referrals and evidence of leaders' actions. Inspectors spoke to many staff and pupils about this area of the school's work.

Inspection team

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|--------------------------------|-------------------------|
| Matthew Haynes, lead inspector | His Majesty's Inspector |
| Shaun Jarvis | His Majesty's Inspector |
| Paul McKeown | Ofsted Inspector |
| Catherine Old | His Majesty's Inspector |

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