# Inspection of Oasis Academy Mayfield

Ashley Crescent, Southampton, Hampshire SO19 9NA

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| Inspection dates: | 23 and 24 April 2024 |

| **Overall effectiveness** | **Good** |
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| The quality of education | **Good** |
| Behaviour and attitudes | **Good** |
| Personal development | **Good** |
| Leadership and management | **Good** |
| Previous inspection grade | Requires improvement |

The principal of this school is Claire Taylor. This school is part of Oasis Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

## What is it like to attend this school?

Pupils across the school demonstrate the school's values of being proud, kind and determined. They are taught what these values mean and how to behave in line with them. This forms part of the school's high expectations for pupils and most pupils live up to these expectations very well. Lessons are very rarely disrupted by poor behaviour, and pupils are motivated to work hard.

Pupils benefit from a new, ambitious curriculum. Although they have not achieved as highly as they could have done in the past, pupils are now making good progress through the curriculum. Pupils can discuss what they have learned with confidence, and they produce high-quality work. Pupils with special educational needs and/or disabilities (SEND) are very well supported in lessons and take advantage of everything the school offers.

The school provides pupils with many well-planned experiences to enrich their lives and broaden their horizons. The school also plays a strong role in the wider community through the Oasis Community Hub. This performs an important role in supporting the school's most disadvantaged pupils and helping them to succeed.

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

The school's curriculum is broad and balanced with a good range of subjects for pupils. Recent changes to the curriculum put the English Baccalaureate at its heart and almost all pupils now take the subjects that make this up. The trust's curriculum has been well adapted to meet the local context. There is also effective identification of gaps in pupils' knowledge and teachers work together to change up-coming lessons so that these gaps are filled. This approach is helping pupils to achieve more highly than they have in the past.

Pupils who struggle to read are very well supported. Their needs are quickly identified and there is then a range of help put in place to help meet those needs. This is helping pupils to read with confidence. There is a similar strength in the approach to providing pupils with SEND with a rapid diagnosis of any barriers to learning. Effective adjustments are then made in the classroom.

In most lessons, teaching is very strong. Pupils are taught routines for learning that are usually used well. However, there is some inconsistency in how well these approaches to teaching are used. At times, the purpose behind the practice has not been fully understood. When this is the case, time in lessons is used less well.

Pupils' behaviour around the school and in lessons is usually very good. When pupils struggle to behave, there is support put in place to help them to get it right in the future. Most pupils also demonstrate very positive attitudes towards their learning. They are motivated to do well and act accordingly. However, the attendance of some pupils is too low, and this is affecting their achievement. The school is already taking

effective action to reduce the levels of absence but there is still more to do to ensure that all pupils attend school as often as possible.

There is a very well-planned programme for personal, social, health and economic (PSHE) education. This includes an especially strong package of careers education. The school has carefully considered how to raise aspiration by showing pupils not only what careers are available for them but by them providing bespoke help in understanding how to achieve their goals. Disadvantaged pupils, including those with SEND, are especially well supported with this. The PSHE curriculum also gives pupils many opportunities to learn about, and reflect on, different cultures and faiths.

The trust provides highly effective support to the school. This includes in helping to support teacher workload and well-being and through an excellent programme of ongoing professional development. This frees up teachers to concentrate their time on those activities that will be of greatest benefit to their pupils.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

## (Information for the school and appropriate authority)

- The teaching of the curriculum is not consistently strong. This is because, sometimes, the purpose behind an activity has not been fully understood. As a result, time in lessons is not used as well as it could be. The school needs to ensure that all staff fully understand the methods of teaching that they are adopting.
- Too many pupils do not attend school as often as they should. This means that these pupils are not achieving as highly as they could do. The school needs to continue their work to reduce the persistent absence of these pupils.

## 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' is used to mean pupils with SEND; pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| **Unique reference number** | 135629 |
| **Local authority** | Southampton |
| **Inspection number** | 10296349 |
| **Type of school** | Secondary |
| **School category** | Academy sponsor-led |
| **Age range of pupils** | 11 to 16 |
| **Gender of pupils** | Mixed |
| **Number of pupils on the school roll** | 906 |
| **Appropriate authority** | Board of trustees |
| **Chair of trust** | Caroline Taylor |
| **Principal** | Claire Taylor |
| **Website** | www.oasisacademymayfield.org |
| **Date of previous inspection** | 3 and 4 March 2020, under section 5 of the Education Act |

## Information about this school

- The school is part of Oasis Community Learning.
- The school uses one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with leaders, including the principal, special educational needs coordinator and other leaders. The lead inspector also met with the chair of the board of trustees and with members of the trust.
- Inspectors carried out deep dives in these subjects: mathematics, history, computing, science, languages and physical education. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also met with leaders to discuss their strategies for behaviour and attendance. They also considered a range of information about the school, including the self-evaluation.
- Inspectors met with a range of staff and considered their views through the confidential online staff survey.
- Inspectors met with pupils formally and informally around the school, in lessons and at breaktime. Inspectors took account the views of parents through the responses to Ofsted Parent View.

**Inspection team**

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| Mark Enser, lead inspector | His Majesty's Inspector |
| Peter Fry | Ofsted Inspector |
| Julia Mortimore | Ofsted Inspector |
| Taj Bhambra | Ofsted Inspector |

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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