

Inspection of Ormiston Ilkeston Enterprise Academy

King George Avenue, Ilkeston, Derbyshire DE7 5HS

Inspection dates: 25 and 26 June 2024

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| Overall effectiveness | Good |
| 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 Simon Leach. This school is part of Ormiston Academy Trust multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Rees, and overseen by a board of trustees, chaired by Julius Weinberg.

What is it like to attend this school?

The school has high expectations for all pupils at Ormiston Ilkeston Enterprise Academy. Pupils demonstrate the school's values of courage, ambition, respect and excellence. They say that the school's 'CARE' values are motivational and have made a big difference to the behaviour and attitudes of pupils that attend the school. The result is a caring and welcoming school. It enables pupils to enjoy their lessons and to do their best.

Relationships between staff and pupils are positive and respectful. Pupils feel safe. They know that they can talk to staff about any concerns that they may have. Bullying is rare. Pupils are confident that when bullying does happen, staff will deal with it effectively.

Pupils are offered a wide range of experiences during their time at the school. They can learn to play a musical instrument, play a variety of sports, run a school newspaper and take part in school performances. They enjoy history and theatre visits, as well as school visits to Berlin and Thailand. Many pupils take part in the Duke of Edinburgh's bronze award. They learn about future employment. Pupils are very positive about the changes that have been made at the school. One pupil typically commented: 'Everyone knows the rules. You can get your head down and learn.'

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

The quality of education the school provides is good. However, this is due to recent improvements and is not reflected in published examination results. The school provides pupils with a curriculum that is ambitious and well organised. The curriculum has identified the key knowledge, skills and vocabulary that pupils need to learn. Staff have received training to develop their understanding and expertise on how to deliver the curriculum. They make frequent checks on how well it is being recalled by pupils. In most subjects, the curriculum is implemented consistently well. For example, in history, 'memory tasks' enable pupils to revisit what they have learned. However, in some subjects, the work given to some pupils does not enable them to develop their ideas and extend their answers as well as they could. This does not support pupils to have a deeper understanding of the school's desired curriculum.

The number of pupils undertaking the English Baccalaureate qualification remains low. However, the school is taking appropriate and decisive action to improve this.

The school has ensured that the curriculum for pupils with special educational needs and/or disabilities (SEND) meets their needs. Staff identify the needs of pupils with SEND promptly. Teachers support these pupils well. As a result, these pupils access the full curriculum and are successful.

The school ensures that reading is a priority. Carefully chosen texts are used in every subject to support pupils' reading. This helps pupils to gain an understanding of key vocabulary. Teachers identify pupils who may be falling behind with reading. These pupils receive extra support that helps them to catch up.

Pupils behave well. The school monitors pupils' absences closely and works with families to improve regular attendance. However, some pupils, particularly some disadvantaged pupils, are absent too often. These pupils miss important aspects of their learning.

The curriculum to support pupils' personal development is strong. It is relevant and topical. Pupils are provided with a wealth of experiences that broaden their horizons and deepen their cultural understanding. The curriculum helps pupils to understand the world beyond Ilkeston. Pupils learn how to keep themselves physically and mentally fit. They have a good recall of what they have learned about keeping safe, including online safety. Pupils can develop their leadership skills as sports leaders and anti-bullying ambassadors. The school is preparing pupils well for life in modern Britain. Pupils benefit from a strong careers programme.

The school, the trust and the governors consider the workload and well-being of staff. Staff, including those new to teaching, say that they receive the right support to enable them to be successful in their roles. The governing body and members of the trust support and challenge leaders well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the work given to some pupils does not enable them to develop their ideas and extend their answers. These pupils are not able to make as much progress as they could. The school needs to ensure that all pupils are provided with work that deepens their understanding of the school's curriculum.
- Some pupils, some particularly disadvantaged, do not attend school regularly enough. As a result, they do not benefit from the curriculum and wider experiences offered by the school. The school needs to ensure that all pupils have high rates of attendance.

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 special educational needs and/or disabilities (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 | 137109 |
| Local authority | Derbyshire |
| Inspection number | 10324132 |
| 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 | 976 |
| Appropriate authority | Board of trustees |
| Chair of trust | Julius Weinberg |
| CEO of the trust | Tom Rees |
| Principal | Simon Leach |
| Website | www.OIEA.co.uk |
| Date of previous inspection | 26 April 2023, under section 8 of the Education Act 2005 |

Information about this school

- Ormiston Ilkeston Enterprise Academy joined OAT multi-academy trust in September 2013.
- The school uses one registered alternative provision.
- 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 held meetings with leaders responsible for behaviour, attendance, reading and personal development. Inspectors also held discussions with the special educational needs and disabilities coordinator and curriculum leaders.
- Inspectors carried out deep dives in English, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with groups of pupils.
- To evaluate the effectiveness of safeguarding, 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 considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The lead inspector took account of the responses to the Ofsted online surveys for staff, pupils and parents.
- The lead inspector met representatives responsible for governance at the school, including members of the trust board.

Inspection team

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|------------------------------|------------------|
| Stephen Long, lead inspector | Ofsted Inspector |
| Dick Vasey | Ofsted Inspector |
| Teresa Roche | Ofsted Inspector |
| Sally Wicken | Ofsted Inspector |

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