

# Oasis Academy Pinewood

Thistledene Avenue, Collier Row, Romford, Essex RM5 2TX

## Inspection dates

12–13 October 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Since joining the Oasis Academy Trust, leaders have driven improvements. The school leaders' ambition and vision have successfully improved outcomes for pupils across the school.
- The appointment of the new principal has already raised aspirations for pupils' achievement.
- The sponsor's regional director ensures that the school meets its statutory duties effectively. The local academy council knows the school well and shares the school leaders' drive for improvement.
- Teaching is good across the school. This results in strong progress in lessons and over time for pupils, particularly the most able, in reading, writing and mathematics.
- The well-considered use of pupil premium funding ensures that disadvantaged pupils achieve as well as or better than other pupils nationally in reading, writing and mathematics.
- The teaching of phonics is effective. As a result, the number of pupils achieving the standards in the Year 1 phonics check is above the national average and improving.
- Pupils' progress across key stage 1 is above national figures in reading, writing and mathematics.
- The early years foundation stage is well led and teaching is strong. Children develop a curiosity for learning and consequently make good progress.
- Behaviour is exemplary and pupils take great pride in their work. They are engaging and enjoy their time at school. They are extremely polite to each other and visitors.
- The school's promotion of pupil welfare is outstanding. All staff take great care to ensure that pupils receive the right support. As a result, pupils thrive in their time at school.
- The school's procedures for ensuring the safety of the pupils are very effective. The sponsor's regional director monitors the systems regularly.
- Pupils in key stage 2 make good progress from their starting points in writing and mathematics. Progress in reading is less strong. However, leaders' recent actions to address this show an early positive impact on current pupils' progress.
- Pupils' basic skills develop well in core subjects. However, leaders recognise that this is less successful in the wider curriculum.
- The middle leaders, new to their posts, need to develop their skills to have greater impact on pupil progress.

## **Full report**

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

- Develop the skills of middle leaders still further so that they take more responsibility for pupil progress.
- Ensure that the development of the wider curriculum continues, so that pupils' basic skills continue to improve.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The leadership team has a strong sense of purpose. Leaders work together very effectively. The new principal has quickly established positive relationships with staff. This has ensured that high expectations for pupils are a shared vision for the school.
- Pupil outcomes in the early years and key stage 1 have continued to improve and are above national standards. The number of pupils achieving the expected level in the phonics screening check is improving and is above the national average.
- Following the disappointing key stage 2 reading results in summer 2016, leaders quickly analysed areas where the curriculum could be adapted, and changed it to meet the needs of current pupils. Consequently, reading became a school focus before the new school year. This has already had a positive impact on the quality of the teaching of reading. The progress made by pupils in writing and mathematics at key stage 2 is in line with national averages.
- Teachers use the school's assessment system to inform their planning. This means that well-designed lessons, particularly in reading, writing and mathematics, challenge pupils of all abilities. Pupils are making more rapid progress as a result.
- Middle leaders are now in a position to take on more responsibility for improving pupil progress. Through the robust school system of self-evaluation, senior leaders have identified this as an area for development.
- Support for pupils who have special needs and/or disabilities is strong. The leader responsible for inclusion is tenacious in ensuring that these pupils receive the high-quality support needed for them to make good progress.
- Leaders regularly monitor the quality of teaching. They effectively use a wide range of evidence, including work sampling, assessment data and lesson observations. Leaders use this information to identify the training needs of staff. They then provide high-quality bespoke training so that everyone has the right skills to raise standards for pupils. The effective performance management system now successfully promotes the school's high expectations for pupils across the school.
- Teachers in the early stages of their career receive good support to develop their skills. The school ensures that they are able to draw upon the expertise of more experienced staff. Thus, the quality of teaching is good and improving.
- The school's core curriculum enables pupils to develop basic skills well. Books show that teachers give pupils clear guidance to improve their work. 'Next steps' for the pupils, and further challenges, ensure the good progress of all groups. Nevertheless, leaders recognise that the wider curriculum requires further review to ensure that pupils have greater opportunities to use their English and mathematical knowledge.
- Leaders make a strong contribution to the pupils' spiritual, moral, social and cultural development. The Oasis Academy's 'nine habits' thread through the school's ethos. The school promotes equal opportunities well, so that pupils are well prepared for life in modern Britain. As a result, pupils are thoughtful and show respect to each other and adults. Parents say this positive behaviour is demonstrated outside the school gates.

## Governance of the school

- The school has a highly effective system of governance. Since joining the academy trust, senior leaders and local academy councillors set a culture of high expectations with the support of the regional director. This ensures that the council receives accurate information from the school. They have a secure grasp of the school's strengths and areas for development. As a result, they robustly challenge leaders and hold them to account.
- Regular monitoring of the pupil premium spending has ensured that the differences in progress between groups of pupils are diminishing. This includes disadvantaged pupils and the most able disadvantaged pupils. Councillors have a good awareness of the sports funding used to develop pupils' attitudes to a healthy lifestyle.
- Effective training means they raise questions about the school's performance. Hence, targets for pupil progress are ambitious. Areas for development are sharp and focused on raising standards. Councillors receive regular reports about the school's safeguarding procedures. They effectively use the online training system to keep up to date with national initiatives.

## Safeguarding

- The arrangements for safeguarding are effective.
- The system for ensuring that the school meets statutory requirements is rigorous. Leaders and councillors regularly monitor the single central record to ensure that all checks on staff are appropriate. All staff and academy councillors have completed 'Prevent' training. The leaders have also ensured that well-informed staff know about female genital mutilation and child sexual exploitation.
- School leaders ensure that sound systems are in place to keep pupils safe. Hence, staff feel confident about what to do if they need to raise a concern. Leaders are tenacious in following up referrals to external agencies.
- Staff are available each morning to meet parents. Parents say this approach enables them to deal with issues swiftly. As a result, parents feel their children are well supported and safe in school.

## Quality of teaching, learning and assessment

**Good**

- Leaders' high expectations are evident in the quality of teaching. Teachers know their pupils very well. Well-planned lessons consistently challenge all ability groups.
- Pupils are making good progress because teaching is good.
- Teachers use questioning skilfully to develop and extend pupils' understanding. Pupils give full responses and are able to challenge each other appropriately.
- Classroom routines are well established and support pupils' learning well. Effective modelling and explanations ensure that pupils are clear about what they need to do to improve their work.
- Teachers give pupils effective guidance about ways to extend their learning. Feedback is regular and of a good quality. Pupils are developing skills to evaluate their work.

Evidence shows this is having a strong impact on pupils' understanding of how to improve their learning.

- The quality of teaching in the early years is good. Children settle well into the setting and teachers support them effectively. Good use of the early years funding ensures that they make strong progress and are well prepared for Year 1.
- Teaching of English and mathematics is consistently good. Work in books shows that pupils' understanding of calculation is a strength across the school. School leaders recognise that teaching in the wider curriculum does not yet give pupils sufficient opportunities to apply basic skills and deepen their understanding.
- Phonics teaching is secure and pupils are able to use the sounding out strategy to read unfamiliar words. Subsequently, pupils develop good reading skills. Assessment is accurate and pupils have developed effective word attack skills.
- Teachers use assessments accurately in the core subjects and plan effectively to move pupils on in their learning. Consequently, pupils' attitude to learning is strong because the lessons are stimulating and challenging.
- Pupils who have special needs and/or disabilities make good progress. Early identification of need results in the right support being put in place to ensure that the pupils make good progress. Pupils are well cared for by skilled support staff. Thus, pupils are successful and parents value the support given by the school.

## **Personal development, behaviour and welfare**

## **Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. The school is very successful in developing their curiosity as learners. Consequently, the pupils are very confident. They have excellent social skills and are chatty, personable and interesting to talk to.
- Pupils respond to the very effective guidance teachers give them. Their attitude to their work is exemplary. This is a result of the way the school develops the character of each child as an individual.
- Relationships are extremely strong across the school. Pupils look after each other and show that they care for each other in their work and play. Incidents of bullying are very rare and pupils are very confident that staff will look after them extremely well.
- Pupils recognise that the school keeps them extremely safe. They have an excellent awareness of e-safety and how to protect themselves online. They are able to take calculated risks and know how to challenge unfamiliar people appropriately.
- Parents are glowing in their praise of the care the school provides for their children, in particular the inclusive ethos and the positive attitudes of all the staff. They say their children love coming to school.

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils show impeccable conduct both inside and outside the classroom. They know how to behave very well with each other.

- The older pupils support younger children in the playground. They are able to regulate their behaviour and use equipment safely. They say bullying is very rare and that staff deal swiftly with any concerns.
- Classrooms are extremely well-organised learning environments. Pupils respond excellently to the very effective school behaviour system. Consequently, pupils' positive attitudes mean that behaviour rarely disrupts lessons.
- Staff have established very good systems that ensure that the school day runs smoothly. Pupils move around the school calmly. They show respect to adults and hold open doors for each other and staff.
- Excellent behaviour for learning leads to a positive impact on pupil progress. They are very proud to be pupils at Oasis Pinewood. The quality of their work demonstrates this pride and they enjoy sharing this with visitors.
- The school's incentives to improve attendance have been successful. The latest figures show that absence has reduced significantly and overall attendance is now at the national average.

## Outcomes for pupils

**Good**

- Outcomes for pupils are good. Standards in the early years and key stage 1 are improving and above national averages. Hence, well-prepared children are ready for their transition to Year 1.
- Progress for all groups of pupils is good. Effective use of the pupil premium has ensured that disadvantaged pupils, including the most able disadvantaged pupils, make at least as much progress as other pupils nationally.
- Phonics results show all Year 1 pupils do well in the phonics screening check. This is a result of good teaching throughout the early years and Year 1. The proportion of pupils who achieve the expected standards is well above the national standard and is improving.
- Pupils across the school make good progress in reading, writing and mathematics. The challenge for the most able pupils is appropriate and those who need support catch up quickly. This is a result of effective planning by teachers.
- Outcomes for pupils who have special needs and/or disabilities and those who speak English as an additional language are good. Leaders track and monitor these pupils effectively to ensure that provision is meeting needs appropriately.
- Pupils are able to apply their good skills in reading, writing and mathematics in the wider curriculum. However, pupils do not make as much progress in the other subjects. Leaders agree that this needs addressing and further development of the school's curriculum is an area for improvement.

## Early years provision

Good

- The early years foundation stage is well led and teaching is good. Senior leaders have a good understanding of the progress pupils make.
- Effective use of additional funding in early years ensures that all children, including disadvantaged pupils, make good progress.
- Current standards are above national averages and improving. Well-prepared children are ready for the transition to Year 1.
- All staff contribute to the high achievement children make. Assessments are accurate and lead to high-quality learning for children.
- Early identification of needs means pupil support is effective. Children are able to sustain interest in the well-planned activities. As a result, all groups of children develop positive attitudes to their learning.
- The well-planned outdoor provision offers children good opportunities for physical development of their gross motor skills. Staff ensure that children use the area to enhance their learning. The children's social skills are well developed. This is reflected in the emerging strong relationships children forge with each other and with staff.
- Parents are actively involved in their children's learning. They say staff are very approachable and ensure that their children settle quickly. This creates positive relationships between the school and parents.
- Safeguarding procedures are effective and risk assessments kept up to date. This ensures that children are safe and well cared for.

## School details

Unique reference number	140022
Local authority	Havering
Inspection number	10019638

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	Oasis Community Learning Board
Chair of governors	Tracy Bailey
Oasis regional director	Kirsty Fulthorpe
Principal	Jenni Elliott
Telephone number	01708 743 000
Website	<a href="http://www.oasisacademypinewood.org/">www.oasisacademypinewood.org/</a>
Email address	<a href="mailto:office@oasispinewood.org">office@oasispinewood.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Oasis Pinewood Academy is an average-sized primary school.
- The school has been a member of the Oasis Multi-Academy Trust since October 2013.
- The proportion of pupils who are eligible for free school meals is above average.
- The proportion of pupils who have special needs and/or disabilities with an education, health and care plan is similar to other schools nationally.
- The proportion of pupils who speak English as an additional language is above average.
- The new principal joined the school in September 2016.
- The school complies with Department for Education guidance on what academies should publish on their websites.

## Information about this inspection

- Inspectors observed lessons in each year group, including the Nursery and Reception classes. Many were jointly observed with school leaders.
- Pupils' work in a range of subjects was scrutinised.
- Inspectors listened to key stage 1 and 2 pupils reading.
- Inspectors looked at behaviour at break and around the school.
- Discussions were held with senior leaders, the school sponsor's regional director, local academy councillors and a representative from the local authority. In addition, inspectors spoke to subject leaders, parents and pupils.
- A range of documentation and school policies were reviewed, which included the school's self-evaluation, records of pupils' behaviour and attendance, assessment, notes from the academy review visits and minutes from local academy council meetings.
- Records, policies, training logs and procedures relating to safeguarding were also scrutinised.
- Inspectors took account of the 73 responses to Ofsted's online survey, Parent View, 16 staff responses and 65 pupil responses to the online questionnaire.

## Inspection team

Sara Morgan, lead inspector	Her Majesty's Inspector
Sarah Murphy-Dutton	Her Majesty's Inspector
Helen Morrison	Ofsted Inspector

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