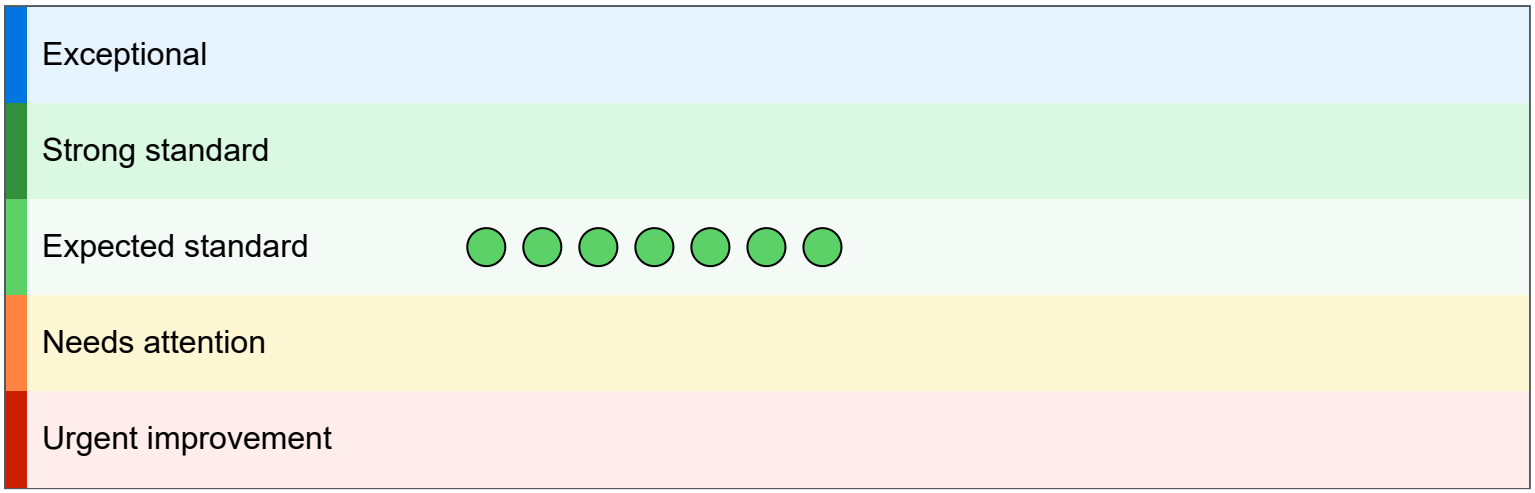
Oasis Academy Pinewood

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

Unique reference number (URN): 140022

Inspection report: 14 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils generally achieve well and are prepared appropriately for the next stage of their education. They develop secure knowledge and skills across the curriculum and build successfully on prior learning. The quality of their work shows that most remember important knowledge and apply it confidently across different subjects.

Published outcomes over the past three years are broadly in line with national averages in reading, writing and mathematics. Disadvantaged pupils also achieve broadly in line with national figures. Pupils with special educational needs and/or disabilities generally make suitable progress from their starting points because they receive appropriate support.

Children in early years develop secure foundations for future learning. Reading is prioritised and most pupils become confident readers. Published phonics outcomes have been variable over the last three years. Leaders have strengthened the teaching of phonics and introduced more effective support for pupils who fall behind. This work continues to embed. Leaders are rightly ensuring all staff have the expertise needed to support pupils with their early reading.

Attendance and behaviour

Expected standard

Leaders establish high expectations for pupils' behaviour through clear routines, positive relationships and a culture of respect. Staff know pupils well and create a calm, orderly environment where pupils can learn successfully. Pupils understand what is expected of them and respond positively to these expectations. They settle quickly to learning, work cooperatively with one another and show positive attitudes in lessons. Behaviour rarely interrupts learning. Staff model the behaviour they expect and help pupils develop confidence, resilience and self-control. Pupils treat adults and one another with courtesy and respect. They feel safe in school and know that staff will listen to any concerns and deal with them promptly and fairly. The school's values help pupils understand the importance of making responsible choices and contributing positively to the school community.

Leaders place a high priority on attendance. They monitor attendance carefully, analyse patterns and respond promptly when concerns emerge. Staff work closely with families and external agencies to remove barriers to regular attendance. Attendance is broadly in line with national averages, including for disadvantaged pupils. Leaders maintain clear expectations for all pupils so that they attend regularly and benefit from the full range of learning and wider opportunities that the school provides.

Curriculum and teaching

Expected standard

Staff deliver a broad and ambitious curriculum using shared resources developed by the trust and adapted by leaders in the school. The curriculum identifies the important knowledge that pupils should secure and helps teachers build learning in a logical order. Leaders strengthen teaching through professional development and subject-specific

support. For example, leaders have recently focused on improving aspects of the writing and phonics curriculum and the impact of this work is evident in the work pupils produce.

Teachers usually explain new learning clearly and use secure subject knowledge to help pupils understand new ideas. Pupils engage positively with learning and discuss their ideas confidently with others. Staff place increasing emphasis on developing pupils' vocabulary to strengthen their speaking and writing.

Reading is a clear priority. Children in early years get off to a positive start in phonics and pupils who need extra help receive timely support. Teachers generally use assessment to identify gaps in learning and adapt teaching appropriately. Most pupils, including those with special educational needs and/or disabilities, access the same ambitious curriculum as their classmates. Teaching is not, however, equally effective in every class. Leaders are strengthening staff expertise through ongoing coaching and targeted training so that pupils experience consistently high-quality teaching.

Early years

Expected standard

Leaders give early years a high priority and are committed to giving children a positive start to their education. They understand the strengths of the provision and the areas that require further development. Recent work has focused on improving the quality of staff interactions with children, developing continuous provision and making the teaching of phonics more consistent. Leaders support staff through coaching, training and expertise from across the trust. These actions are improving the quality of education.

Children follow a coherent curriculum that helps them develop the knowledge and skills they need for future learning. Staff place a clear emphasis on communication and language. They engage children in meaningful conversations, introduce new vocabulary and model language well throughout the day. Warm relationships and well-established routines help children feel safe, settled and ready to learn. Nursery children enjoy songs, stories and practical activities that prepare them well for Reception.

Teaching in Reception builds secure foundations for Year 1. Children apply their knowledge to read and write with increasing confidence. Adults regularly check understanding and provide appropriate support for children with additional needs. Leaders are continuing to improve the teaching of handwriting so that children develop secure letter formation and are well prepared for learning in Year 1.

Inclusion

Expected standard

Leaders make sure that pupils who need extra help are identified quickly. Leaders work closely with parents and carers and a range of external professionals to ensure that pupils receive appropriate support at the right time. Most pupils with special educational needs and/or disabilities (SEND) learn successfully alongside their classmates. Teachers typically adapt learning effectively so that pupils can take a full part in lessons. Where additional support is needed, this is carefully planned and may include specialist communication strategies, sensory support or tailored programmes. Leaders review pupils' progress regularly and adjust support when needs change. This helps most pupils with SEND to make positive progress from their starting points.

Leaders use pupil premium funding thoughtfully to reduce barriers for disadvantaged pupils. They provide support that helps these pupils engage well with school and achieve broadly in line with their peers. Leaders also work effectively with social care services and other agencies to support vulnerable pupils and their families. This helps pupils to attend regularly, feel included and access learning successfully. Leaders recognise that the quality of inclusive practice in the classroom varies across the school. They are continuing to develop staff expertise so that pupils consistently receive the high-quality support they need.

Leadership and governance

Expected standard

Leaders have a clear vision for the school that is rooted in high expectations and ensuring that every pupil succeeds. They understand the school's strengths and the areas that require further development. Their improvement priorities focus on the aspects of teaching that will make the greatest difference to pupils' learning. Leaders evaluate the impact of their work carefully and adapt their actions when needed.

Professional development is central to the school's improvement strategy. Staff benefit from regular instructional coaching, collaborative planning and high-quality training provided through the trust and external partnerships. Leaders invest in developing subject knowledge and teaching expertise. This helps staff refine their practice and supports greater consistency in teaching across the school. Leaders also make effective use of technology to enhance teaching and broaden pupils' learning and digital skills.

Trust leaders provide appropriate support and challenge while allowing school leaders to respond to the school's context and priorities. Staff feel well supported and leaders give appropriate consideration to workload and wellbeing when introducing improvements. Parents and carers value the school and appreciate the care, commitment and ambition shown by leaders and staff. Leaders actively seek parents' views and use their feedback to inform the school's ongoing development. They recognise the value of hearing from as wide a range of families as possible and are exploring additional, structured opportunities to encourage even greater participation from parents whose views are less frequently represented. This is indicative of how reflective and ambitious leaders are to ensure that all pupils receive the very best education.

Personal development and wellbeing

Expected standard

Leaders provide a coherent programme of personal development that prepares pupils well for life beyond school. Personal development is woven through the curriculum and enriched by a broad range of wider opportunities. The school's ‘9 Habits’ help pupils to develop positive character traits such as kindness, honesty and perseverance. Pupils understand these values and apply them in their daily lives. They learn about fundamental British values, different faiths and cultures and the importance of treating everyone with respect. As a result, pupils develop a secure understanding of equality and diversity and are well prepared for life in modern Britain.

Pupils learn how to keep themselves safe and healthy. They develop an age-appropriate understanding of healthy relationships, consent and online safety. They know how to seek help if they have concerns and speak confidently about staff and other sources of support.

Pastoral care is effective because staff know pupils well and respond quickly when additional help is needed.

The school provides a broad range of enrichment opportunities that develop pupils' interests and talents. A wide range of clubs are available for all pupils to access. Educational visits and themed events, such as heritage and culture weeks, broaden pupils' experiences and strengthen links between classroom learning and the wider world. Leaders ensure that all pupils can take part. Residential experiences are planned carefully to build pupils' confidence and independence over time.

Leaders monitor participation in clubs and wider opportunities carefully, particularly for disadvantaged pupils and those that may face other barriers to their learning or wellbeing. They make appropriate adjustments so that pupils can take part successfully. Leaders recognise that participation in these activities is not fully representative of all groups of pupils and continue to take steps to improve this. They are working to gather pupils' views about the quality of educational visits so that the impact can be further developed.

What it's like to be a pupil at this school

Pupils enjoy coming to Oasis Academy Pinewood. They are welcomed each morning by staff who know them well and care about them. Warm relationships are at the heart of the school. Pupils feel safe because staff listen to them and act quickly if they have a concern. They say that bullying is rare and that any problems are managed fairly. Pupils understand the school's expectations and know how the school's '9 Habits' help them to be kind, respectful and responsible. These values shape everyday life across the school.

Pupils behave well in lessons and around the school. They settle quickly to learning and work positively with each other. Classrooms are calm and purposeful. Pupils enjoy answering questions, discussing ideas with their peers and explaining their thinking. They are increasingly confident in using ambitious vocabulary. Children in the early years quickly develop routines, play happily together and benefit from caring staff who help them become confident learners.

Pupils study a broad curriculum that helps them build secure knowledge across different subjects. They make effective use of technology to support their learning and develop important digital skills. Reading has a high profile throughout the school. Children develop confidence in reading from an early age and pupils who need extra help receive timely support. Pupils achieve well across a broad range of subjects and are prepared appropriately for the next stage of their education.

Pupils with special educational needs and/or disabilities are fully included in school life. Staff identify pupils' needs carefully and work closely with families and external professionals to provide effective support. Pupils value the many opportunities that help them grow beyond the classroom. They take part in clubs, educational visits, sports, performances and leadership roles. These experiences broaden their interests, strengthen their confidence and help them understand the importance of contributing positively to their community.

Next steps

- Leaders should ensure that staff apply the school's inclusive approaches with the same consistency so that all groups of pupils receive the same high-quality support, resulting in barriers to their learning being reduced.
- Leaders should continue to embed the school's phonics programme, building on recent improvements and making sure that all staff have the expertise needed to support pupils with their early reading.
- The school should seek ways to further strengthen engagement with parents and carers by providing regular, structured opportunities for them to share their views.

About this inspection

The 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.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, other school leaders, staff and pupils during the inspection. They also held discussions with the trust’s regional and national directors and the chief executive officer. A separate meeting was held with representatives from the board of trustees.

Inspectors considered the responses of parents to Ofsted's survey, Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted’s online staff questionnaire.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Principal: Jenni Elliott

Lead inspector:
Robert Grice, His Majesty's Inspector

Team inspectors:
Jonathan Newby, Ofsted Inspector
Fran Worby, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

369
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

33.33%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.61%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.87%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	71%	61%	Above
2022/23 (final)	61%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	72%	Close to average
2024/25 (final)	72%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	72%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (final)	60%	47%	Above
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	48%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	60%	Close to average
2024/25 (final)	70%	61%	Close to average
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	62%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-15 pp
2024/25 (final)	60%	69%	-9 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	48%	66%	-19 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-17 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	60%	78%	-18 pp
2022/23 (final)	57%	77%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-17 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	55%	79%	-24 pp
2022/23 (final)	62%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	14.1%	13.0%	Close to average
2023/24 (3 term)	14.0%	14.6%	Close to average
2022/23 (3 term)	21.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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