

Oasis Academy Woodview

Woodview Drive, Edgbaston, Birmingham, B15 2HU

Inspection dates

3–4 December 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- From low starting points, pupils make good progress and reach standards in line with those nationally in reading and writing by the end of Year 6.
- Teachers draw on their assessments of what pupils already know to plan and set work which interests and challenges pupils of all abilities.
- During lessons, staff ask questions to develop pupils' understanding and help them to make good progress.
- Pupils at risk of falling behind are given appropriate extra support.
- In the early years, good teaching and provision encourages children to be excited about learning and leads to good achievement.
- Pupils practise their reading and mathematics skills in the many subjects and topics they study.
- Pupils concentrate and persevere with their learning. They work hard and are proud of their achievements. Their enthusiasm and good behaviour contribute well to their progress.
- Pupils feel safe and trust staff to care for them. Pupils are polite and treat others with a great deal of respect.
- The Principal has led key improvements in teaching and these have raised pupils' achievement because staff share the drive for all pupils to do well.
- The academy council and trust hold the academy to account for the progress made by pupils. They identify areas to develop and link these to staff appraisal and training.

It is not yet an outstanding school because

- There are not enough opportunities for pupils to develop their writing skills in subjects other than English in Reception, Year 1 and Year 2.
- Pupils do not all have the chance to apply and develop their basic skills in mathematics through investigations and problem solving.
- Teachers' marking is not consistently helping pupils to understand how to improve their work.
- Where a pupil receives more than one kind of support, leaders do not monitor the effectiveness of each of these separately in order to gauge which is proving to be the most effective.

Information about this inspection

- Inspectors observed lessons, talked to pupils, listened to pupils reading, looked at pupils' workbooks and checked information about their progress.
- Meetings were held with pupils, parents, staff and representatives of the academy trust and council.
- There were not enough responses on the Ofsted Parent View survey site to record results, but inspectors took account of the results of a parent survey undertaken in the summer term.
- Inspectors took account of the 23 responses to the staff questionnaire.
- A range of documents was considered. These included: the academy's analysis of how well it is doing; its improvement plan and policies, including those relating to staff performance; minutes of the academy council's meetings; and safeguarding, behaviour and attendance records.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Janette Daniels

Additional Inspector

Full report

Information about this school

- Woodview Primary School became an academy, sponsored by the Oasis Community Learning Multi Academy Trust, in February 2013. When the predecessor school was inspected by Ofsted, it was judged to require improvement.
- The academy is an average-sized primary school.
- The academy currently has work on site to replace the roof.
- Pupils come from a wide range of nationalities.
- Around 25% of pupils speak English as an additional language. This is an above-average proportion.
- Around 11% of the pupils are disabled or have special educational needs. This is below the national average.
- Close to 63% of pupils are disadvantaged and are eligible for support from the pupil premium funding because they are known to be eligible for free school meals or are looked after by the local authority. This proportion is well above average.
- The academy meets the government's current floor standards, which set the minimum expectations for progress and attainment at the end of Year 6.

What does the school need to do to improve further?

- Further accelerate pupils' progress and raise attainment by ensuring that:
 - children in Reception, Year 1 and Year 2 have the same opportunity to write at length in their work on topics and in other subjects, as those in Years 3 to 6.
 - pupils in all age groups are given the chance to use and develop their mathematical skills through investigations and problem solving
 - teachers' marking consistently shows pupils how to improve their work
 - where pupils receive more than one kind of support, leaders carefully monitor the effectiveness of each of these separately in order to use the most effective more often.

Inspection judgements

The leadership and management are good

- The Principal has ensured that there is a clear focus on improving pupils' achievement and this is shared by all staff. Leaders and the academy council have established clear policies, and they monitor the school's effectiveness in terms of the progress pupils make. They identify priorities for development and plan these carefully so that staff have the training that they need. Pupils' achievement has improved because of the success of these measures.
- Leaders monitor teachers' work carefully against the progress pupils make. They hold staff accountable and determine their career progression through the appraisal system. They make sure that staff benefit from training in areas that need further improvement.
- Teachers are trained to use the school's tracking system and the work in pupils' books so that they can check the progress pupils make. If pupils are at risk of falling behind, a wide range of support is put into place and this has raised standards in all subjects. However, although leaders measure the overall progress made by pupils who are given extra support, they do not give sufficient attention to checking which of the support programmes are most effective in improving progress so that they can give priority to these.
- Leaders have ensured that teachers use their knowledge of what pupils have already achieved to set work which stretches them in reading, writing and mathematics. Children in the Reception class and pupils in Years 1 and 2 do not yet have enough opportunities to write at length in subjects across the curriculum, or to apply and develop their mathematics skills in investigations or problem solving.
- Pupils show tolerance, respect, understanding and care for the many different groups in the school and society because pupils' spiritual, moral, social and cultural awareness is given a high priority in all aspects of school life. It helps pupils to develop an understanding of life in modern Britain and the values this represents.
- The curriculum uses interesting and exciting topics to ensure that pupils develop skills in reading and mathematics. For example, pupils develop their reading skills as they research topics on the natural world, or through history studying the Vikings.
- The school shows its commitment to equal opportunities through the good progress made by all groups of pupils. The pupil premium and funding for disabled pupils and those who have special educational needs are used to employ teaching assistants, mentors and bilingual support staff who work in small groups or on a one-to-one basis to help these pupils to make good progress.
- The extra sports funding is used to offer exciting opportunities in a wide range of sports and dance, during and after school, and for staff to have training in these areas. Pupils particularly enjoyed the opportunity to be involved in a dance festival in an academy in Bristol.
- Leaders have established good relationships with parents. Pupils, parents and staff show a high level of satisfaction with the work of the school, and a recent school survey of parents showed very positive results. Parents have many opportunities to work with their children in school.
- The academy trust has given valuable support to leaders in monitoring the effectiveness of the measures to improve teaching and learning and this has been successful.
- **The governance of the school:**
 - The academy council and trust hold leaders accountable for the progress pupils make through regular monitoring and review processes. They judge the success of the school using their professional skills and training, and identify areas for development by analysing achievement. Appraisal systems ensure that staff's pay and career progression are based on the progress pupils make.
 - Funding is carefully planned and monitored to make sure that extra finance, such as the additional school sports funding, leads to improved opportunities for pupils. The academy council and trust

- ensures that the pupil premium funding is used so that disadvantaged pupils make good progress.
- The academy council and trust ensures that the arrangements for safeguarding meet statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils from the many different groups and backgrounds work and play together happily. They are polite and treat each other with respect and consideration. They take care to keep the school building and grounds tidy.
- Pupils work hard and persevere so that they achieve the tasks they are set. They take care over the way in which they present their work. Their good attitudes to their lessons contribute to their good progress.
- During the inspection, pupils concentrated on their work and there were no disruptions to lessons. This picture of behaviour is confirmed by the academy's records and by the pupils themselves.
- Pupils are proud of the academy and of their achievements. They respond well to the praise and rewards offered by staff, and they enjoy sharing their work with visitors.
- Pupils enjoy learning about the wide range of subjects within the topics they are taught, and the activities which take place outside the school day.
- Pupils' spiritual, moral, social and cultural awareness is promoted throughout lessons, playtimes, and all interactions in the academy. Pupils learn about right and wrong, develop an understanding of how to work with people of other faiths and backgrounds, and they show tolerance and respect towards those with backgrounds and beliefs different to their own.

Safety

- The school's work to keep pupils safe and secure is good. Policies are followed by all staff and monitored carefully by the trust council so that safeguarding procedures, including appropriate checks on visitors, meet statutory requirements.
- Pupils say that bullying rarely happens and they feel safe because they trust adults to deal with any difficulties and to take care of them. They understand the different forms that bullying can take, including those which involve mobile phones.
- While extensive building work has been taking place on the academy site, pupils have had the opportunity to consider the risks of building sites and other dangers from strangers or being near to roads. They understand how to keep themselves safe, including when using the internet.
- Racist incidents are rare because pupils learn about the many different faiths and backgrounds represented in the academy. Pupils say that staff check that pupils do not use derogatory language or say negative things about groups of people who are different in some way. They enjoy finding out about the different experiences of life in the academy's partner school in Zimbabwe.
- Attendance is in line with the average for primary schools. The school has worked closely with parents and outside agencies to improve the attendance of those pupils who previously did not attend regularly.

The quality of teaching is good

- Teachers have a clear understanding of what pupils already know and they use this to plan and set activities which stretch pupils of all abilities.
- Teachers check carefully on the progress pupils make. They identify those pupils who need extra support,

and use a wide variety of support, like one-to-one tuition and work in small groups to help them to learn more effectively.

- Teachers and most teaching assistants have had training to be able to ask questions during lessons to identify when pupils need extra challenge or activities to deepen their understanding. For example, in mathematics lessons in Year 6, pupils were studying algebra and adults probed their understanding so that some pupils were pushed to higher levels and others were given more practice at the same level.
- Pupils enjoy the homework they are set. They find out more about the topics they are studying, and they practise reading, spelling and number work.
- Staff ensure that pupils behave well and concentrate by using praise and rewards for effort and achievement, and setting work at appropriate levels and which captures pupils' interest. They encourage pupils to take pride in their achievement and behaviour. However, they do not give enough opportunities for basic skills to be applied in investigations and problem solving, or for pupils to write at length in subjects other than English.
- Staff have high expectations of pupils' work and behaviour and they establish good relationships and respect in lesson time, and as pupils move about the school. They make sure that pupils explore ideas of right and wrong during their learning, and give opportunities for pupils to develop respect and tolerance of the many different groups in school and society.
- Teaching assistants generally make a good contribution to pupils' progress through the wide range of extra support which they give to disabled pupils, those who have special educational needs, and to those who are disadvantaged.
- More able pupils achieve well because they have higher levels of work set for them in most lessons, and staff establish clear expectations of what they should achieve.
- Staff mark work so that they know how well pupils are learning. Some make sure that pupils understand how their work could be improved, but this is not a consistent feature of marking in all classes.

The achievement of pupils is good

- Children join the Reception class with knowledge and skills which are generally below those typical for their age. They make good progress so that they enter Year 1 with skills and knowledge close to those expected for their age. Pupils make good progress as they move through the school. In 2014, pupils attained standards which were in line with those nationally in reading and writing by the end of Year 6. Standards in mathematics were below average, but pupils in school are currently making more rapid progress in this subject.
- Children make good progress in phonics (letters and the sounds they make). In 2014, Year 1 pupils attained levels in line with those nationally in the Year 1 phonics screening check.
- In Year 2 in 2014, the proportion of pupils who attained expected standards was below the national average in reading, writing and mathematics, but the work in their books showed that they made good progress from the end of the Reception Year.
- The most able pupils make good progress because they are stretched with work at higher levels.
- Disadvantaged pupils supported by the pupil premium in Year 6 in 2014 were two terms ahead of others in school in mathematics and one term ahead in reading. They were just under half a term behind in writing. When compared with pupils nationally, disadvantaged pupils were a term behind in mathematics, but they were in line with pupils nationally in writing and almost half a term ahead in reading. Disadvantaged pupils are making progress at least in line with, and sometimes at faster rates than their

peers in school. Progress for these pupils shows that attainment gaps are closing.

- Pupils' reading, writing and mathematics skills develop rapidly. For example, children in the early years worked with number and phonics at various levels in many exciting activities like organising party food, Christmas shopping and painting; pupils in Key Stage 1 studied two-dimensional shape in a range of contexts, while pupils in Year 6 worked on developing skills in persuasive writing and algebra at different levels. In each of these observed lessons, pupils made rapid progress.
- Pupils develop a love of reading, and develop the skills which help them to understand well what they read. They talk about their favourite authors and books, and the way in which authors create particular effects using exciting verbs, adjectives, and features of language.
- Disabled pupils and those who have special educational needs make good progress because work in lessons and the support they are given are carefully organised to develop the particular skills they need.

The early years provision

is good

- Staff in the early years work with local nurseries to make sure that children have plenty of opportunities to prepare for school life, and enter the Reception class confidently and happily. Parents are made welcome in the Reception class and there are lots of opportunities for them to share in their children's learning.
- Children join the Reception class with skills and knowledge which are below those typical for their age. They make good progress because they are highly motivated to explore their learning, both inside and outdoors.
- Exciting learning activities stretch children of all abilities because staff use their good understanding of what children already know to plan appropriate levels of challenge. Children make good progress. In 2014, children had attained levels of skills and knowledge closer to those typical for their age when they moved to Year 1.
- Learning activities indoors and outside give the opportunity for children to enjoy learning as they apply their phonics knowledge, track mathematical sequences and patterns, and compare numbers and sizes. They show positive attitudes and behave well in all aspects of their work.
- Leadership of the early years is good. Leaders assess children's progress carefully and make sure that staff are trained to support their learning well.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139128
Local authority	Birmingham
Inspection number	447851

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The academy trust and council
Chair	Roger Cunningham
Principal	Louise MacCarthy
Date of previous school inspection	Not previously inspected as an academy
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