

# Oasis Academy Silvertown

Rymill Street, London E16 2TX

## Inspection dates

3–4 May 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- The school is expertly led by the principal and supported by the trust. Leaders have achieved high standards by focusing their work on pupils' progress and development. They have overcome challenges successfully, including the move into the new building, so that pupils' learning has not been interrupted.
- Outcomes are outstanding because leaders have ensured that all groups of pupils make rapid progress and no time is wasted. Good teaching, a suitably broad curriculum and pupils' very positive attitudes to learning contribute to pupils' strong progress from their starting points.
- The curriculum helps pupils gain the knowledge and skills they need to be successful. Leaders have ensured that the range of subjects offered matches pupils' abilities, interests and high aspirations. Pupils are very well prepared for life in modern Britain.
- The school's work to foster pupils' personal development is first rate. Pupils benefit from and enjoy a wide range of engaging activities. Extra-curricular clubs, visits and sessions to develop social and emotional skills promote pupils' spiritual, moral, social and cultural development extremely well.
- Pupils' behaviour is outstanding. Staff and pupils share a culture of ambition and high expectations. Pupils are keen to learn, arrive to school on time, attend regularly and rarely misbehave.
- Leaders have recruited new staff carefully. They provide effective professional training opportunities for teachers and support teaching, learning and assessment strongly as the school continues to grow. Variability in teaching, learning and assessment is recognised in leaders' plans for the school's development.
- Teaching is good and not outstanding because there is variability in the provision for pupils who have special educational needs and/or disabilities. Additional sessions closely tailored to these pupils' needs ensure that they make accelerated progress overall. However, teaching in curriculum subjects does not ensure that pupils who have special educational needs and/or disabilities make as much progress as they do in additional sessions.
- Leaders have an accurate view of the school's performance. Leaders who are very new to the school have quickly made successful refinements to the school's systems and processes. The school is good and improving rapidly.

## Full report

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

- Sustain pupils' outstanding outcomes as the school continues to grow by:
  - building upon the existing best practice in the school to improve teaching and learning further
  - ensuring that curriculum-subject teaching supports the progress of pupils who have special educational needs and/or disabilities as successfully as the additional sessions provided for this group of pupils.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The principal has been tireless in her pursuit of the highest standards for all pupils. A culture of high ambition permeates the school. This has enabled pupils to make strong progress in spite of a number of challenges that the school has faced, including moving into a new building and staff turnover. Leaders recognise that parents, carers and pupils have found the period of construction of the new site difficult and have successfully worked to avoid any impact upon pupils' learning and progress in school. The school is a welcoming, productive environment that pupils like to attend.
- Leaders are skilled, focused and determined. Those new to role have adopted the same thorough approach as other leaders to the analysis of performance within their areas of responsibility.
- Teachers benefit from effective professional development. Their performance targets relate directly to pupils' outcomes and the training delivered is tackling any teaching that is not yet as strong as the best in the school and where variability remains. Teachers are linked with colleagues from other schools, including within the trust.
- Leaders have been creative in designing the curriculum to provide a wealth of opportunities for pupils to develop their knowledge and skills across a range of subjects and themes. The trust has supported leaders' vision for the curriculum, resulting in clear academic routes for pupils to follow. The curriculum enables pupils to develop the skills and build the knowledge they require to be successful in the future. Leaders have developed a clear rationale for the key stage 4 curriculum so that Year 9 pupils have a broad range of GCSE choices from which they can select.
- Pupils read appropriately challenging books every day, including the small number who receive effective additional catch-up support in literacy. Pupils demonstrate a love of reading that supports their outstanding outcomes across the curriculum.
- Leaders' understanding of the school's place within the local community is at the heart of their work. As a result, pupils' spiritual, moral, social and cultural development and preparation for life in modern Britain are excellent. Pupils have a keen understanding of local, national and global issues. Throughout the curriculum and particularly during personal, social, health and economic (PSHE) education sessions, pupils develop the skills to be effective members of the community. For example, a theatre company visited the school during the inspection to raise awareness of cyber bullying that pupils reported helped them understand the possible risks to their safety.
- Leaders and the trust ensure that the pupil premium and Year 7 literacy and numeracy catch-up premium funding are used highly effectively to support eligible pupils' performance. Disadvantaged pupils benefit from a range of tailored support that underpins their outstanding progress.
- Leaders use additional special needs funding to provide extra sessions for pupils who have special educational needs and/or disabilities so that they are supported effectively. Leaders know this group of pupils very well and accurately identify where further developments can refine the provision. However, leaders are aware that mainstream subject teaching of this group of pupils is not consistently effective.

## Governance of the school

- Governance through the regional director of the trust provides expert support and guidance to leaders, while holding them firmly to account for the performance of the school. The regional director works effectively with leaders and has ensured that developments are introduced quickly and efficiently while maintaining the focus on the school's core purpose of education. The trust has been instrumental in brokering support for the school as it grows so that pupils continue to do extremely well in their learning.
- The academy council provides scrutiny and supports leaders' work. The principal provides detailed reports about the school's performance, so that the academy council members are informed and can help the school establish its place within the community. The trust has helped to ensure that systems and processes are robust and effective, particularly in ensuring that pupil premium funding supports disadvantaged pupils to do at least as well as their peers.

## Safeguarding

- The school's arrangements for safeguarding are effective. Staff receive regular training, including on important safeguarding issues including female genital mutilation, child sexual exploitation, gangs, knife crime and radicalisation. Consequently, staff know and understand their responsibilities for keeping children safe and are quick to identify possible risks to pupils' safety. Where necessary, appropriate referrals are made and the school works effectively with external agencies and parents to secure the best outcomes for pupils who may be at risk. In discussions, pupils confidently identified risks and spoke about the work that the school does to help them know how to travel to school safely and keep safe online. Pupils know the risks associated with gangs and drugs.
- The school's policies and processes, derived from the trust, are robust. The culture of safeguarding that has developed around these core elements is strong because staff are focused in their pursuit of the best possible outcomes for pupils who need additional support. Records are meticulous and staff have a detailed understanding of how individuals' circumstances link to pupils' progress in school. Staff go the extra mile to ensure that barriers to learning are minimised.

## Quality of teaching, learning and assessment

**Good**

- Teaching, learning and assessment are good. As the school has grown and experienced turnover in teachers, pupils have continued to learn and make strong gains in their knowledge and skills. Inconsistencies in the standard of teaching and learning are being remedied by effective professional development. As a result, new staff quickly learn the 'Silvertown Way' of helping pupils make quick progress.
- Teachers have high expectations of what pupils can and should achieve. Teachers set challenging work and ask probing questions that encourage pupils to build their understanding quickly. Pupils rise to the challenge and want to learn.
- Teachers challenge the most able to think hard. In mathematics, for example, pupils in

Year 7 are provided with additional stretching activities to try at home to experiment with mathematical concepts. Pupils' needs and prior attainment form a key part of teachers' planning.

- Teachers use assessment effectively as part of pupils' learning. Pupils are provided with time to consider teachers' advice and this helps them to develop their understanding quickly. Pupils take pride in their work. This reflects their own high expectations and respect for their learning. Homework is set appropriately to build upon and prepare for learning. Occasionally, some teachers do not notice missing work, leaving gaps in pupils' books.
- The assessment system helps pupils to understand and develop the skills, knowledge and understanding that they need, ultimately leading to GCSE examinations. Pupils, teachers and parents are provided with useful information about the progress pupils make because assessment is well planned as part of pupils' learning. Staff have moderated their assessments in collaboration with other schools within the trust so that teachers and pupils have a precise record of the progress made.
- Pupils' attitudes to learning are excellent. They arrive to lessons on time and with the equipment that they need.
- Pupils who have special educational needs and/or disabilities learn very well in specialist sessions. In mainstream classes, teaching and support for this group of pupils are inconsistent.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils grasp opportunities to develop the skills and knowledge that they need. They demonstrate a keen awareness of how valuable their learning is as a step towards the ambitious careers to which they aspire. Pupils receive regular opportunities to explore and develop skills that employers value, such as teamwork and the resilience to keep trying new things.
- Pupils have coped exceptionally well with the recent move to the new school site. This reflects their maturity as well as the time and effort put in by teachers to nurture the values that the school holds dear. The school's '5 B's' (be proud, be professional, be nice, be independent and be resilient) underpin pupils' approach to their work and the way they interact with one another and adults.
- Pupils told inspectors that the school is a happy community. Pupils mix and socialise very well across year groups. They reported that they feel very safe at school. Staff and parents reflected this positive view in their responses to the online surveys.
- Pupils are extremely keen to take on roles that carry responsibility. For example, mentors provide helpful support to other pupils who would like advice should they have any concerns. Pupils enthusiastically give their views on school development via the pupil council, which contributes to the school's development. Pupils proudly wear badges that identify their roles in school as well as awards for other achievements.
- Leaders prioritise pupils' mental health. They have ensured that pupils have access to

effective counselling should they require support. Leaders put pupils' well-being first and this is reflected in the variety of appropriate agencies that the school calls upon to support pupils' needs.

- A very small number of pupils attend off-site provision. These are closely monitored to ensure that they make the progress expected. Leaders have ensured that the curriculum appropriately meets these pupils' needs.

## Behaviour

- The behaviour of pupils is outstanding. Pupils value learning and recognise that poor behaviour simply gets in the way of progress. Pupils' conduct throughout the day reflects leaders' high expectations, especially during social times. Staff are ever present on duty, but pupils' self-regulation and respect for the rules mean that very few instances of poor behaviour occur.
- There have been very few exclusions since the school opened and permanent exclusions are rarer still. Pupils' attendance is above the national average and no group of pupils has low attendance rates.
- Staff monitor attendance rates closely and identify very swiftly any pupils whose attendance declines. They work very closely with parents to provide support and ensure that these pupils attend regularly.
- Pupils' exemplary attitudes to learning are celebrated and rewarded as part of the school's behaviour system. Pupils work very well with teachers to get the most out of lessons and the broad curriculum that they experience every day.
- Around the school and in lessons, teachers and pupils collaborate very closely and working environments are very productive as a result. Pupils reported to inspectors that they feel confident to speak up, offer ideas and enthusiastically try new approaches to learning.

## Outcomes for pupils

## Outstanding

- Pupils join this comprehensive school with typically higher than average starting points, but there is a wide range of ability overall. Leaders have constructed a curriculum that meets pupils' needs and supports pupils' outstanding progress and outcomes over time.
- Disadvantaged pupils typically progress at the same rates as other pupils, with some making more rapid progress than their peers towards aspirational targets. Disadvantaged pupils are identified as a key group in teachers' planning. They benefit from additional support for their learning and personal development, which is funded by the pupil premium.
- The most able pupils, including the disadvantaged most able, achieve particularly well because the pupil premium funding is used carefully and teachers typically set activities that stretch pupils' learning. In mathematics, English and humanities, the most able pupils make particularly quick gains.
- Pupils who have special educational needs and/or disabilities make strong progress overall across the curriculum because they receive support tailored to their needs from

expert staff in specialist sessions. Curriculum-subject teaching is not as routinely effective in supporting the learning of these pupils.

- Pupils who join the school with lower than average literacy and numeracy skills make quick progress. Through tailored sessions, pupils build swiftly on what they are learning in English and mathematics lessons and practise targeted skills.
- Pupils develop a real love of reading. They are provided with daily opportunities to read a range of texts. Pupils frequent the small but well-resourced library and regularly borrow books that stretch their imagination. Pupils' strong literacy skills are demonstrated through their extended written work. This is seen particularly in humanities, for example in exploring evidence in history that pupils use to construct a written analysis of the theme.
- Pupils in Year 9 are supported extremely well while choosing their GCSE options. The vast majority have selected options that contribute towards the English Baccalaureate suite of subjects, which are suitable options given pupils' starting points. Pupils' choices reflect the excellent preparation that key stage 3 gives them for GCSE and pupils' high aspirations for their future education, training and employment. Leaders have thought carefully about the range of subjects on offer to suit pupils' needs and ambitions. Pupils are provided with one-to-one advice and guidance that link their choices to their abilities and high aspirations.

## School details

Unique reference number	141082
Local authority	Newham
Inspection number	10031674

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

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	178
Appropriate authority	Oasis Community Learning
Trust's Regional Director	Kirstie Fulthorpe
Principal	Johanna Thompson
Telephone number	020 7059 2500
Website	<a href="http://www.oasisacademysilvertown.org">www.oasisacademysilvertown.org</a>
Email address	<a href="mailto:office@oasissilvertown.org">office@oasissilvertown.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Oasis Academy Silvertown opened in 2014. It is smaller than the average-sized mixed comprehensive school within the Oasis Community Learning multi-academy trust. There are currently pupils in Years 7, 8 and 9. The number on roll is expected to increase to 600 when the school has pupils in Years 7 to 11.
- Since September 2014, the school has moved between temporary sites and is currently located on Rymill Street, Newham. Physical education takes place at Newham Leisure Centre, as there is no on-site sports hall or playing field.
- Through the trust, the school has received support from other Oasis Community



Learning schools.

- There is a higher than average proportion of pupils who have special educational needs and/or disabilities, and a higher than average proportion are eligible for the pupil premium. No pupils on roll currently have education, health and care plans.
- The school uses the alternative provider Education Links for a small cohort of pupils.
- The current principal has been in post since September 2016. The Oasis Community Learning multi-academy trust's regional director is responsible for governance.

## Information about this inspection

- Inspectors made visits to 24 periods of learning, some of which were conducted jointly with school leaders. Inspectors scrutinised pupils' work during those observations and outside lesson time.
- Inspectors met with school leaders, staff, pupils and the multi-academy trust's regional director. Informal conversations were held with pupils throughout the inspection.
- Inspectors observed pupils at break- and lunchtimes. The lead inspector listened to pupils reading.
- Inspectors considered the views of 50 pupils, 69 parents and 12 staff who responded to Ofsted's online surveys.
- Inspectors scrutinised the school's website and documentation including: assessment and behaviour information; policies and procedures including those relating to risk assessment, safer recruitment including the single central record and off-site provision; records of the school's governance; performance management and professional development information; leaders' evaluation of the school's performance; and plans for development.

## Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

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Her Majesty's Inspector

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