

Oasis Academy Watermead

Barrie Crescent, Sheffield, South Yorkshire S5 8RJ

Inspection dates

11–12 July 2017

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

Summary of key findings for parents and pupils

This is an outstanding school

- The principal's vision, inspiration and determination have rapidly established a new school that is successfully meeting the learning and personal development needs of its diverse and highly mobile pupil population.
- Oasis Community Learning monitors and evaluates the school very closely and provides highly effective challenge and support to the principal.
- The high-quality planning and implementation of the curriculum contribute directly to the quality of teaching, learning and pupils' progress.
- Learning is outstanding because of the high degree of consistently good teaching and assessment, and the relentless focus on language acquisition, which result in strong progress by all groups of pupils.
- The high standards of presentation by pupils of all abilities reflect pupils' great care in their writing and their considerable pride in their work.
- The teaching of phonics is very well led and organised and taught skilfully by knowledgeable teachers and teaching assistants.
- Pupils' behaviour is excellent and they display care and consideration in their relationships with others. They have adopted the school's values which contribute strongly to their very positive attitudes to learning. Pupils work hard and concentrate well.
- The school's first full cohort of pupils in Year 2 demonstrated very strong progress from their below average starting points at the end of the early years. The 2017 unpublished attainment figures are above the 2016 national averages in reading and mathematics. Year 2 pupils are very well prepared to start key stage 2.
- In 2017, the proportion of Year 1 pupils that met the required standard in phonics was in line with the 2016 national average. Almost all pupils who attended the school from the beginning of Year 1 achieved the standard.
- All the different groups of pupils currently in school, including the disadvantaged and new arrivals, are making strong progress in each year group in reading, writing and mathematics.
- In Nursery and Reception, children make rapid progress in their development.
- Children who enter Reception at a typical level of development make expected progress but too few exceed the early learning goals, especially in literacy and mathematics.

Full report

What does the school need to do to improve further?

- Improve the consistency of teaching and assessment in the early years and ensure that more children who enter Reception at a typical level of development exceed the early learning goals in literacy and mathematics.
- Ensure that the strong current progress in Years 3 to 5 is sustained and attainment at the end of key stage 2 reaches national averages and above.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The principal has high expectations of staff and pupils. The highly committed team of staff have ensured that current pupils, including disadvantaged pupils, mobile pupils and those who speak English as an additional language, are making outstanding progress in their learning.
- 'The Watermead Way' is a well-conceived model for teaching and learning which has been implemented with a high level of rigour and consistency across the school. This is a key feature in enabling pupils to make consistently strong progress across all year groups.
- The distinctive and well-designed learning environment successfully promotes pupils' strong enjoyment and progress in learning. Striking features include: the use of flags, displays about British values, the 'rainbow rewards' shop and the 'book dealer's den'. These graphically communicate the school's values and make the school a special place.
- Senior leaders have designed and developed the curriculum with care and imagination. It promotes the school's values very well, accurately meets pupils' language and academic needs and makes a strong contribution to their social, moral and spiritual development.
- The rich curriculum includes music, art and thinking skills. It is tightly organised and develops pupils' basic literacy and numeracy skills and their academic skills well. Curriculum subjects are planned and taught with the same high expectations and attention to detail and as in literacy and mathematics. History, geography and science systematically extend and consolidate pupils' literacy and numeracy skills as well as their subject skills.
- The well-structured strategy for the teaching of reading is successful in promoting the comprehension of reading and the enjoyment of stories. Extra activities are effective in enabling reluctant or slower readers, especially boys, to develop their skills and enjoyment in reading. A popular annual bedtime reading event when parents, including fathers, come to school in their pyjamas actively encourages reading at home.
- Visits and visitors provide real experiences which stimulate and support pupils' learning and language development effectively. Many pupils, including disadvantaged pupils, participate in out-of-school clubs that widen their experience and enhance their development.
- Staff assess and review the progress of pupils frequently and systematically. Leaders demonstrate the evidence of pupils' progress effectively in comprehensive records with samples of each pupil's work over the time they have been in school. The accuracy of teachers' assessment has been confirmed by external checks with other schools.
- Performance management targets for leaders and teachers are closely linked to ambitious school targets and the teachers' standards. Systematic checks of pupils' work and progress accurately inform leaders' evaluation of the quality of teaching and learning. As a result of sharply focused and regular monitoring, teachers implement actions which improve aspects of teaching. Well-targeted professional development of

teachers and teaching assistants ensures that all staff make a strong contribution to pupils' learning.

- Newly qualified teachers are inducted and mentored effectively in school and supported well by the trust. As a result, they make a strong contribution to the quality of teaching.
- Senior, subject and phase leaders are making a highly effective contribution to the development of the school and demonstrating very good expertise in developing their areas of responsibility.
- Leaders have used the pupil premium funding very effectively to accelerate the progress and raise the attainment of disadvantaged pupils at all key stages. Funding has been accurately targeted to meet the language development needs of children and pupils. Funding has enabled disadvantaged pupils to acquire new skills and experiences, such as music tuition and horse riding.
- The primary school physical education and sport premium has enabled pupils to develop their fitness through personal programmes supported by well-trained playground staff.
- The funding for special educational needs has been used well to enable pupils who have special educational needs and/or disabilities to access whole-class teaching. Carefully tailored support meets the needs of pupils with speech, language and communication needs and with autism well. As a result, they have made very good progress in literacy and mathematics. Staff have developed the precision of assessment and check pupils' progress closely.

Governance of the school

- The trust contributes highly effectively to the development of the school and scrutinises its progress and performance scrupulously. The trust ensures that support services are managed well and are of high quality. This frees the principal to prioritise the development of teaching and learning. The trust ensures that Year 1 and Year 2 teachers check the accuracy of their assessment with other schools.
- The academy council provides a strong link with the community. This has helped the school to develop its relationships with parents. For example, a well-attended community garden party was taking place on the day of the inspection. Local authority representation adds a helpful layer to the trust's support and challenge on school performance. The local authority also supports the school in managing the high mobility of pupils. The well-informed and active academy council takes a strong interest in the work of the school. It receives regular reports from school leaders, who illustrate the impact of teaching with examples of pupils' work. The safeguarding academy councillor regularly checks the implementation of the safeguarding policy.

Safeguarding

- The arrangements for safeguarding are effective. The school is a welcoming, orderly and well-controlled environment which strongly promotes pupils' safety and security. The high profile given to universal and British values has created a strong sense of belonging among pupils of different cultural and faith backgrounds. The curriculum ensures that pupils learn about different aspects of how to stay safe. Staff are well

trained in safeguarding. They know how to refer any safeguarding concerns about pupils or adults. Designated staff maintain well-organised and dated records. Staff are highly experienced in dealing with the often complex issues that arise. Staff take the welfare of the whole family into good account in order to best meet the needs of individual children. The school's strong links with multi-agency support teams in the locality serve pupils and families very well. Staff provide practical support and challenge to families to help them meet their children's needs more effectively.

Quality of teaching, learning and assessment

Outstanding

- Teaching, learning and assessment are outstanding because of the high quality of the curriculum and assessment, the consistent and rigorous implementation of the school's teaching model, and the strong impact these have on pupils' learning and progress.
- The relentless focus on language acquisition across the school enables pupils to make strong progress, including those who speak English as an additional language. Teachers assess pupils who arrive with little English carefully. Daily short sessions of language learning and practice, sometimes before a lesson, enable new arrivals to pick up English quickly and to apply it to the classroom learning.
- Teachers and teaching assistants accurately pitch phonics activities at the right level. Pupils join in the games and routines enthusiastically and enjoy learning about letters and sounds. As a result, pupils, including those who speak English as an additional language, acquire basic skills in reading rapidly.
- Teachers continuously teach key words which enables pupils to learn and apply them in their own speech and writing. Teachers skilfully provide sentence structures so that pupils use successfully the higher order language needed for academic work, for example to compare and contrast. Teachers apply this approach consistently in the teaching of different subjects. Consequently, pupils apply and extend their intellectual and writing skills very well, for example in science and geography, as well as literacy.
- Teachers' rigorous application of the school policy on handwriting and presentation results in a consistently high standard of presentation in all subjects. Teachers are skilled in teaching art and pupils' care in drawing complements their handwriting skills. The high quality of pupils' art and drawing enhances the presentation of their work across the curriculum.
- Teachers' strong emphasis on pictorial and practical learning in mathematics is helping pupils to understand problems, especially those pupils with weaker language skills. Teaching assistants use hand gestures effectively to clarify their explanations of multiplication and addition for the new arrivals. This helps pupils who are new to English to understand the correct method and to get on with their work.
- Teachers' precise learning objectives help pupils with a wide range of needs to develop skills at the right level. Teachers use the school's assessment policy to great effect in their highly constructive feedback to pupils and in the precision with which they adjust planning for the next lesson. Pupils value teachers' comments and guidance and say that the teachers' feedback helps them to quickly make improvements to their work. Pupils also appreciate the extra help from staff when they find a particular aspect of literacy or mathematics difficult to understand.

- Teachers use their subject knowledge very effectively to explain and question pupils. They engage pupils very well, deepen their thinking and challenge them to use subject terminology in their speech and writing. The teaching of writing systematically extends pupils' knowledge and use of grammar and broadens their vocabulary.
- In all classes, teachers have created a strong climate for learning, with effective routines which enable pupils to work productively and with high levels of concentration. Teachers' methodical explanations and clear examples enable pupils to grasp key ideas quickly and to work independently. Teaching assistants support individuals and lead different ability groups very well.
- Extra sessions for pupils who have special educational needs and/or disabilities enable pupils to practise their basic skills and to join in the learning in the main class. Extra support for pupils who speak English as an additional language successfully develops their language skills. On occasion, the most able do not move on to a more challenging task quickly enough.
- In the early years, the quality of teaching has been affected by discontinuity in staffing. On occasion, assessment has not been consistently precise or detailed enough to enable accurate planning and challenge.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The powerful school ethos, the imaginative and inclusive curriculum and the high quality of pupil welfare strongly promote pupils' social, moral and spiritual development.
- Leaders demonstrate a strong drive to promote pupils' personal development and welfare in order to enable every child to succeed. The school's distinctive philosophy of welcoming people of all backgrounds, especially those in need, is strongly endorsed by staff and the academy council. Staff successfully communicate school values through assemblies and the wider curriculum. As a result, pupils from all backgrounds, including the most vulnerable, develop well and make strong progress in their learning.
- Pupils new to the school and to English are inducted carefully and, as a result, new arrivals settle well and quickly become part of the school community.
- Pupils take on a very good range of responsibilities: the head boy and girl have represented the school at events in other cities; playground buddies and trained peer mediators help to make sure pupils get on with each other; the 'quality control crew' go around the school and classrooms to check that standards are being maintained.
- The popular breakfast club gives pupils a healthy and positive start to the day.
- Pupils say that bullying is rare, including incidents of racist bullying. They can report and seek support if they have concerns.
- Pupils feel safe. They understand how to keep safe online. Pupils and their families are well supported to ensure that pupils are safe.

Behaviour

- The behaviour of pupils is outstanding.
- The Oasis Nine Habits are a prominent focus of school life and pupils follow the high expectations for behaviour and personal conduct. The high quality of pupils' behaviour in the classroom makes a strong contribution to the progress they make. Pupils work hard and concentrate well in lessons.
- The school is harmonious. Pupils respond positively to the calm and orderly atmosphere and move sensibly around the school. Pupils behave in a friendly and mature fashion. Pupils of all ages and backgrounds play and work very well together. Communication between pupils and between staff and pupils is highly respectful.
- Instances of challenging behaviour are rare and handled very effectively.
- Staff monitor attendance rigorously and go to great lengths to improve attendance. Staff call and text pupils systematically and collect pupils from home. They involve other agencies, which has encouraged better attendance by particular groups of pupils. Leaders have used pupil premium funding effectively to improve attendance, particularly of Roma pupils. The school gives a high profile to attendance and pupils enjoy the rewards given for good attendance. The school does not authorise term-time holidays and does issue fines to parents.
- Attendance has risen and persistent absence has reduced. However, these figures are not at national averages. Staff are working assiduously to overcome the very particular obstacles to attendance the school faces: most children live outside the catchment area; some are newly settled in the country; many arrive at different times of the year; some who leave remain on the roll for a time until they arrive at their next school.

Outcomes for pupils

Outstanding

- The school's unpublished attainment figures for the end of key stage 1 in 2017 show that the proportions reaching the expected standard in reading and mathematics were above the 2016 national averages. Attainment at the expected standard in writing met the 2016 national average. The proportions that attained a greater depth were above the 2016 national averages in mathematics and writing. Leaders have checked and confirmed the accuracy of these assessments with other schools.
- In the current Year 2, the proportion that reached the expected standard in reading writing and mathematics at the end of key stage 1 was double the proportion that had met the early learning goals. Most of the children who were below the expected standard at the end of the early years caught up and reached it by the end of key stage 1. Very few Year 2 children had exceeded the early learning goals. However, by the end of key stage 1, significantly more pupils attained at a greater depth. These improvements represent outstanding progress.
- In 2016, the proportion of pupils in Year 1 reaching the required standard in phonics was close to the national average. The provisional 2017 figure is higher and in line with the 2016 national average. Of those pupils at the school at the beginning of Year 1, almost all met the required standard in phonics. In 2017, three quarters of disadvantaged pupils met the standard, which was close to the 2016 average for others nationally. An external moderator checked the accuracy of this year's phonics

assessments.

- Assessment records show that all groups of pupils are making strong progress in all years and subjects. The school's comprehensive records of assessed work over two years, and the precision of daily assessment and planning, provide credibility for the accuracy of the school's measures of pupils' progress.
- Pupils' books show strong progress in their writing at key stages 1 and 2. Pupils who arrive at school during key stage 2 only able to write short simple sentences, including pupils who speak English as an additional language, rapidly learn to write more complex sentences and quickly become able to express themselves clearly in writing.
- The current very small number of Year 6 pupils are the first to take the end of key stage 2 tests. This group is too small to provide a reliable indication of outcomes at the end of key stage 2. Teacher assessment, and comparison of pupils' books at the point of admission with current work, show that pupils in Years 3, 4, 5 and 6 are making rapid gains in English and mathematics.
- The school has an analytical and targeted approach to the spending of pupil premium funding. This has helped to develop the speaking and listening skills of disadvantaged children in the early years, and has improved their speech and language in key stages 1 and 2.
- Most pupils who have special educational needs and/or disabilities are making as much progress as other pupils as a result of well-tailored support and close checking of their progress.
- The most able pupils at key stages 1 and 2 are making very good progress over time, and their workbooks show that they have skills that are well developed for their age.

Early years provision

Good

- In Nursery and Reception, children make rapid progress in their development. In 2017, the Reception children who had been in school from the beginning of Nursery made the most progress. Three quarters of them reached a good level of development. Two thirds of those that started at the beginning of Reception also reached a good level of development. This represents strong progress from the low starting points of many children, especially in their language development.
- In 2017, the proportion that reached a good level of development was below the 2016 national average. The proportion of disadvantaged children that reached a good level of development was higher than for non-disadvantaged children in school. More than half are well prepared academically, socially and emotionally to start Year 1. Those that are not, are catching up rapidly.
- Staff cope well with the high number that arrive and leave at different points of the year. High-quality support for new arrivals enables them to settle quickly and make rapid progress.
- Well-qualified and well-trained adults develop children's communication skills effectively. Adults talk to children continuously and encourage their language development effectively. They comment about the children's play skilfully and improve their awareness of sounds, their understanding of words and their conversational skills.

- Well-structured activities for developing children’s knowledge of letters and sounds are matched accurately to children’s different stages of development. As a result, many children have rapidly acquired phonics knowledge and skills that are appropriate for their age.
- Children are interested in the good range of activities and benefit from high-quality resources both indoors and outdoors. They are keen to take part in activities they choose for themselves. Some are more passive in larger group sessions.
- Boys and girls behave and cooperate well. They learn how to work safely and understand risk, for example when using knives safely to cut up fruit and vegetables.
- The broad and interesting curriculum prioritises children’s personal health and self-care and language and communication skills effectively. The teaching of these aspects is enabling children who enter the setting below typical levels of development to make rapid progress.
- Leaders use pupil premium funding well on targeted programmes which are helping children to overcome obstacles in their language development. As result, the majority of disadvantaged children in Reception reached a good level of development in 2017.
- Leaders have an accurate understanding of the strengths and weaknesses in the early years and have taken effective action to bring about improvement. For example, the outdoor area has been developed successfully and staff have been well trained in using outdoor activities to meet individual needs.
- Key workers have a good knowledge of their children and communicate effectively with parents. Staff are vigilant and provide high levels of care and welfare. Safeguarding is effective and statutory requirements are met.
- Direct and clear reports to parents tell them what their children can do and what progress they are making. Staff welcome parents into the setting and leaders have successfully increased the involvement of parents in their children’s learning. This remains an area for further development in the school plan.
- Adults have high expectations of most children. Assessment records of children’s learning journeys are comprehensive and generally used effectively to plan activities and match them to children’s needs.
- Children who enter Reception at a typical level of development make expected progress but too few exceed the early learning goals, especially in mathematics.

School details

Unique reference number	140219
Local authority	Sheffield
Inspection number	10031927

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	238
Appropriate authority	Academy trust
Chair	Sallie Wilson
Principal	Lynne Goodhand
Telephone number	0114 2016800
Website	www.oasisacademywatermead.org
Email address	info@oasiswatermead.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the Oasis Community Learning Trust. It opened as a new purpose-built primary school in September 2014 with places for 60 Reception children and 52 part-time Nursery children. In January 2015, 60 places were added for Years 1 to 5. From September 2016, the school had two classes in Years 1 and 2, one combined class for Year 3 and 4 and one for Years 5 and 6. Numbers will increase year-on-year to create a two-form-entry 420-place primary school.
- At present, the school is smaller than the average-sized primary school.
- Mobility is very high. Since the start of the current school year, 55 pupils have joined the school, mostly from outside the city, and 24 have left. Some are new arrivals to England and are at the early stages of learning English. The majority of pupils live outside the school's catchment area and travel some distance to school.
- A high proportion of pupils are from minority ethnic groups. A high proportion speak English as an additional language.

- A high proportion of pupils have special educational needs and/or disabilities and consequently receive extra support within the school. A few have an education, health and care plan.
- The school runs a breakfast club for pupils every morning.
- The principal is a local leader of education (LLE).
- 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. The trust now displays information about the local academy council and the trust's articles and memorandum on the school's website.

Information about this inspection

- Inspectors observed teaching and learning in lessons jointly with senior leaders.
- Inspectors discussed samples of pupils' work with subject and phase leaders.
- Inspectors listened to pupils read and talked to them about their learning and their experiences at school.
- Discussions were held with the principal, senior and middle leaders, the regional director of Oasis Community Learning, members of the academy council, and groups of pupils.
- Inspectors checked the school website and evaluated a wide range of school documents, including the school's self-evaluation, information about pupils' progress, and behaviour, attendance and safeguarding records.
- The inspection took account of 20 responses from parents to Ofsted's online questionnaire, Parent View, and five written responses. Inspectors also took account of 24 responses from staff to the Ofsted online questionnaire.

Inspection team

Bernard Campbell, lead inspector

Her Majesty's Inspector

Elizabeth Lawley

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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