

Oasis Academy Don Valley

Leeds Road, Sheffield, South Yorkshire S9 3TY

Inspection dates

12–14 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- The principal and senior leaders provide strong and determined leadership. The school's values and beliefs underpin leaders' commitment and passion for pupils to succeed regardless of their ability.
- Leaders have created an inclusive ethos within a safe and nurturing environment that enables pupils to flourish academically, socially and personally.
- The academy council and trust executives review the work of the school rigorously and hold leaders to account for all aspects of the school's work.
- Parents and carers have nothing but praise for the principal and school staff. Almost all parents would recommend the school to other parents.
- A rich and engaging curriculum engages pupils and promotes pupils' understanding of different cultures as well as life in modern Britain.
- Behaviour is good and pupils are happy and feel safe in school.
- Children get off to a good start in the early years. Provision for children from two years and upwards through to the Reception class is well planned and delivered so that progress through the early years is strong.
- Good-quality teaching ensures that all pupils make strong progress in English and mathematics from the time they enter the school.
- Extremely positive relationships between parents, leaders, teachers and support staff contribute effectively to pupils' good progress.
- Subject leaders benefit from coaching by senior leaders to develop their skills. Many are new to their roles, and so the impact on subjects other than English and mathematics has yet to be fully realised.
- Some teachers more confidently challenge the most able pupils' learning than others.
- Attendance rates have improved since the school opened and are now close to the national average. While the proportion who are frequently absent is still above average, it is falling quickly.

Full report

What does the school need to do to improve further?

- Further strengthen the effectiveness of teaching, learning and assessment in order to improve pupils' achievement by ensuring that:
 - teachers move pupils' learning on quickly once the initial concepts have been grasped so that pupils, especially the most able, can be challenged further
 - adults in the early years plan activities that stretch and deepen the skills of the most able children.
- Further improve the effectiveness of leadership and management by:
 - developing the assessment of foundation subjects so that teachers plan work to challenge pupils sufficiently so their progress is as good as it is in English and mathematics
 - develop the role of subject leaders so they can effectively evaluate pupils' achievement and bring about improvements within their area of responsibility.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal and senior leaders provide strong and determined leadership for the school. Together with the support of the academy council and the assigned trust executives, in less than three years since the new school opened, they have collectively implemented and developed every aspect of school life. The school's values and beliefs underpin leaders' commitment and passion for pupils to succeed regardless of their ability.
- Parents and carers who have opted to send their children to the school have nothing but praise for the principal, other leaders, teachers and support staff. One parent commented that the school has 'gone from strength to strength' and that 'My children love coming to the school.' Almost all parents would recommend the school.
- Leaders have an accurate view of the school's strengths and weaknesses and have initiated improvements to many aspects of the school's work, as the school has expanded. In mathematics, leaders' analysis of pupils' achievement has led to the identification of aspects of learning that needed to develop further so that pupils could make better progress. Pupils' achievements in English are improving as a direct result of the improvements in the way phonics, reading and writing are taught.
- Leaders have created an inclusive ethos within a safe and nurturing environment that enables pupils to flourish academically, socially and personally. One parent commented, 'This school has a brilliant approach to every different ethnic background and caters to every child's needs.' Extremely positive relationships between parents, leaders, teachers and support staff contribute effectively to pupils' good progress.
- Senior leaders have coached middle leaders so that they are becoming increasingly skilled in evaluating assessment data thoroughly. Together with the scrutiny of pupils' work and learning in lessons, both senior and middle leaders have gathered information on teaching, learning and assessment that they use to accurately identify key priorities for further improvement.
- The principal has high expectations for all staff, and there are clear performance management systems in place to help staff ensure that improvements are made and targets achieved. The information from monitoring the quality of teaching informs teacher development profiles and opportunities for continuous professional development. All teaching and support staff are developing their practice and, as a result, pupils are benefiting from an increasingly skilled workforce that is contributing positively to improving outcomes for pupils.
- The school's tracking systems enable leaders to precisely measure pupils' progress in reading, writing and mathematics. Senior leaders use this assessment information in meetings to identify any underperformance and put in place additional support to bring pupils at risk of falling behind back on track.
- The deputy principal responsible for pupils who have special educational needs (SEN) and/or disabilities provides effective leadership for SEN provision. The funding provided by the government to meet the needs of these pupils is used effectively. Additional support is monitored regularly by the deputy principal and the newly appointed

inclusion manager. Reviews with pupils, parents and professionals are based around the needs of individual pupils.

- Pupil premium funding is used effectively. Senior leaders and the academy council keep a check on the impact of this funding on disadvantaged pupils' academic and personal development. As for all pupils, leaders identify the personal and learning needs of these pupils and allocate appropriate support. Consequently, disadvantaged pupils across the school typically make similar progress to that of their classmates.
- The primary school physical education (PE) and sports premium funding is used very effectively by leaders. Some of the funding has been spent on 'Active Breaks' to address concerns about childhood obesity. This has had a significant impact on the participation of pupils in a variety of sporting activities during and after school. Furthermore, the funding has enabled staff to work alongside coaches to improve their skills to teach the PE curriculum.
- Senior leaders have planned and implemented a rich and engaging curriculum that covers all areas of the national curriculum. Themes and projects enable pupils to learn about different subjects in an exciting and stimulating way. For example, at the time of the inspection, the whole-school theme is the World Cup and pupils are exploring the location, climate, culture and customs of different countries taking part.
- Pupils value the opportunities that the school offers them to extend and enhance their learning. Topics are brought to life through a number of trips and visitors to the school. For example, the Pupil Parliament visited the Houses of Parliament. Visitors have included the police and fire brigade and a graffiti artist who worked with pupils to paint a mural of the Sheffield skyline through the ages.
- Leaders and staff make a strong contribution to pupils' spiritual, moral, social and cultural development. The school promotes the importance of mutual respect and equality through the curriculum. Pupils learn about different faiths and cultures. The school environment is rich in displays that celebrate a range of pupils' achievements including those in writing and art. The creation of a Pupil Parliament gave pupils an opportunity to elect class representatives and a head boy and girl. As a result, pupils understand the concept of democracy and, with other aspects of learning across the curriculum, they are well prepared for life in modern Britain.
- Subject leadership is at an early stage of development. Foundation subject leadership is shared between teachers, and, because of the current teaching workforce, they have multiple subject areas to lead. Senior leaders have coached subject leaders in ways to evaluate the quality of subject teaching and learning through learning walks and book scrutiny. However, assessment of pupils' achievements in the foundation subjects is in its infancy and, therefore, subject leaders are not yet able to discuss pupils' achievement in these subjects.

Governance of the school

- Governance of the school is highly effective. The academy council is made up of members of the school and local community. They work closely with executives from the multi-academy sponsor, Oasis Community Learning, which challenges and supports the principal and senior leaders to continuously develop the growing school.

- The academy council and trust have a very clear understanding of the school's many strengths and areas for improvement. They diligently review performance information and carefully check the spending and impact of additional funding, such as that provided to support pupils who have SEN and/or disabilities, pupil premium and sports funding on pupils' achievement.
- Representatives of the academy council and trust regularly and routinely visit the school to conduct learning walks to evaluate teaching and learning. They hold discussions with leaders about aspects such as safeguarding and those that require improvement, such as attendance.
- Secure procedures for managing the performance of the principal and teachers are in place. Performance targets of the principal and teachers are closely aligned with the trust's and school's priorities. These are monitored in a timely manner, and the successful performance of the principal and teachers is closely aligned with improving outcomes for pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Ensuring that pupils are safe is at the heart of the school's ethos. Appropriate checks are carried out on all adults appointed to work at the school.
- Leaders have created a culture in which all staff know that safeguarding is everyone's responsibility. Staff are vigilant and receive regular training so that they are kept up to date with safeguarding concerns. As a result, the school is a safe environment for pupils and they are well cared for.
- Pupils said that they feel safe in school. They are taught how to keep safe online and are confident that any issues raised will be quickly resolved. Almost all parents who responded to Ofsted's online questionnaire, Parent View, said that their children are safe at school.
- The school has robust systems for keeping detailed records for vulnerable pupils. The designated safeguarding leader has clear systems to ensure that referrals are made in a timely manner and additional support, from both the school and outside agencies, is available to pupils and families.

Quality of teaching, learning and assessment

Good

- Good-quality teaching ensures that pupils overall make strong progress from the time they enter the school.
- Reading has a high priority across the school. Teachers and teaching assistants have secure phonic knowledge. Consequently, effective phonics teaching is enabling more pupils to reach the required standard. Phonics sessions are structured to secure pupils' prior learning before teaching new sounds and then to apply these to reading and writing exercises. This teaching sequence is increasingly developing pupils' skills to use their phonic knowledge to make the correct choices to spell words correctly. A 'Trash and Treasure' pirate-themed project to practise phonic skills as part of pupils' homework motivated pupils and parents to participate. The school made sure that

parents whose understanding of the English language is limited were included by using older pupils as translators.

- Leaders have strengthened the teaching of reading. They have ensured that a structured, consistent and effective approach to the teaching of reading, particularly reading comprehension, is in place. Achievement in reading is improving as a result. However, some pupils have not benefited from this approach for long enough to be able to sound out words and comprehend meaning from the text effectively.
- Writing is taught systematically across the school. Pupils are encouraged to talk about their writing before committing their ideas to paper. Pupils' books indicate that all pupils are making good progress in relation to the content of their written pieces, and some pupils are demonstrating skills above those typical for their age. Teachers have high expectations for presentation in all pupils' books and there is a strong emphasis on teaching strategies for handwriting, English grammar, punctuation and spelling. Pupils' books in all subjects reflect this and pupils are clearly proud of their work.
- Mathematics is taught effectively across the school and, as a result, pupils make good progress. Pupils' basic mathematical skills are developed well, and there is a strong focus on problem solving and practical mathematical activities. A structured teaching sequence for mathematics in key stage 2 has enabled those pupils joining the school at different times and from a variety of other settings to catch up with their peers who have been at the school for longer.
- Teaching assistants are well deployed to work with groups of pupils. They ask good questions and provide effective support to the pupils they work with. Consequently, these pupils make good progress from their starting points.
- While the overall quality of teaching across the school is good, some teachers more confidently challenge the most able pupils' learning through, for example, excellent questioning or allowing pupils who are secure in their learning to work independently, to explore ideas that are more complex.
- Teachers' effective use of assessment helps them to plan activities that support good progress for pupils of all abilities in English and mathematics. However, assessment in most other subjects is not so well developed. Consequently, teachers are not as well placed to assess the extent of pupils' achievements in these subjects and plan work to challenge them sufficiently. Pupils do not achieve their full potential in these subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal and emotional development is very well supported because adults know pupils, including those new to the school, very well. Consequently, staff promptly secure additional support for pupils, including appropriate external agencies when necessary.
- Pupils play a full role in school life. The elected pupils to the Pupils' Parliament, led by the head boy and girl, participate in the decision-making process by debating issues brought to them and putting ideas into practice. For example, the Pupils' Parliament

has decided to establish a breaktime tuck shop and has discussed the healthy food options that will be sold there. It also organises events to raise money for charity.

- Pupils learn how to achieve a healthy lifestyle. They understand the benefits of making healthy food choices and the positive impact of exercise. Pupils participate enthusiastically in the range of organised activities during 'Active Breaks', the school response to addressing obesity and supporting pupils' acquisition of sporting skills.
- Pupils learn how to keep safe and avoid risks both in school and in the local community. They learn about harmful substances like drugs, alcohol and tobacco and are aware of the dangers of radicalisation. However, older pupils are unaware of some of the wider social risks that they may be exposed to.
- Pupils said that they feel safe in school. They are taught about staying safe in different situations. For example, pupils can talk about staying safe online and road safety and understand about keeping safe on school visits. Most pupils in Year 6 can swim confidently and they can talk about staying safe in water-based situations.
- Pupils are aware of different types of bullying, such as cyber bullying. Pupils said that incidents of bullying are very rare and dealt with quickly by adults.
- Pupils of all ages engage in a wide range of after-school clubs, including a variety of sporting activities such as cricket and gymnastics as well as music, art and drama.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons, as well as at break and lunchtimes. They get on well with each other and treat each other with respect. Pupils move safely around the school, are courteous and display good manners when talking to adults.
- Pupils demonstrate positive attitudes to learning. They listen well to their teachers and to other pupils and are happy to answer questions and offer their own ideas and opinions. Pupils take pride in their work, which is demonstrated in the neat handwriting and presentation in their books.
- Sometimes, when pupils are working independently, a few can get distracted from the task they are working on. The longer pupils have attended the school the more resilience they have to remain focused on their work.
- Almost all the staff and parents who completed Ofsted's online surveys agreed that pupils behave well in school. Pupils said that behaviour in school is good and there are very few incidents of bullying or name calling.
- The breakfast club gets the day off to a good start. Pupils of different ages chat together and engage in purposeful and well-thought-out activities.
- The school has clear strategies in place to address any problems with attendance and punctuality. The school works with families to stress the importance of good attendance and arriving on time to start lessons. Attendance rates have improved since the school opened and are now close to the national average. While the proportion who are frequently absent is still above average, it is falling quickly.

Outcomes for pupils

Good

- The school opened in September 2015 with classes in the early years through to Year 4. Therefore, there is published data for outcomes at the end of key stage 1 in 2016 and 2017, but there is not yet any published data for outcomes at the end of key stage 2. In addition, the small size of cohorts means that published data needs to be treated with some caution. For example, at the end of Year 2 in 2017 there were 11 pupils.
- The school's tracking information indicates that the pupils currently at the school are typically making good progress in reading, writing and mathematics across all year groups. Work in pupils' writing and mathematics books confirms that this is the case.
- Evidence shows that disadvantaged pupils typically make good progress in their learning from their varying starting points when compared with other pupils in the school and nationally.
- Pupils who have SEN and/or disabilities make good progress from their different starting points. These pupils benefit from well-planned support and interventions, which help them learn and reach their individual targets.
- An increasing proportion of pupils are predicted to achieve the higher standards at the end of key stages 1 and 2 in 2018. However, a more consistent approach to challenging the most able pupils' learning would enable these pupils to make accelerated progress.
- The school's assessment information indicates that all pupils regardless of their point of entry make good progress. The longer pupils have been in the school the greater the impact of good teaching and learning on the standards that pupils achieve.
- This is particularly evident for pupils currently in Year 2. The school's assessments, which have been moderated internally and with other schools, indicate that the proportion of pupils on track to achieve the nationally expected standard in reading, writing and mathematics in 2018 is similar to the proportion that did so nationally in 2017. An above-average proportion of pupils are on track to achieve at greater depth. This represents good progress from pupils' previous starting points.
- Over the last two years, although slightly improving in 2017, the proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been below average. As a result of the effective teaching of phonics, pupils currently in Year 1 are making good progress, and the trend of improvement is set to continue.
- While pupils have opportunities to practise their writing and mathematical skills in a range of other subjects, achievement in the wider curriculum subjects is not as strong. Teachers' assessments of pupils' achievement are not used effectively to ensure that pupils are challenged in their learning.

Early years provision

Good

- The majority of children enter the school with knowledge and skills below those typical for their age and having particular needs in communication and language skills. Children make very strong progress so that by the end of the Reception Year the proportion of children reaching and exceeding a good level of development is above

the national average. The children are very well prepared for their transition into Year 1.

- Provision for two-year olds is integrated into the Nursey provision. This means that, from the start, the youngest children develop good routines. They work alongside Nursery children where teaching is distinguished by children's ability not by their age. Consequently, children who join the school as two-year olds make a very strong start to the early years.
- The early years leader is knowledgeable and enthusiastic. She has been instrumental in developing high-quality early years provision. There is a strong and effective early years team, with all adults supporting the development of children's skills and making sure that they are nurtured and safe.
- Children are well cared for and are confident and eager to join in activities. Children's behaviour is very good and they show respect for each other. Nursey and Reception-aged children play cooperatively together. They share resources and talk with adults about their learning. Adults insist on children answering in full sentences, which helps children to practise their language skills, to increase their vocabulary and to communicate their needs and explain their ideas.
- Teachers use a range of assessment information to plan activities that capture children's imaginations through exciting topics and activities. The learning environment is spacious and well resourced and supports all areas of learning effectively. As a result, children are able to access a range of high-quality activities including experimenting mixing colours at the Painting Station, building a tower, making model pizzas with dough and using a computer program to paint a picture. However, some of the activities planned do not always provide enough challenge to stretch and deepen the skills of the most able.
- The teaching of early literacy skills through phonics is effective. Children are taught how to recognise the sounds that letters make and blend these together to make words. Some children in Reception Year are beginning to write independently.
- Mathematical activities support early number and an understanding of shape, space and measures effectively. For example, during the inspection, a group of children was exploring capacity and volume by half filling a container with rice and discussing whether it was half full or half empty. Outside, children were exploring the same concept using water and sand.
- Safeguarding procedures are effective and welfare requirements are met fully.
- Early years staff encourage parents to be involved in their children's education. One example of this parent partnership is a reading workshop to explain how parents can support their child's reading at home. One parent said that the workshop helped her to understand how children used the phonic strategies to learn to read. She said that she could now encourage her son to read the words accurately instead of just hearing him read aloud.

School details

Unique reference number	140394
Local authority	Sheffield
Inspection number	10044425

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	2 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	Board of trustees
Chair	Emilda Morgans
Principal	James Pape
Telephone number	01142 200400
Website	www.oasisacademydonvalley.org
Email address	james.pape@oasisdonvalley.org
Date of previous inspection	Not previously inspected

Information about this school

- Oasis Academy Don Valley is an all-through school, which opened to children from Nursery age up to Year 4 on 1 September 2015, in a new building. The school has grown over the last three years, and a high proportion of pupils in the school have started at different times in the primary school cycle.
- The school includes provision for two-year olds and the first Year 6 cohort in 2017/18.
- The school is an academy within the multi-academy sponsor, Oasis Community Learning.
- The large majority of pupils come from Asian backgrounds. The remainder of pupils are from a wide range of minority ethnic backgrounds. A few pupils are White British.
- A much higher-than-average proportion of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above average.

- The proportion of pupils who have SEN and/or disabilities is above average, although the proportion of pupils who have an education, health and care plan is average.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Inspectors also looked at pupils' work with leaders.
- Inspectors met with a group of pupils and the head boy and girl. They also talked with other pupils informally around the school. Discussions were held with staff, including senior and middle leaders. A meeting was held with two representatives of the school and local community, one of whom is a local authority representative, who sits on the academy council. Discussions were also held with the academy trust executive principal and regional director.
- Inspectors took account of the 63 responses and 18 written responses to Ofsted's online Parent View survey. Inspectors also spoke with parents at the start of the school day.
- Inspectors took account of the 18 responses to Ofsted's online staff questionnaire.
- Inspectors scrutinised a range of documents. These included the school's self-evaluation and development plan, information about the school's performance, a range of assessment information and a selection of policies, including those relating to safeguarding.

Inspection team

Christine Turner, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Peter Marsh	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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