

Inspection of Oasis Academy Broadoak

Norman Road, Ashton-under-Lyne, Lancashire OL6 8QG

Inspection dates: 14 and 15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils know that leaders and staff expect them to do their best. Pupils understand how important it is to attend school regularly. Leaders are ambitious for all pupils. This is reflected in the recent improvements to the school's curriculum plans. Pupils build their knowledge well over time.

Pupils enjoy the many clubs and trips on offer. They look forward to trying the school's '101 things' before they leave in Year 6. These include learning to play a musical instrument and camping out.

Pupils understand the behaviour policy. They work hard to develop the school's nine habits. If someone is unkind to them, pupils know the importance of forgiveness. Pupils say that bullying seldom happens. Leaders deal well with any incidents, so they are not repeated. Pupils feel safe and cared for in school.

Pupils are sensible and calm when moving around the school. When playing outside, pupils make full use of the spacious and well-resourced playgrounds. They play happily together.

Parents and carers would readily recommend Oasis Academy Broadoak to others. They appreciate how staff go out of their way to meet the needs of pupils and their families, for example by operating as a food bank during the COVID-19 (coronavirus) pandemic.

What does the school do well and what does it need to do better?

With the support of the multi-academy trust, leaders have designed a curriculum based securely on the latest educational research. Their plans clearly set out the important knowledge and skills that pupils will learn in all subjects. Leaders have ensured that all staff have the expertise to teach the curriculum well. Staff and trustees share a common mission. They ensure that all pupils, including those with special educational needs and/or disabilities (SEND), achieve the best possible outcomes.

Teachers understand the importance of finding out what pupils already know. This helps them to plan the next steps of learning. This practice is well established in some subjects, such as mathematics. In other subjects, teachers' checks are not always precise enough to identify specific gaps in pupils' knowledge. As a result, some pupils have not secured their understanding of key concepts such as chronology in history.

Leaders are determined that all pupils learn to read well. Pupils across the school read every day from a wide range of books. Leaders have recently introduced a new phonics programme. They have ensured that staff know how to deliver it. Children in the early years are quickly introduced to phonics sessions. Reception-aged children

take part enthusiastically. For example, they excitedly hunt around their classrooms for words with a particular sound. Pupils read books that match the sounds they are learning. This helps them to develop into confident readers. Teachers have identified the gaps in pupils' phonics knowledge resulting from the COVID-19 pandemic. They have carefully adjusted the phonics programme to address these gaps.

Pupils have many opportunities to develop their skills beyond the academic. Staff provide a wide range of sporting activities outside of normal teaching time. This helps pupils to maintain a healthy lifestyle. Pupils show respect for each other and for adults. They behave well in lessons. Pupils are also respectful of different faiths and cultures. They feel confident to share their beliefs and opinions with others and know that they will be accepted. Older pupils take part in elections for positions of responsibility. This helps them develop their understanding of the fundamental British value of democracy.

Teachers adapt their curriculum plans to meet the needs of pupils with SEND. Staff provide targeted, in-class support and extra lessons for this group of pupils. Support plans for pupils with SEND include timely recommendations for pupils' next steps for success.

Staff are proud to work at the school and morale is high. They appreciate that leaders do all they can to ensure that they have a good work-life balance. Teachers who start their career at the school feel well supported. They benefit from the expertise of the school's mentors.

Leaders at all levels have a secure understanding of their roles and responsibilities, including those relating to school governance. Trust leaders know the school well. They provide confident, strategic leadership. This allows the principal to focus on continuing to improve the education provided by the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their school community well. Staff are well trained. They identify pupils who may be vulnerable. Leaders ensure that these pupils get the support they need, when they need it. This includes support from school staff as well as from other professionals with the expertise to help.

Leaders, including trust leaders, are meticulous in managing recruitment and handling safeguarding concerns. They ensure that school-wide policies and practice are robust and reflect current guidance.

Pupils know how to keep themselves safe on and offline. They learn about healthy relationships. Older pupils recognise acceptable behaviours. They understand about appropriate touch and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the past, approaches to assessment have not always provided teachers with the information they need to inform future teaching. This has resulted in some gaps in pupils' knowledge, particularly in the foundation subjects. Leaders should refine assessment procedures so that teachers' checks identify and address specific gaps in pupils' knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	144569
Local authority	Tameside
Inspection number	10200763
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	Oasis Community Learning
Chair	Keith Dennis
Principal	Fiona Lomas
Website	www.oasisacademybroadoak.org/
Date of previous inspection	Oasis Academy Broadoak converted to become an academy school in July 2017. When its predecessor school, Broadoak Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this school

- This school opened as an academy on 1 July 2017. It is part of the Oasis Community Learning multi-academy trust.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors met with the leadership team. They met with the chief executive officer and the regional director of the Oasis Community Learning multi-academy trust.

- Inspectors considered the 28 responses to Parent View, Ofsted’s online questionnaire, including 28 comments submitted via the free-text facility. Inspectors also considered the 21 responses to the staff survey.
- Inspectors observed pupils’ behaviour around school, in lessons and at lunch time.
- Inspectors looked at safeguarding documentation, including the record of required checks carried out on school staff. They spoke with staff to check their understanding of the school’s safeguarding procedures. Inspectors also spoke to pupils about safeguarding.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors carried out deep dives in reading, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. They observed children and pupils reading to a trusted adult.
- Inspectors also looked at curriculum plans and spoke to leaders and pupils about art and design, and design technology.

Inspection team

Jackie Stillings, lead inspector	Her Majesty’s Inspector
Gaynor Rennie	Ofsted Inspector
Collette Mather	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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