

Inspection of a good school: Oasis Academy Pinewood

Thistledene Avenue, Collier Row, Romford, Essex, RM5 2TX

Inspection dates:

10 and 11 November 2021

Outcome

Oasis Academy Pinewood continues to be a good school.

What is it like to attend this school?

Pupils love coming here and feel safe. They like the support they receive from adults in the school. Pupils said they always have someone to help them with any problems they may have. Bullying is rare. When it happens, pupils know that staff will be quick to sort things out.

Teachers have high expectations of pupils. They know their pupils well and encourage them to do their best. In lessons, pupils work hard and focus on their work. They are confident and behave well. Children in Nursery and Reception are settled and happy. They show great interest in their learning.

Leaders have planned an exciting curriculum. Pupils are taught about what it means to be a responsible citizen. Staff have worked with parents and carers to teach pupils about diversity in modern Britain. For instance, pupils learn about the lives and achievements of artists from different cultures. This helps them to accept and celebrate differences.

Pupils were keen to share their school experiences. For example, they take part in Shakespeare drama events and perform at a local theatre.

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

The curriculum is well organised and ambitious. Leaders have given much thought to deciding what is taught and when. They make sure that pupils have opportunities to revisit and practise previous learning. Leaders have chosen subject content to help pupils develop their knowledge and skills. For example, in art, Year 2 pupils learn about pointillism. They use tiny distinct dots of colour to form an image. Over time, pupils adapt how they use this technique and learn new ones. Older pupils explained their choice of art techniques with confidence.

At times, work is not always tailored to pupils' needs. This happens when teachers do not carefully check what pupils already know and can do. For some pupils, the learning activities do not always build on their prior knowledge.

Leaders prioritise reading across the school. In the early years, staff have planned the phonics programme with care. They are well trained to help pupils quickly become fluent readers. Staff support those who fall behind so that they can catch up. Adults are skilful in using questions to check understanding about stories and their meaning. Older pupils have access to a wide choice of books which they like to read independently.

Staff are quick to identify the needs of pupils with special educational needs and/or disabilities (SEND). Teachers have guidance so that they can put the right support in place. They adapt learning so that all pupils can achieve well. All staff follow the agreed approaches. This helps to ensure that the curriculum is ambitious and accessible for all pupils.

The curriculum has been designed to help pupils learn about the world around them. For example, in mathematics pupils find out about the origins of the subject. They are taught about the contributions of mathematicians from different cultures. Staff encourage pupils to express their views and listen to the opinions of others. Pupils are respectful and work together well.

Pupils have a range of opportunities to broaden their learning. For example, they take part in multi-skills clubs and enter national poetry competitions. Pupils can also nurture their interests through various activities, such as in music, drama and sport. COVID-19 has affected some of this work.

The school has a clear behaviour policy. Pupils know how to behave and lessons are not disrupted by poor behaviour. Pupils are interested in their lessons and want to learn. In the playground, pupils join in with activities and take turns.

Staff enjoy working here and feel valued. Leaders help staff to manage their workload. They provide professional opportunities for staff to develop in their roles. Trust leaders support school leaders effectively with the development of the curriculum. For example, they have worked together to ensure that pupils are well prepared for secondary school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to identify any concerns. Leaders work closely with agencies such as the local authority and act swiftly whenever there are safeguarding concerns. The curriculum includes teaching pupils to stay safe. For example, pupils have worked with external groups to understand how to keep themselves safe online. Pupils who spoke with the inspector understood how to stay safe inside and outside of school.

Staff regularly go above and beyond their statutory duty to support vulnerable pupils and their families. They are prompt to refer pupils and families for early help and provide a range of services, including support with mental health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes teachers do not carefully check what pupils have already learned and understood. As a result, pupils who are more advanced in their learning are sometimes held back as they do not always have opportunities to move on. Leaders should ensure that staff use assessment more effectively so that lessons build on and extend all pupils' learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

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	140022
Local authority	Havering
Inspection number	10200220
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	346
Appropriate authority	Board of trustees
Chair of trust	Keith Dennis
Principal	Jenni Elliott
Website	http://www.oasisacademypinewood.org/
Date of previous inspection	12–13 October 2016, under section 5 of the Education Act 2005

Information about this school

- The school now runs its own breakfast and after-school provision.
- Leaders do not use any alternative provision for their pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector met with the headteacher, members of the school leadership team and leaders from the Oasis Community Learning multi-academy trust.
- The inspector completed deep dives in these subjects: early reading, art, and mathematics. The inspector met with subject leaders, held discussions with staff and pupils, listened to pupils reading in Years 1 and 2, visited lessons and looked at pupils' work. The inspector also considered leaders' curriculum plans for history and geography.

- The inspector reviewed a range of documents, including leaders' priorities for improvement.
- The inspector reviewed the arrangements for safeguarding. This involved checking the single central record, scrutinising safeguarding records, and talking to staff and pupils.
- The views of pupils, parents and staff were considered through Ofsted's surveys and discussions.

Inspection team

Ogugua Okolo-Angus, lead inspector

Ofsted Inspector

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