

Inspection of an outstanding school: Oasis Academy Byron

St David's, Off Stoneyfield Road, Coulsdon, Surrey CR5 2XE

Inspection dates:

18 and 19 January 2022

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils are happy in school. They treat each other with kindness, patience and respect. Older pupils nurture and guide younger pupils and they act as role models through their positive attitudes and behaviour. For example, Year 6 ambassadors manage the 'Reading Hut' at breaktimes. They provide a calm space for younger pupils to enjoy and share books.

Pupils behave well in and out of lessons. Leaders and school staff help pupils sort out any problems they may have. Pupils have trusting relationships with school staff. Pupils know who to speak to if they are worried about anything. Pupils are safe. Leaders deal with any incidents of bullying effectively.

Leaders adopted a new curriculum in September 2021. They use an approach which involves integrating technology into home and school learning. They make sure all pupils access the curriculum. Leaders check that pupils know and remember the most important knowledge in different subjects. They have high expectations of pupils and pupils generally achieve highly. They put support in place for those pupils who need it. However, sometimes this support is not matched well enough to pupils' needs.

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

Leaders work closely with subject experts from the Oasis Community Learning Trust. Curriculum thinking is detailed, and subjects are well designed. Leaders sequence the most important knowledge that they want pupils to know and remember in different subjects. Teachers receive training to deliver the subjects as planned. Subject leaders typically check that teachers are teaching the right things. However, some subject leaders do not check that teaching in the early years prepares children for Year 1. Leaders are

supporting subject leaders to develop strong knowledge and expertise to lead subjects from the early years upwards.

Teachers regularly include opportunities for pupils to recall prior learning. For example, in mathematics, pupils in all year groups answered 'flashback 4' questions based on what they learned previously. This helps pupils remember and connect their learning.

Leaders make sure that teachers and teaching assistants receive training in phonics. Leaders and teachers check that children build confidence in reading from when they start in the early years. Teachers adapt their approach, if necessary, to help pupils keep up. Any pupils who struggle receive additional support. Teachers make sure pupils read books matched to the sounds they know. Pupils borrow books from school to read at home. Pupils enjoy reading and read daily. They often choose to read at breaktimes. As a result, pupils become confident and fluent readers.

Leaders are trained to identify pupils with special educational needs and/or disabilities (SEND). Leaders work with teachers, parents and carers to provide support for pupils. Teachers break knowledge into smaller chunks to help pupils with SEND understand it. Teaching assistants receive training to support pupils in lessons and most pupils receive effective support in lessons so that they can learn well alongside their peers. However, sometimes the in-school support is not targeted enough to be effective in helping pupils access learning. Leaders find alternative ways to get the right external guidance for pupils and families. For example, leaders secure funding to get additional therapeutic support where necessary.

Pupils are motivated and engaged in class. Teachers help pupils stay focused. Low-level disruption does not disrupt learning. Pupils enjoy receiving rewards for positive behaviour and attitudes. Pupils spoke about why the 'Oasis 9 Habits' of character development are important. They said they try to live by these every day.

Leaders plan pupils' personal development carefully. Pupils are taught about different types of bullying and how to keep safe from possible harm. For example, selected pupils in Year 6 take part in workshops focused on reducing knife crime. Extra-curricular clubs have reduced due to the COVID-19 pandemic. Pupils enjoy taking part in competitions linked with subjects. For instance, they enjoyed taking part in a mathematics competition with other schools. Pupils take on a number of responsibilities in the school. These include school council representatives, learning ambassadors and house captains.

Leaders within the multi-academy trust support and challenge the school's leaders. They work closely with the school's leaders to make sure they prioritise the right things. Directors and leaders take staff views into account when making changes. Staff appreciate the work leaders do to help them manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive appropriate training to safeguard pupils' welfare. Staff know how to spot signs that a pupil may need help or support. Staff and leaders follow up any concerns swiftly. They seek advice from external safeguarding partners where necessary. Leaders work with different organisations to get the right help for pupils and their families.

Pupils named trusted adults who they can report any worries to. Pupils are taught how to keep safe, including online. They are taught about acceptable use of technology. Pupils know how to block and report inappropriate content.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subject leaders have expert knowledge to lead subjects from the early years to Year 6. As a result, some subject leaders do not check that teaching in the early years prepares children effectively for Year 1. Leaders should continue with their plans to grow and develop subject leaders' knowledge and expertise.
- Some pupils with SEND do not receive effective support to access subjects. Although teachers and teaching assistants receive training in how to support pupils with SEND, leaders do not make sure that the training is consistently applied. As a result, occasionally, pupils do not learn as well as they could. Leaders must closely monitor the support provided for pupils to make sure that it is consistently effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in May 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	138687
Local authority	Croydon
Inspection number	10206480
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
Principal	Joanna Poplett
Website	www.oasisacademybyron.org
Date of previous inspection	4–5 May 2016, under section 8 of the Education Act 2005

Information about this school

- The principal joined the school in September 2021.
- The school does not use any alternative provision.

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 has taken that into account in their evaluation of the school.
- The inspector met with the principal and the deputy principal.
- The inspector also met with the chief executive officer, national primary director and regional director of Oasis Community Learning Trust.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum plans, spoke to leaders and looked at a sample of pupils' work in some other subjects.
- The inspector spoke with leaders, staff and pupils about safeguarding. The inspector also looked at registers and checks made on staff prior to employment.
- The inspector spoke with staff and pupils about behaviour and personal development.
- The inspector spoke with some parents and read responses to the Ofsted surveys.

Inspection team

Andrea Bedeau, lead inspector

Her Majesty's Inspector

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