

Inspection of a good school: Oasis Academy Temple

Smedley Lane, Cheetham, Manchester M8 8SA

Inspection dates:

14 and 15 September 2022

Outcome

Oasis Academy Temple continues to be a good school.

What is it like to attend this school?

Pupils told inspectors that that they feel safe at Oasis Academy Temple. They said that adults look after them well, such as when they are enjoying themselves on the playground. Pupils explained that they trust their teachers to help them if they have any worries.

Pupils understand what leaders and teachers expect of them. They know that they must work as hard as they can. Pupils do their best to live up to these expectations. This helps most pupils to do well in their learning.

Pupils understand the school's behaviour rules well and the large majority of pupils follow them. They know that their teachers want them to be on their best behaviour as often as they can. Some pupils occasionally misbehave, but teachers manage these incidents effectively. There is very little disruption that stops pupils from learning in class. Bullying does not happen often. When it does, pupils made it clear that staff are quick to deal with it successfully.

Pupils appreciate the many activities that they can participate in at school. For example, they can go to after-school clubs where they can learn a range of skills, from crocheting to playing basketball. Pupils said that they like the school because everyone is different but everyone is equal.

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

Leaders have designed an ambitious curriculum that includes all of the national curriculum subjects. Across most of the curriculum, it is clear what leaders want pupils to learn and in what order this knowledge should be taught. Leaders have also thought carefully about how to link what children learn in the early years to the knowledge that pupils gain from Year 1 onwards.

In most subjects, teachers use effective methods to assess how well pupils are making progress. In lessons, teachers frequently check that pupils are keeping up with their learning and step in quickly to help if needed. They use assessment well to find out how much pupils have remembered from the past. Teachers use their secure subject knowledge to present and explain learning to pupils clearly. They make sure that pupils with special educational needs and/or disabilities (SEND) have the support that they need to take part in the learning successfully. Consequently, most pupils know more and remember more about the majority of the subjects that they learn.

In a minority of subjects, pupils do not gain the knowledge that they need securely enough. This is because leaders have not carefully considered what order pupils need to learn subject content in. Leaders do not ensure that teachers deliver this content in a way that enables pupils to remember it well. Leaders have begun to improve the organisation of these few subjects to strengthen pupils' understanding of them.

Most pupils in key stage 1 learn to read with accuracy and fluency. Leaders have put in place a well-structured phonics scheme. This develops into an effectively organised reading curriculum in key stage 2. Leaders make reading a priority and they provide staff with supportive training. Children in the early years start to learn phonics very soon after they start in the Reception class. Teachers use their strong subject knowledge to help most children learn well. Staff are prompt in spotting gaps in children's phonics knowledge and giving them the support that they need to help them to make progress. By the time pupils reach Year 6, most of them read with a strong degree of understanding and fluency.

A few pupils who have difficulties with reading find their reading books too hard for them to read. This is because teachers do not make sure that these pupils' books match their phonics knowledge closely enough. As a result, these pupils are unable to apply their knowledge of phonics successfully to enable them to read with fluency.

Pupils behave well most of the time. There is very little disruption to lessons, which means that staff are able to teach the curriculum without distraction. Staff respond to any minor misbehaviour effectively.

Leaders have effective systems for identifying the needs of pupils with SEND. There is a well-considered range of support to ensure that pupils have suitable access to the curriculum. This includes enlisting help from external agencies when appropriate. This support enables most pupils with SEND to learn and remember well.

Leaders thoughtfully provide helpful activities to support pupils' development beyond the academic curriculum. For example, pupils visit places of worship and museums. They also have opportunities to take on a position of responsibility, such as serving as a well-being champion. These activities contribute positively to pupils experiencing a broad curriculum which supports their personal development.

Staff explained that leaders listen well to their concerns and focus closely on teachers' welfare. Leaders take positive action to help teachers to manage their workload. Trustees know the school well. They understand and carry out their responsibilities effectively.

They hold school leaders to account adeptly and, in doing so, help them to make sure that pupils achieve well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have well-organised processes to identify pupils who may have safeguarding concerns. Staff have received relevant training and know how to report and record these concerns. Leaders act promptly to provide pupils with the help that they need. They seek support from outside school, through agencies such as social care, when required.

They understand what to do if concerns about members of staff should arise.

Staff give pupils the information that they need to understand how to keep themselves safe in various circumstances. For example, pupils learn about the importance of reporting incidents related to sexual harassment.

What does the school need to do to improve? (Information for the school and appropriate authority)

- In a small number of subjects, pupils do not build their knowledge as well as elsewhere. This is because subject content is not sequenced carefully enough or is not currently being delivered effectively. Leaders must ensure that the curriculum is organised and delivered effectively to enable pupils to know and remember more in all subjects.
- A small number of pupils in key stage 1 find their reading books too difficult to read. This is because their books do not match their phonics knowledge closely enough. As a result, these pupils do not read with enough fluency. Leaders should ensure that pupils' books carefully match their phonics knowledge.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Temple Primary School, to be good in July 2013.

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.

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	145622
Local authority	Manchester
Inspection number	10241411
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	686
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
Principal	Sara-Jayne Martin
Website	https://www.oasisacademytemple.org
Date of previous inspection	Not previously inspected

Information about this school

- Oasis Academy Temple converted to become an academy school in July 2018. When its predecessor school, Temple Primary School, was last inspected by Ofsted, it was judged to be good overall.
- A new principal has been in post since September 2021.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with representatives of the board of trustees, the principal and other school leaders.
- Inspectors conducted deep dives in these subjects: early reading, science and history. In each subject, they met with the subject leader and teachers. They visited some lessons, looked at several examples of pupils' work and talked with groups of pupils about their learning. The lead inspector heard pupils from key stage 1 and key stage 2

read. Inspectors also examined the curriculum structure and looked at pupils' work in some other subjects.

- Inspectors looked at the school's safeguarding policy and related policies and documentation. They checked the school's records of the suitability of staff to work with pupils. They talked with staff about their welfare and training.
- Inspectors spoke with pupils about safeguarding, their personal development and pupils' behaviour and attitudes. Inspectors looked at a range of policies and documents related to pupils' welfare and their education. They observed pupils' behaviour in lessons and around the school.
- The lead inspector analysed responses to Ofsted Parent View, Ofsted's online survey. He also evaluated responses to the staff and pupil surveys.

Inspection team

Mark Quinn, lead inspector

His Majesty's Inspector

Collette Mather

Ofsted Inspector

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