

Inspection of Oasis Academy Warndon

Edgeworth Close, Warndon, Worcester, Worcestershire WR4 9PE

Inspection dates: 15 and 16 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils are excited about learning at this school. This ranges from children in the Nursery, when in awe about the first moon landing, to pupils in Year 6, when fully involved in discussing the industrial revolution in history. All lessons are characterised by the school mantra – character, competence and community. Teaching staff successfully adapt teaching so that the curriculum is accessible to all. Consequently, pupils behave exceptionally well in lessons and around the school. All pupils have an electronic device which supports their learning. They are very proud of these.

Leaders' high ambition for all is exemplified in the way that learning to read is at the heart of the curriculum. All pupils are fully included in the wide range of subjects offered. As a result, pupils achieve very well.

Pupils' outstanding attitudes and highly positive relationships are underpinned by leaders' high expectations and the 'nine habits', described as the 'Warndon Way'. These include compassion, consideration, and forgiveness. Pupils said they welcome others from different backgrounds as an opportunity to celebrate difference.

The school supports children and parents significantly through the local 'Oasis Warndon hub'. This advises on healthy eating and financial management, as well as providing food parcels and vouchers.

Pupils feel very safe. When rare incidents of bullying do occur, leaders deal with them highly effectively.

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

Leaders have established a highly ambitious curriculum, including in early years where they have thoughtfully considered what they want children to know and remember. It is tailored to local need and successfully designed to match the needs of pupils, including those with very low starting points. It encompasses a full range of subjects, which teachers deliver to great effect. Leaders are highly skilful at sequencing the curriculum. They have made sure that the curriculum is responsive to those with special educational needs and/or disabilities (SEND) and the disruption caused by the COVID-19 pandemic.

Leaders promote a very strong love of reading throughout the school. Children get off to a rapid start in reading by learning initial letter sounds in Nursery. There is a consistent approach to teaching early reading because of very high quality staff training. Pupils, including those who find reading difficult, read books that are very well matched to the letters and sounds they know. There is a sharp focus on making sure that those who are at the early stage of learning to read, and those who have

fallen behind, quickly gain the knowledge and skills they need to become confident, fluent readers.

The curriculum is designed carefully to ensure that all pupils make significant progress, including children in early years and those with SEND. This includes making sure that pupils can work in greater depth or recall and recap previous learning. Pupils access their work on electronic devices. Teachers successfully adapt the tasks given to pupils, to support their learning. For example, if pupils are struggling to read the text on the industrial revolution in history, they can hear the words sounded out. Pupils are very adept at using this technology. The curriculum focuses on the key vocabulary pupils need to know and understand. Teachers are not afraid to introduce challenging words and concepts such as 'gravity' in early years.

Teachers make very regular checks on pupils' learning. This helps them know whether there are misconceptions or gaps in learning that need to be addressed, or whether pupils are ready to move on to the next step. Leaders provide very high quality additional support to help pupils access all subjects.

There are numerous opportunities for pupils to take on responsibilities, such as in the pupil parliament, learning about democracy. There are pupil leaders in Years 5 and 6 and even a 'mini senior leadership team'. Pupils have a very high level of respect for those with different lifestyles or opinions to their own. Subjects such as art and design contribute significantly to pupils' personal development because pupils can explore their feelings and develop their self-esteem.

Pupils, including children in early years, show exceptionally high levels of interest and concentration in lessons. Low-level disruption is very unusual, so lessons flow uninterrupted.

Leaders place very high importance on staff workload, well-being and training. Their research-based approach considers tasks that can be removed or reduced, such as assessment procedures. The staff survey was overwhelmingly positive about how leaders consider the mental health and well-being of staff. Pupils' responses were equally favourable. The very extensive training programme in place enables all staff to progress, from those early in their career to senior leaders.

Governance through the trust ensures that leaders are held closely to account for all aspects of the school's work, including the curriculum and standards.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are highly committed to a culture of vigilance where all incidents, however small, are reported. As a result, they quickly identify and secure help for any child at risk. Leaders are well trained for their role and engage effectively with external

agencies where required. Recruitment arrangements ensure no new employees start until all appropriate checks are completed. Suitable measures are in place to respond to any allegations and complaints. Members of the trust governance check leaders' work on safeguarding rigorously. The curriculum helps pupils keep themselves safe. For example, they know to act responsibly with their electronic tablets and report any concerns they have.

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	140041
Local authority	Worcestershire
Inspection number	10241302
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	598
Appropriate authority	Board of trustees
Chair of trustees	Caroline Taylor OBE
Principal	Suzanne Owen
Website	www.oasisacademywarndon.org
Date of previous inspection	13 and 14 November 2019, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed two years ago, having been vice principal at the time of the last inspection.
- There have been significant changes to the roles and responsibilities of members of the senior leadership team since the last inspection.
- The delegated leader for governance (who is a regional director for the Oasis Community Learning Multi Academy Trust) was appointed in September 2022.
- The school makes use of one registered alternative provider.

Information about this inspection

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

- 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 held meetings with the principal, senior leaders and other members of staff.
- Inspectors spoke to several groups of pupils, including a group of boys and girls separately.
- An inspector met the regional director for the trust (who leads on governance for the school), the national director for primary in the trust and (remotely) the chief executive officer of the trust.
- An inspector met three members of the community management hub.
- Inspectors took account of Ofsted Parent View, including free-text responses. Responses to the pupil and staff surveys were also considered.
- Inspectors considered information on pupils' behaviour, attendance, personal development, safeguarding and child protection.
- Inspectors carried out deep dives in these subjects: art and design, early reading, history and mathematics. For each deep dive, inspectors 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.
- Inspectors also looked at work in a number of other subjects, including in the early years.

Inspection team

Mark Sims, lead inspector

His Majesty's Inspector

Bogusia Matusiak-Varley

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