

# Inspection of a good school: Oasis Academy Ryelands

Oakley Road, South Norwood, London SE25 4XG

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Inspection dates:

7 and 8 March 2023

## **Outcome**

Oasis Academy Ryelands continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud of their school and confidently talk about their learning experiences. Leaders have high aspirations for all pupils and provide an ambitious curriculum. Teachers provide pupils with support and challenge. Leaders make sure that everyone feels valued and respected. They plan enrichment activities to enhance the curriculum. For instance, pupils visited the local country park to learn about science and art. They also enjoy visiting museums in London.

Leaders provide exceptional opportunities for pupils' personal development. Throughout school life, pupils take on positions of responsibility. Pupils vote for their school's 'members of parliament'. The school's well-being champions work closely with leaders to help others. Pupils spoke about their leadership roles and the positive impact they have on the school community.

The school has high expectations of all pupils. Leaders teach pupils the values and behaviours expected of them. Behaviour in lessons is calm, and pupils are kept safe here. Pupils are proud of the 'habit' badges they earn through displaying positive behaviours. Teachers are quick to deal with any bullying or behaviour issues.

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

Leaders have created an ambitious curriculum for all pupils. They have identified the key knowledge, skills and vocabulary that they want pupils to know. Leaders know the small steps in learning that pupils need in order to succeed. Teachers use resources effectively to help pupils to deepen their learning, including the use of technology. Leaders have recently introduced many new subject plans. Although leaders' curricular thinking is clear, curricular plans are not consistently implemented in some subjects.

Leaders have placed a high priority on reading. Pupils engage actively and focus during phonics lessons. For example, pupils in Year 1 used actions to help them remember sounds. Pupils have a secure knowledge of sounds and use these to blend words

effectively. Teachers ensure that pupils listen to a wide range of stories. Teachers encourage pupils to practise their reading in class and at home using books matched closely to the phonics they know. Pupils develop their love of reading throughout the school. Teachers choose well-selected books to promote pupils' discussion and awareness of the world around them.

The foundations for mathematical learning are set in early years. For example, children in Reception discussed the height and position of blocks to make a smooth ramp. In Nursery, staff encourage children to count securely. Teachers provide a language-rich environment, developing children's vocabulary. Teachers develop pupils' mathematical understanding consistently across the school.

Teachers have secure subject knowledge and adapt learning to support all pupils. Adults work closely with pupils to develop pupils' knowledge and understanding. Teachers encourage pupils to develop their communication skills, including by explaining their thinking. For instance, Year 6 pupils justified their mathematical strategies.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) accurately. They help pupils with SEND to access the same curriculum as others, where appropriate. Adults provide additional support and use resources effectively to support these pupils.

Teachers check pupils' understanding carefully. They revisit prior learning to ensure that pupils have retained important knowledge and subject-specific vocabulary. Teachers address any misconceptions in a timely way. They help pupils to catch up with understanding key content well.

Leaders aim to make a positive difference to pupils' character development. Leaders share values and expectations regularly, including in school assemblies. Leaders encourage pupils to have high aspirations. For instance, they held a careers week for pupils to learn about different professions. Leaders nurture pupils' talents and interests. Pupils are proud to take part in regional and national competitions. Typically, pupils focus on their learning and do not disrupt learning.

Leaders identify areas for development accurately. They ensure that staff have the correct training to develop their subject knowledge and teaching. Leaders have carefully considered the steps needed to ensure that pupils are ready to move up to the next stage in learning. Staff feel valued and supported by leaders. Teachers enjoy working collaboratively with leaders in school and across the academy. They appreciate the training opportunities available.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils well. They ensure that robust systems are in place to identify and support vulnerable pupils. Leaders work with external agencies effectively to ensure that

pupils receive the support they need. All staff have thorough safeguarding training. Leaders provide specialist training to make staff aware of local safeguarding issues.

Pupils are taught how to stay safe, including when online. They are made aware of potential issues in their community and how to keep themselves safe. Teachers help pupils in respect of how to report any concerns. Pupils have trusted adults with whom they can share any worries.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders' new curriculum plans in some subjects are not fully implemented. This leads to gaps in pupils' knowledge and understanding. Leaders should ensure that all new curriculum planning is fully implemented, so that pupils can build on subject-specific skills consistently.

## **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 school to be good in April 2017.

## **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

<b>Unique reference number</b>	140674
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10241812
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	453
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Taylor OBE
<b>Principal</b>	Glenn Lillo
<b>Website</b>	<a href="http://www.oasisacademyryelands.org">www.oasisacademyryelands.org</a>
<b>Date of previous inspection</b>	26 and 27 April 2017, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of alternative provisions.

## 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 leaders and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher, other leaders and a range of staff. The inspector also met with members of Oasis Community Learning Multi Academy Trust and the school improvement partner from the local authority.
- The inspector carried out deep dives in early reading, mathematics and computing. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector considered the curriculum in other subjects.
- The inspector checked the school's policies and records, including those related to behaviour and pupils' wider development.

- The inspector considered the responses of pupils, parents and carers, and staff to Ofsted's online surveys.
- To inspect safeguarding, the inspector met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- The inspector held meetings with staff and spoke with pupils during social times. The inspector observed pupils' behaviour across the school.

### **Inspection team**

Sacha Husnu-Beresford, lead inspector

His Majesty's Inspector

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