

Inspection of Oasis Academy Limeside

Third Avenue, Limeside, Oldham, Greater Manchester OL8 3SB

Inspection dates: 12 and 13 March 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Outstanding

The principal of this school is Lauren Norris. This school is part of Oasis Community Learning. This means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

This school was last inspected under section 5 of the Education Act 2005 nine years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils feel safe and well cared for. They told inspectors how much they enjoy the many clubs, trips and activities that are on offer to them. Pupils explained that these opportunities broaden their horizons and encourage them to develop new talents and interests.

Many pupils make the most of the leadership roles that they can apply for. For example, pupils were keen to tell inspectors about how they contribute to the school community through being members of the 'power for good' or 'diversity' groups. Pupils celebrate the diversity within the school. They are ready to make a positive contribution to their wider community when they are older.

Pupils typically behave well. They are respectful. Pupils, including children in the early years, respond well to each other and to staff. Those pupils who find it more difficult to manage their emotions benefit from well-thought-out support.

The school has high expectations for the achievement of all pupils. However, these aspirations are often not realised, especially for some pupils with special educational needs and/or disabilities (SEND). Pupils' achievement is beginning to improve, particularly in reading. Nonetheless, pupils are not as well prepared as they should be for the next stages of their education.

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

The school has experienced some turbulence in staffing since the time of the previous inspection. The school now benefits from a more settled staff.

Published data for this school in 2023 showed that the proportion of pupils reaching the expected standard in reading, writing and mathematics was low in both key stages 1 and 2. The school has taken appropriate action to improve the achievement of all pupils, including those who are disadvantaged. Pupils are beginning to benefit from these improvements. Despite this, some pupils still have considerable gaps in their knowledge that the school is not identifying or addressing quickly enough.

The school has improved the design and delivery of the curriculum from the early years to Year 6. The new curriculum aims to fully prepare pupils for the demands of key stage 3. The revised curriculum is organised well. This is increasingly supporting pupils to build up their knowledge steadily over time. It also helps to make staff workload more manageable.

In recent years, the school has focused on embedding a new reading curriculum. An effective phonics programme is improving the accuracy and fluency of pupils' reading. This begins in the early years. Children in the two- and three-year-old provision begin to develop their expertise in recognising different sounds through learning a range of well-loved stories, songs and rhymes. Children in the Reception classes build on this firm foundation. They begin to learn how to use phonics to read

words accurately. In the Reception Year, most children, including those with SEND, make rapid gains in their reading knowledge. They are well prepared for their learning in key stage 1.

Despite improvements to the reading curriculum, many older pupils struggle to read fluently and accurately. Teachers and other staff are addressing gaps in these pupils' reading knowledge quickly. As a result, pupils in key stage 2 are building up their reading knowledge slowly, but steadily.

It is too early to see the impact of the school's new curriculum in subjects other than reading, including in the early years. Furthermore, in these other subjects, some staff do not check that pupils' knowledge is secure before introducing new learning. This hinders some pupils from learning all that they should.

The school identifies pupils with SEND accurately. However, the additional support that the school provides for these pupils is not as effective as it could be. This is because staff have varying degrees of understanding about how best to support pupils with SEND. As a result, some pupils with SEND do not achieve as well as they could.

The school's renewed strategies to manage pupils' behaviour are having a positive impact. For instance, rates of suspensions have reduced. Pupils develop resilience and self-confidence. They told inspectors that they enjoy breaktimes and opportunities to work together on projects. Pupils' increasingly positive attitudes to learning mean that lessons typically proceed without disruption.

Staff support pupils to attend school regularly so that they can benefit from all that the school has to offer. The school closely monitors pupils whose attendance is a concern.

The school places a high focus on pupils' wider development. Pupils learn how to make healthy and safe choices when selecting recreational activities at school and at home. They also benefit from the support that they receive to develop a greater understanding of different types of families and communities that may vary from their own.

The school makes sure that staff are not overwhelmed by the many changes that have been, and still are being, implemented. The trust provides effective additional support to enhance the school's work to improve the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not make sure that pupils secure important knowledge before moving onto new learning. This hinders how well pupils learn in many subjects. The school should ensure that, in these subjects, gaps in pupils' knowledge are identified and addressed in a timely manner so that they are well prepared for their next stages of learning.
- The school does not ensure that pupils with SEND consistently receive the most effective support to help them to learn well. Some pupils with SEND do not build up their knowledge as well as they could as a result. The school should ensure that staff are fully equipped to help pupils with SEND to achieve as well as they can.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137479
Local authority	Oldham
Inspection number	10317725
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of trust	John Barneby
Principal	Lauren Norris
Website	www.oasisacademylimeside.org
Dates of previous inspection	20 and 21 June 2013 under section 5 of the Education Act 2005

Information about this school

- The school has significantly increased the number of pupils on roll since the time of the previous inspection. It has also extended its age range and now takes two-year-old children.
- A new principal has been appointed at the school since the time of the last inspection. This appointment followed a period of interim leadership.
- A new chair of the board of trustees and CEO have also been appointed.
- The school makes use of one registered alternative provider for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's educational provision.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors spoke with the principal and other leaders in the school. An inspector also spoke with members of the trust including the CEO, and the regional and national directors of education.
- An inspector spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector observed pupils reading to a familiar adult.
- The inspectors carried out deep dives in early reading, mathematics, geography, languages, and art and design. They spoke with the leaders of these areas of the curriculum. They also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors also spoke with pupils about their learning in other subjects.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school. An inspector also scrutinised leaders' records of pupils' behaviour.
- An inspector visited the school's breakfast club.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents and carers as they brought their children to school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. They also considered responses to Ofsted's online surveys for staff. There were no responses to the online survey for pupils.

Inspection team

Claire Cropper, lead inspector	His Majesty's Inspector
Elliot Costas-Walker	Ofsted Inspector
Amy Burkes	Ofsted Inspector

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