

Inspection of a school judged good for overall effectiveness before September 2024: Oasis Academy Boulton

Boulton Road, Handsworth, Birmingham, West Midlands B21 0RE

Inspection dates:

22 and 23 October 2024

Outcome

Oasis Academy Boulton has taken effective action to maintain the standards identified at the previous inspection.

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

What is it like to attend this school?

This school is an inclusive, safe and welcoming place where pupils from a wide variety of backgrounds get on well and respect one another. This is because the school has high expectations of their behaviour. It also gives pupils ambitious academic goals to aim for. Staff support pupils to work hard and do their best. Pupils' achievement by the end of Year 6 is generally strong. Most are well prepared for secondary school.

The school encourages pupils to contribute to school life and the wider community. Its engagement with the community and pupils' families is a notable feature. Pupils can get involved in local projects for good causes, take on leadership roles and have a voice in decision-making. These, and other activities, help them to develop responsible attitudes, which show in their behaviour and positive outlooks.

Pupils frequently arrive from other places during the year. Many speak different languages. The school welcomes all and makes them feel at home so that new pupils settle in quickly. Playtimes and lessons run smoothly. If there are any upsets or problems, staff respond swiftly to make things better.

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

The school continues to serve pupils, families and its local community well. It provides pupils with a safe haven where they can flourish. The nine 'Oasis habits' steer pupils to be

patient, forgiving, humble, self-controlled, honest, considerate, joyful, hopeful and compassionate. These well-understood qualities are evident in pupils' actions and words. This is a caring place where pupils' welfare, safety and well-being are high priorities.

The school's attention to pupils' personal development shows in many ways. Staff notice and praise pupils for 'doing the right thing'. Pupil well-being champions, play leaders and a host of other leadership jobs mean that pupils look out for one another and learn to take responsibility. Pupil attendance monitors take a lead in promoting the benefits of coming to school regularly. These roles, coupled with the school's positive engagement with parents and regular attendance awards, have reduced unnecessary absence. The school works hard to keep on top of this. Leaders' careful tracking of attendance data helps to target timely challenge and support in the right places. This work is paying off. Most pupils attend regularly.

The majority of pupils do well with their learning. This is because, in the main, the curriculum meets their needs. The school knows that a firm foundation in basic foundational knowledge of letters and numbers is important. Beginning in early years, the school builds secure and fluent knowledge of number facts. Staff provide pupils with plenty of practice so they remember and can use what they know. Similarly, and in response to the previous inspection's recommendations, the school has adopted a trust-wide approach to phonics. This has brought benefits. Currently, provision for phonics requires further work to strengthen consistency and boost achievement in key stage 1. The school's reading catch-up work in key stage 2 mostly works well. As with mathematics, achievement in reading at the end of key stage 2 is strong.

Other subjects are mainly well organised, and teachers provide clear explanations. In science and geography, for example, pupils understand about classification and coordinates because of well-presented lessons. However, in some subjects, opportunities for pupils to revisit and use key basic knowledge in order to remember important content are underdeveloped. In addition, assessment sometimes targets short-term recall rather than deeper knowledge. This means pupils sometimes forget previous learning. The school's leadership knows that further development is needed.

The school accurately identifies pupils with special educational needs and/or disabilities (SEND). External services provide expert advice, and teachers adapt lessons so that pupils with SEND can access the curriculum.

After-school clubs, holiday activities and educational trips enrich the curriculum and introduce pupils to new activities and places. In addition, the school's partnerships with a range of organisations, including local sports clubs and arts venues, increase the opportunities on offer. This motivates pupils and extends their expertise and interests.

Parents' responses to Ofsted's survey present positive feelings about the school. Among other things, they praise the quality of communication, care and support for families. Inspection evidence supports these views.

Trust leaders know about national priorities and maintain oversight of the school's work and performance. They identify strengths and development areas. While there were no responses to Ofsted's staff online survey, staff who spoke to inspectors said that they like working at the school and most felt supported at work.

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 has not ensured that the curriculum in some subjects provides sufficient opportunities for pupils to revisit and use key basic knowledge. This means pupils sometimes forget important content. The school should provide more deliberate opportunities for pupils to practise using crucial subject-specific knowledge so that they remember it. This should be supported by further refinements in the way the school uses assessment.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in March 2015.

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	139242
Local authority	Birmingham
Inspection number	10344000
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of the trust	John Barneby
Principal	Shilpa Rathore
Website	www.oasisacademyboulton.org
Date of previous inspection	30 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a Nursery that takes children from three years of age.
- The school provides childcare at a before-school breakfast club.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors considered published performance data about the school. The inspectors also looked at a range of school documents. These included information about pupils'

attendance, the curriculum, extra-curricular activities, school improvement planning, trust leadership and documents published on the school's website.

- During the inspection, the inspectors met with the deputy principal, other leaders, school staff, pupils, the trust's regional and national directors and the trust's lead for safeguarding.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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.
- Inspectors talked with pupils, parents and staff to gather general information about school life. They took account of the responses to Ofsted's online survey of parents' views. The school provided inspectors with a 2018 version of Ofsted's staff survey responses in paper form.
- Inspectors observed pupils' behaviour in classrooms, at lunchtime, at breakfast club and at other times during the school day.

Inspection team

Diane Pye, lead inspector

Ofsted Inspector

Tim Hill

His Majesty's Inspector

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