

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

184 Lower Richmond Road, London SW15 1LY

Inspection dates:

3 and 4 December 2024

Outcome

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

The headteacher of this school is Rebecca Hughes. 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 (CEO), John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor. There is also a regional director, Adam Browne, who is responsible for this school and seven others.

What is it like to attend this school?

Pupils, staff, parents and carers are exceptionally proud of this school and rightly so. Staff ensure that pupils enjoy their time here and receive a high-quality education. The school looks after pupils well. Warm and trusting relationships between pupils and staff make pupils feel happy and safe.

The school has a culture of pupils supporting each other and being grateful. For example, pupils use the 'shout-out board' to recognise the positives in each other, such as showing kindness. 'Well-being champions' help younger children to make friends and children in Reception enjoy having a Year 6 'reading buddy'.

Pupils meet the school's high expectations of behaviour and learning. Pupils listen to staff and follow instructions promptly. Their behaviour is exemplary. Celebration assemblies and rewards motivate pupils to do their best. Pupils work hard and achieve high standards.

The school helps pupils to broaden their understanding of the world. For example, pupils work on an art project with children from a school in Ukraine. Through their Mandarin lessons, they communicate with pen pals in China. Pupils take part in many extra-curricular activities and events such as school concerts and productions. These help them to develop their interests and talents.

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

The school provides all pupils with a rich and ambitious curriculum from Reception to Year 6. With the support of the trust, staff have put careful thought into the content and sequencing of the curriculum. Pupils benefit from specialist teaching in subjects such as music and drama. In Reception, children are taught the important knowledge they need in readiness for Year 1 and beyond. Pupils achieve well in national assessments in English and mathematics at the end of Year 6. Leaders at all levels make decisions based on what is best for all pupils. The trust provides robust support while focusing on continuous development. There is a real sense of everyone pulling in the same direction to do what is right for pupils.

Staff use their secure subject knowledge to design purposeful learning activities. These help to develop pupils' subject-specific knowledge and skills securely over time. In art, for example, pupils build on what they have learned about perspective by using ellipses in their drawings. Staff encourage pupils to think about and make links with their previous learning. This helps pupils to deepen their knowledge. For example, pupils use their knowledge of fossils from science lessons when learning about the creation of fossil fuels in geography. Staff make careful checks on what pupils know and remember and use these to inform teaching. Teaching staff are skilled practitioners. The school and trust ensure that staff are well supported, including with well-being and opportunities for professional development. Sometimes staff find it difficult to manage their workload but they appreciate leaders' work to reduce this.

The school promotes a love of reading. Pupils use the well-stocked library to choose suitable books to read independently. Pupil librarians help with library duties and organising events such as 'Non-fiction November'. Staff have a consistent approach to teaching early reading. From Reception, children have lots of practice in phonics. By the end of Year 2, most pupils read fluently and accurately. The school helps weaker readers to catch up quickly in their phonics knowledge. However, these pupils find it difficult at times to access learning. This is also the case for some pupils with special educational needs and/or disabilities (SEND). Staff identify and know pupils' individual needs well and offer a range of support. At times though, pupils with SEND struggle with their learning. This happens when teaching is not suitably adapted for all pupils to access.

The school has recently implemented a new behaviour policy. Through this, staff focus on helping pupils to understand their feelings and behaviour. They provide effective support to pupils who find it difficult to manage their emotions. The 'nurture room', for example, offers pupils a quiet space for pupils to calm down if they are upset. Attendance rates are consistently high.

The '3Cs' of character, competence and community are at the heart of the school. This prepares pupils well for life beyond school and in modern Britain. Pupils receive rewards for demonstrating character traits in the '9 habits', such as being patient, compassionate and honest. Pupils take an active role in helping the school community through leadership roles such as 'eco-champions' and 'mini-SLT'. They take these responsibilities seriously and

wear their badges with pride. Parents are full of praise for the school and the extensive opportunities on offer.

Safeguarding

The arrangements for safeguarding are effective.

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

- At times, teaching does not fully take account of pupils' needs. Sometimes pupils struggle to access learning successfully, including pupils with SEND and those who find reading difficult. The school should continue its work to ensure that teaching is consistently adapted to meet the needs of all pupils.

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 first ungraded inspection since we judged the school to be good for overall effectiveness in April 2019.

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	140222
Local authority	Wandsworth
Inspection number	10345974
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of the trust	John Barneby
Principal	Rebecca Hughes
Website	www.oasisacademyputney.org
Dates of previous inspection	24 and 25 April 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Oasis Community Learning; a multi-academy trust.
- There have been changes in the leadership team since the last inspection. The principal took up post in September 2023. Two deputy principals were also appointed in 2023.
- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspector held discussions with the principal, other school leaders, teaching staff and groups of pupils.
- The inspector met with the chair of the trust board, the CEO and the trust's regional and national directors for primary.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector evaluated a range of documentation provided by the school.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspector considered the responses to the online survey, Ofsted Parent View, and to the staff survey.

Inspection team

Jude Wilson, lead inspector

His Majesty's Inspector

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