

Oasis Academy Byron

St David's, Off Stoneyfield Road, Coulsdon, Surrey CR5 2XE

Inspection dates	4–5 May 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders are driven by a strong sense of moral purpose. They are determined that social disadvantage should not play any part in determining pupils' outcomes. They have expertly created a culture in which all members of staff are united in the drive for excellence.
- Pupils make outstanding progress from their low starting points, leaving them exceptionally well prepared for secondary school and for their lives in modern Britain.
- In recent years the school's performance has gained momentum with pupils' outcomes rising steadily. In 2015, all pupils reached standards significantly above average. The amount of progress pupils make between key stages 1 and 2 has placed the school in the top 2% of schools nationally for the last two years.
- Teaching is extremely well matched to pupils' needs. Teachers' subject knowledge allows them to plan inspiring, relevant and challenging activities. Pupils get the support they need to be successful.
- Pupils' attitudes to learning are exceptional. They have a mature understanding of the importance of their education and how it will support them in making choices about employment in the future. They are reflective, resilient and articulate.
- Throughout the school, pupils get along amicably. They are polite, caring and proud to belong to their school community.
- Children make a purposeful start to their learning in the Reception Year. They make outstanding progress in developing their basic skills. Equally significant is the extent to which they develop a joy for, and interest in, their learning.
- Robust governance arrangements ensure that those who make strategic decisions about the school's future are exceedingly well informed. Expertise in a variety of fields is used very well to provide challenge and support for school leaders.
- Parents are overwhelmingly supportive of the school's work. They appreciate the lengths staff go to in ensuring that their children are well cared for and well taught.

Full report

What does the school need to do to improve further?

- Widen the range of strategies used to support pupils' learning at home.
- Ensure that the planned development of the outside environment results in the intended broadening of children's outdoor learning opportunities.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Senior leaders have established a culture in which there is a sharp focus on continuously improving pupils' outcomes, their readiness for the next steps of their education and their lives in modern Britain.
 - Staff morale is high. The proportion of staff joining and leaving the school is low because of the extremely well judged challenge and support they receive. This results in a high degree of consistency of practice throughout the school and a staff team that is highly reflective about the impact of its work.
 - Leaders take opportunities to engage with colleagues from other local schools and with those at schools within the multi-academy trust. They share good practice and moderate the judgements they make about pupils' achievement. As a result, teachers and leaders have a thorough understanding of what is expected of pupils of different ages, and an accurate picture of how well they are doing.
 - Staff embrace opportunities to improve their practice. They participate in a wide range of training both within and beyond the Oasis trust. Excellent use is made of sharing good practice within the school, with teachers engaging in very effective peer coaching and mentoring arrangements. Staff are appreciative of leaders' open door policy and the priority given to the continual development of their skills. This has a remarkable impact on the quality of teaching throughout the school.
 - Leaders have a precise understanding of the school's work. They evaluate initiatives that are introduced and make decisions based on their impact, ceasing or adapting those which are less effective and promoting those that result in improved outcomes for pupils. This highly effective approach to evaluating the school's work provides a solid foundation for the school's development planning.
 - Disadvantaged pupils entitled to support from the pupil premium funding achieve exceptionally well. The money is spent wisely, predominantly on additional teaching staff. Rather than relying on published schemes of work, teachers address pupils' individual needs through a closely tailored approach.
 - Physical education and sport funding is used to promote healthy lifestyles, participation in competitive sport and to increase the number of resources available for pupils. A wide variety of opportunities throughout the year provide high-quality teaching through the employment of specialist teachers and through links with established clubs.
 - The curriculum includes numerous opportunities for pupils to learn beyond the school. Pupils participate in a broad range of trips which play a significant part in enriching the curriculum. Pupils not only enjoy the visits they make to museums and other places of interest, but are also able to explain clearly what they have gained from the experience. The school's work to support pupils' spiritual, moral, social and cultural development is very strong. Pupils develop a clear sense of right and wrong from an early age and demonstrate a desire to support each other in their learning and social interactions. They are highly reflective, thriving on the breadth of the curriculum and the new opportunities it provides.
 - Parents spoken to during the inspection were unanimously supportive of the school's work. It is worthy of note that parents whose children have previously attended other schools speak of the high quality of provision and the commitment of staff. Parent View, Ofsted's online questionnaire, shows that the vast majority of respondents have extremely high regard for the quality of leadership and management of the school. Parents value the accessibility of leaders and their presence in the playground each morning and afternoon.
- **The governance of the school**
- Governance demonstrates very high levels of determination, commitment and professionalism. It comprises arrangements at a local level through the Academy Council and at a trust level through the Regional Academy Director. Academy councillors are highly knowledgeable about the school's performance, its strengths and its areas for development. Highly informative reports from the principal provide information allowing them to scrutinise pupils' outcomes and the impact of staff across the school. The challenge presented by academy councillors is robust, with minutes of meetings recording numerous searching questions about pupils' performance. This is indicative of the determination to seek the very best outcomes for all pupils regardless of their background and family circumstances. Academy councillors contribute expertise in a variety of fields including education, premises, legal and finance. This results in a thorough scrutiny of the school's work.

- The arrangements for safeguarding are effective. Staff training is updated regularly, with leaders having successfully completed courses at an advanced level. Leaders have considered the implications of the most recent guidance about safeguarding, including that about 'Prevent', the government's strategy to tackle extremism. Staff have a common understanding of the procedures to follow should they have concerns about a pupil's well-being. Records of concerns and liaison with other agencies are thorough and updated promptly. Leaders have established a culture in which staff are acutely aware of their responsibility to look out for any indications that may suggest that a child is at risk and to act in a timely way when there are concerns.

Quality of teaching, learning and assessment is outstanding

- Teachers' high expectations of what pupils are capable of achieving underpin their practice. They consider in detail what pupils already know and can do when planning subsequent work. This means that no time is wasted repeating work about concepts that are already understood; neither do pupils struggle to complete work that is too hard for them. The level of challenge is judged exceptionally well, with the right support provided to enable success.
- Through their questioning, teachers build up a clear picture of pupils' levels of understanding. Subsequent questions probe more deeply to add precision to their assessments of pupils' knowledge and skills. Teachers adapt their teaching skilfully, responding promptly to pupils' misconceptions and adapting lessons as necessary.
- Pupils are absorbed in their learning because the content of lessons is relevant, follows logically from what has been learned previously, and is interesting. They embrace challenge eagerly, without fear of failure. Pupils can explain, from an early age, how they will apply what they are currently learning. For example, pupils in Year 1 explained the importance of learning their phonics so that they would be able to read 'all by themselves'.
- Teaching assistants work skilfully alongside teachers, judging well when to intervene to provide support and direction. Their support is well considered so that pupils' progress is not limited by being overly directed. Pupils who have special educational needs and disability access the curriculum alongside their peers through a thoughtful approach to providing the right materials and support.
- As a result of teachers' detailed approach to planning, combined with the depth of their subject knowledge, the most-able pupils are challenged to deepen their understanding of topics and concepts. For example, the most-able pupils in Year 6 skilfully explained Shakespeare's use of iambic pentameter, and explained the need to read aspects of the text 'with venom' to ensure that the intended meaning was fully communicated to the audience.
- In reviewing pupils' work, teachers not only pick out key points related to the lesson's focus, but also routinely note errors in spelling and grammar. This relentless focus on high standards is key to pupils' outstanding progress. Teachers address errors and misconceptions promptly, monitoring pupils' work closely during lessons. This sense of urgency is evident throughout the school.
- Pupils are avid readers, accessing a wide range of texts for enjoyment and to retrieve information. Although pupils are expected to read to parents and carers at home, there is variation in the extent to which this is done. Carefully chosen questions require pupils to 'read between the lines' and gain a deep understanding of texts. Adults supporting pupils who find reading harder use their knowledge exceptionally well to help broaden pupils' vocabulary, ensuring that they understand the meaning of newly discovered words.
- Phonics is taught well, with pupils applying their skills well to tackle unknown words. Lessons do not simply focus on ensuring success in assessments but on the application of knowledge and skills.
- The school's approach to teaching mathematics is aligned closely to the principles of the national curriculum. The emphasis is, rightly, on ensuring that pupils become secure in the fundamental knowledge and skills, developing fluency in their recall of number facts. Teachers are precise in their use of mathematical vocabulary and they have equally high expectations of pupils' use of language. These high expectations begin in the Reception Year with the youngest children being expected to explain their thinking, for example to describe patterns they have discovered.

Personal development, behaviour and welfare **is outstanding**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Initiatives to develop pupils' attitudes and appreciation of their own approach to learning have been very successful. Pupils speak confidently about the 'have a go hippo' which prompts them to persevere when they get stuck. Pupils are resilient and not afraid to make mistakes. This is a result of the skilful work of staff during lessons to promote the involvement of all pupils regardless of their level of understanding.
- Pupils understand how well they are doing. Those who have recently joined the school, having previously been educated elsewhere, explain with pride the increase in the rate of their progress.
- Pupils express themselves clearly and maturely. Older pupils held a thoughtful discussion with an inspector about the jobs they were considering for the future. Rather than merely quoting job titles traditionally associated with earning large salaries, they were able to justify their choices, highlighting the sense of achievement they would hope to gain as well as the influence they stood to have on their community.
- The school's work to raise pupils' awareness of the world beyond the immediate neighbourhood is highly effective. Pupils are involved in numerous charity events, raising money for local and national charities.
- A thorough application and interview process leads to Year 6 pupils undertaking a variety of roles at the branch of a high street bank which is based at the school fortnightly. This opportunity allows pupils to successfully develop their sense of responsibility as well as learning about the world of work.
- Pupils understand the many benefits of using the internet but are equally aware of the consequences of using it inappropriately. They are acutely aware of the need to protect their personal information and to comply with guidelines issued by social media sites.
- Pupils feel safe in school. Parents spoken to during the inspection were unanimous in their agreement that their children are safe in school. Pupils are able to explain the various strategies in place to keep them safe. One pupil was keen to explain to an inspector that the school is a 'bully free zone'. Another explained that her teacher's caring and supportive approach reassured her that any difficulties she encountered whether academically or socially would be promptly addressed.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils get along with each other without fuss and demonstrate a high level of cooperation both at work and play. Pupils explained to inspectors that they are able to sort out minor disagreements without help from adults because they have been taught to do so. This is indicative of the school's highly effective work to prepare pupils for their lives beyond school and to play their part in society.
- Discussing the subject of tolerance with an inspector, one Year 6 pupil explained that differences in culture and background were 'embraced' and celebrated. This respectful approach and equality of opportunity underpin the highly effective relationships between adults and pupils.
- Parents value the school's work to manage pupils' behaviour. Pupils are proud of their school and arrive eager to learn each day. They choose to behave well, very rarely needing to be reminded about rules because they value their learning. As one pupil explained, 'There is no short cut to learning.' This mature and perceptive attitude exemplifies pupils' understanding of the value of their education.
- Pupils' attendance has risen steadily for the past three years and figures from the current year indicate that it is now better than the national average. This is due to the significant change in pupils' attitudes and their greater appreciation of the value of their education. The allocation of breakfast club places to pupils whose attendance and punctuality have been low has been a highly successful approach to improving both.

Outcomes for pupils **are outstanding**

- A high proportion of children begin the Reception Year with knowledge, skills and understanding well below that expected. The proportion of children reaching a good level of development by the end of the year has risen for the last three years. The school's assessment information indicates that this proportion will continue to rise this year.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been above average, and has risen, for the last three years. The school's assessment records indicate that the

proportion will improve further in 2016.

- Pupils' performance by the end of key stage 1 has risen steadily over recent years and is in line with the national figures for reading, writing and mathematics. Attainment in reading, writing and mathematics at the end of key stage 2 has risen significantly over the past five years, from being below the national average to significantly above it.
- Pupils make exceptional progress during key stage 2. In 2015, all pupils made the expected progress in reading, writing and mathematics. The proportions of pupils making more than the expected progress in these subjects was well above average.
- Work in pupils' books confirms that the progress of pupils currently on roll continues to be exceptionally strong, with high proportions of pupils working at a level above that expected for their age.
- Over the last three years, the gap between the attainment of disadvantaged pupils and others nationally has been closed. In 2015, disadvantaged pupils' attainment was above that of others nationally. This is indicative of the school's highly effective work to promote high achievement for all pupils, despite their background.
- The most-able pupils achieve well. Those judged to be exceeding expectations at the end of the Reception Year continue to attain above age-related expectations as they progress through the school. In 2015, all of the pupils that achieved above the expected level at the end of Year 2 made at least expected progress by the end of Year 6.
- In 2015, pupils who have special educational needs or disability made even greater progress than their peers. Those currently on roll make strong progress because the quality of the support they receive is extremely high.

Early years provision

is outstanding

- Plans to ensure that children make a smooth start to their Reception Year begin with visits to the child's home and to their Nursery. Staff use the information they gather astutely to ensure that the activities they select meet children's needs from the outset. In common with the rest of the school, there is a palpable sense of urgency in ensuring that children make rapid progress. This strong leadership of the early years ensures that staff work very well together, have a common understanding of what needs to be achieved, and ensure that practice is constantly reviewed and developed.
- The indoor and outdoor areas provide stimulating opportunities for children to develop their skills and understanding in each of the areas of learning. Children demonstrate high levels of perseverance and concentration as they tackle the variety of well-chosen activities. Plans are in place to improve the use of the school site to broaden the range of outdoor activities, particularly those which support children's awareness and management of risk.
- Staff supervise children's learning skilfully. They know when to intervene and when to let children struggle with a challenge. Through this highly effective approach, children develop high levels of independence and effective problem-solving strategies. Adults' questions are carefully chosen to challenge children to think more deeply as well as providing the adult with a clear understanding of the extent of the child's understanding.
- Consistent with the approach taken in the other key stages, adults are precise in their own use of language and in the expectation that children will use language precisely too. Very effective use of carefully selected resources supports children's conceptual understanding well. For example, children used numbered plastic monkeys to explore the similarities between the patterns created by sequences of single- and two-digit numbers.
- Children make rapid progress, both socially and academically, during the Reception Year. Most significantly, they develop a secure understanding of the foundations on which to base their learning in Year 1. This, combined with the confidence and enjoyment they have for their learning, means they are exceedingly well prepared for key stage 1. The gap between the attainment of disadvantaged children and others in school has been closed.
- Expectations of what children can achieve are very high. Activities are carefully chosen to allow children, and particularly the most able, to explore concepts fully, without restricting them. Children relish this approach and quickly learn to challenge themselves, focusing on what they are learning rather than solely on completing the activity. For example, during an activity to develop familiarity with numbers to 50, one girl was overheard commenting that 'it would be okay to go beyond 50'.

- Children behave exceptionally well. There is rarely any need for adults to intervene to solve social disagreements, but when they do, staff do so with a minimum of fuss and redirect attention to children's learning very skilfully. This close focus on learning results in efficient use of time and supports children's progress exceptionally well. This well-organised approach also leads to children being, and feeling, safe.
- Children display excellent manners, often going out of their way to check their friends are okay. During snack time, one child, having enquired whether the inspector liked bananas, pointed out the box in which they were stored, inviting him to help himself. This level of confidence, displayed by the majority of children in the class, is a result of the high levels of mutual respect shared between adults and children.
- Parents appreciate the weekly email they receive updating them about their child's progress. This also provides practical advice about how parents can support their child's learning at home.

School details

Unique reference number	138687
Local authority	Croydon
Inspection number	10010968

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The proprietor
Chair	Jason Perry
Principal	Clare Wingrave
Telephone number	0208 668 4877
Website	www.oasisacademybyron.org
Email address	byron@oasisbyron.org
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in September 2012 when it joined the Oasis multi-academy trust. The predecessor school, Byron Primary School, was judged to be good at its last inspection in June 2011.
- The school is smaller than the average-sized primary school. There is one class in each year with the exception of Years 3 and 4, in which there are two classes.
- Approximately half of pupils are entitled to support from the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals and those pupils who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is slightly higher than average.
- A breakfast club runs before school each weekday.
- The school meets the current government floor standards, which outline the minimum expectations of pupils' attainment and progress in English and mathematics.
- The school meets requirements for the publication of specified information on its website.

Information about this inspection

- Inspectors visited each class, jointly with senior leaders, to observe teaching and learning. Additional short visits were made to some classes. Inspectors also made short visits to an assembly and to breakfast club.
- Meetings were held with senior leaders, middle leaders, a group of staff comprising teachers and teaching assistants, and six members of the Academy Council including the vice-chair and the Regional Academy Director.
- Inspectors took account of the 54 responses to Parent View (Ofsted's online questionnaire) and met with parents at the beginning of the school day in the playground.
- Inspectors met with a group of pupils and spoke with others during break and lunchtimes and during lessons.
- A range of documentation was scrutinised, including leaders' own evaluation of the school's performance, and records relating to governance and safeguarding.

Inspection team

Jeremy Loukes, lead inspector	Her Majesty's Inspector
Lou Anderson	Ofsted Inspector
Christina Cleugh	Ofsted Inspector

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