

# Inspection of Oasis Academy Byron

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

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Inspection dates: 27 and 28 June 2023

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

This school was last inspected seven 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 inspections. 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 inspection.

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

Pupils enjoy school life. They are kind and considerate to each other and form strong relationships with staff. Staff know pupils well. They do all they can to help pupils achieve. This is a caring and inclusive school where pupils flourish.

Leaders have high aspirations for all pupils. They show a determination to remove any barriers to pupils' success. Pupils respond well. They work hard in lessons and show an interest in their learning.

Pupils behave exceptionally well. Leaders make their expectations very clear to pupils. This is a calm and orderly school. Leaders have established a set of values that inform pupils' behaviour. Pupils know and understand these values. Most importantly, they demonstrate these values by being joyful, compassionate and honest.

Pupils have a range of opportunities to develop their talents and interests. Some pupils take part in the school choir and in clubs, including sports and drama. Pupils take on roles as well-being ambassadors, pupil parliament representatives and house captains. There is also a pupil leadership group, the 'mini SLT'. Pupils here make a significant contribution to the life of the school.

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

Leaders have designed a broad and ambitious curriculum. This curriculum caters for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is well sequenced. Pupils can build up their knowledge and skills with increasing depth and complexity.

In Reception, the early years curriculum prepares children well for Year 1 and beyond. Leaders have developed a rich and purposeful learning environment for children. This environment, together with effective support from adults, helps children to make significant progress. Adults help children with their physical and social and emotional development. Children gain a secure mathematical knowledge and understanding. They also begin to develop their understanding of the world, for example by learning about planets and rainforests.

Leaders give high priority to reading. From the start of Reception, pupils learn to read using phonics. Teachers are expert in teaching phonics. They are also quick to identify those pupils who need extra help with their reading. Adults who provide this extra help do so with skill. This helps these pupils to catch up with their peers. By the end of Year 1, most pupils can read with both accuracy and fluency. As pupils move through the school, they develop a wide range of reading skills. Pupils read texts that reflect their backgrounds. They enjoy events such as visits to a local bookshop and reading week, in which they celebrate World Book Day. Pupils read often at school.

Teachers have good subject knowledge. They revisit what pupils have learned before and build on this learning. Teachers present new information with clarity and check pupils' understanding before moving on to the next stage of learning. Leaders identify the needs of pupils with SEND with speed and precision. Teachers and other adults enable pupils with SEND to access the same curriculum as their peers. They meet the needs of pupils with SEND well.

Pupils learn about some subjects through connecting themes such as sustainability and citizenship. This helps them to develop an understanding of the world in which they live. However, further development in the teaching of these subjects would be beneficial for pupils. It would help them to secure their knowledge more effectively.

Pupils learn without disruption. From Reception, they show high levels of self-control and resilience. Indeed, pupils show extremely positive attitudes to their learning. They respond well to teachers' instructions. Pupils are keen to contribute their thoughts and ideas, both in lessons and through the pupil parliament.

Leaders have developed a comprehensive programme for pupils' personal development. Pupils learn about relationships and equality and diversity in an age-appropriate way. The nine Oasis habits are central to leaders' work in developing pupils' character. Leaders use assemblies to reinforce these habits. Events such as the 'daily mile' promote pupils' physical health. Also, pupils experience a range of trips, visits and workshops that enrich their education.

Leaders are providing pupils with a high-quality education. They show a strong commitment to both pupils and families. Trust leaders provide staff with training in curriculum development and teaching. They carry out their responsibilities with rigour and expertise. Staff enjoy working here. Leaders ensure that staff workload is manageable and they prioritise staff well-being. There is a clear and meaningful purpose in all that leaders ask of staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They provide staff with regular training and updates. This maintains staff's knowledge of both national and local safeguarding risks. Staff are alert to the signs of risk for pupils. They report any concerns about pupils with appropriate urgency. Leaders meet regularly to discuss pupils at risk. They provide in-school counselling and therapy services for pupils. They also work well with external agencies to secure the help pupils need. Pupils are taught how to keep themselves safe, including online. Leaders also raise parents' and carers' awareness of safeguarding risks.

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

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

- Implementation of the thematic aspects of the curriculum is not building as effectively as it could on what pupils already know. This means that in some subjects, pupils are not developing a secure and coherent body of knowledge. Leaders should ensure that they provide teachers with the help they need to adapt the thematic curriculum so that it builds more effectively on what pupils have learned before and enables pupils to secure subject knowledge in the long term.

## 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>	138687
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10255307
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Taylor
<b>Principal</b>	Joanna Poplett
<b>Website</b>	<a href="http://www.oasisacademybyron.org/">www.oasisacademybyron.org/</a>
<b>Date of previous inspection</b>	18 and 19 January 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Oasis Community Learning multi-academy trust.
- The school uses no alternative provision.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, senior leaders, other school staff and trust leaders, including the chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. For each deep dive, inspectors discussed the curriculum 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.

- Inspectors also spoke with leaders about geography, and design and technology. They looked at samples of pupils' work in these subjects and spoke to some pupils about their learning.
- Inspectors met with the school's designated safeguarding lead. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors spoke to additional groups of pupils in relation to personal development.
- Inspectors considered the responses to Ofsted's pupil and staff surveys, and to the online survey for parents, Parent View.

### **Inspection team**

Ian Rawstone, lead inspector	His Majesty's Inspector
Karen Kent	His Majesty's Inspector
David Lloyd	Ofsted Inspector

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