

# Inspection of Oasis Academy Foundry

Foundry Road, Birmingham, West Midlands B18 4LP

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Inspection dates: 20 and 21 June 2023 and 18 July 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Good

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

Staff and children are justifiably proud of this wonderful school. They belong to a caring community where diversity is valued. Everyone demonstrates the '9 habits' values, including patience and compassion. This is visible in the positive relationships between pupils. They do not accept any form of discrimination.

From Nursery upwards, pupils know the importance of excellent behaviour. They always meet these high expectations, helped by the shared language used by all staff. They enjoy spending time together and help each other to be successful. Older pupils take on responsibilities. For example, they can act as reading mentors or pupil mediators, helping younger pupils with their learning and at social times.

Pupils enjoy learning. They like how similar approaches are used by all teachers, as this makes learning easier. They each have an electronic tablet, which is used in many lessons and for homework. Pupils make impressive progress during their time at Foundry.

Pupils appreciate the many trips and experiences they have. These are carefully planned to support their learning across the curriculum. For example, pupils have visited several places of worship as part of their religious education lessons.

Parents and carers know that leaders genuinely care for them and their children. They value the excellent support they receive.

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

Trust leaders have ensured that there is a meticulously sequenced and highly ambitious curriculum for every subject. The development of cross-curricular skills is impressive. Leaders have also ensured that pupils see themselves and their communities represented in the topics covered, the books pupils read and the visitors they meet.

Teachers are confident in delivering the curriculum and adapt it well for individual pupils. They use their expert subject knowledge to help pupils understand their learning. Their explanations of new ideas are clear. Teachers check pupils' understanding regularly. If they notice any small gaps appearing, they act quickly to address them. Pupils produce first-rate work and make excellent progress. The weaker outcomes of the 2022 national curriculum tests reflected the impact of the pandemic on the learning of some pupils.

Developing pupils' wide vocabulary is a school priority. This is a feature often seen in lessons, including the many opportunities for 'partner talk'. Pupils also enjoy using new words in their own writing. Those pupils new to the country make impressive progress in learning English. In early years, staff introduce children to a variety of new words. The development of language and communication is built into all

learning activities. However, sometimes, these opportunities do not enable children to practise using their vocabulary and skills in sustained talk. Many do not share much detail verbally during their learning.

Pupils use their electronic tablets with ease and enjoyment. They explain how the devices help their learning. Strong routines mean that they switch from paper to tablet in a matter of seconds. This technology is used skilfully to enhance pupils' learning. Some digital resources provide pupils with personalised learning, such as in mathematics and reading. Pupils learn skills that will help them to succeed in the future, including how to navigate websites for research.

The importance of reading and enjoying books is visible everywhere. Everyone knows that learning to read and becoming a confident reader is vital to future success. Pupils start to learn specific sounds in Nursery. Staff are well trained in the chosen phonics programme, which helps pupils to quickly learn to read. Any pupils who are not yet secure readers receive prompt, highly effective intervention. Teachers continue to maintain a high focus on reading development and enjoyment for all pupils until they leave the school.

The inclusive work of the school is commendable. Many pupils arrive with little spoken English. Leaders ensure that every pupil, including those with special educational needs and/or disabilities (SEND), receives the support that they need. Staff know how to identify any potential needs a pupil may have, and leaders carefully assess the best way to support them. Teachers are skilled at adapting the learning to match each pupil's needs. Pupils with SEND achieve strong outcomes.

Personal development runs through all aspects of school life. Pupils learn to become caring, active citizens. The student council meets with leaders to share ideas for improvement. Pupils get to meet people from different occupations as part of building their future aspirations. Older pupils talked about how well prepared they are for moving to secondary school.

Leaders look after staff as well as pupils. They are considerate of staff workload and ensure that all have access to quality professional development. Trust leaders ensure that there is a culture of supportive challenge at all levels. This has contributed to the successful improvements made at Foundry.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They carry out rigorous checks on all adults who work with children. Staff receive frequent, high-quality training and know what signs to look for that a child may be at risk. They pass on concerns immediately. Leaders take prompt action in response. They are persistent in ensuring that pupils and families receive the support they need from external agencies.

Pupils learn about staying safe online and in real life. Leaders have made sure that this includes any local safety concerns pupils may face. Pupils know which adults they can talk to if they have any worries.

## **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>	140161
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10268035
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Taylor
<b>Principal</b>	Asima Ravat
<b>Website</b>	<a href="http://www.oasisacademyfoundry.org">www.oasisacademyfoundry.org</a>
<b>Date of previous inspection</b>	17 and 18 May 2022, under section 8 of the Education Act 2005

## Information about this school

- The principal was appointed in September 2022.
- The school is part of Oasis Community Learning multi-academy trust. The trust comprises 52 academies.
- Leaders do not make use of any 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 initially inspected the school on 20 and 21 June 2023. On 18 July 2023, the lead inspector returned to the school to gather further evidence. The evidence gathered from all three days was used to inform the final judgements.

- The inspectors met with the principal and other leaders. They met with trust leaders and spoke with the CEO of the trust.
- The inspectors carried out deep dives in early reading, mathematics, English, geography and science. For each deep dive, the 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. The inspectors listened to pupils read to a familiar adult.
- The inspectors checked safeguarding procedures, including the recruitment checks made on staff. They met with the designated safeguarding lead, staff and pupils to discuss wider aspects of safeguarding. They scrutinised a range of documentation in relation to safeguarding.
- The inspectors considered the responses to Ofsted's staff and pupil surveys. They also considered the responses to Ofsted Parent View, including comments submitted via the free-text facility.

### **Inspection team**

Nicola Beech, lead inspector

His Majesty's Inspector

Sofina Islam OBE

Ofsted inspector

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