

# Oasis Academy Johanna

Johanna Street, Lower Marsh, London, SE1 7RH

**Inspection dates** 4–5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- As a result of strong leadership at all levels, the academy has improved considerably over the last four years. The executive principal is ambitious for the academy and has a clear vision for its further development.
- Experienced and expert governors are highly effective in challenging academy leaders to meet their shared goals while providing support for them to be achieved.
- Leaders successfully focus on improving teaching and its impact on the pupils' learning. This enables teachers to become more effective and is leading to rising attainment across the academy.
- Strong teamwork underpins leadership of the early years and ensures the needs of all children are closely met. This ensures their learning is exciting and their progress very rapid.
- The values of the trust sit very neatly with those of the academy. The wider work of the trust strengthens links between the academy and its local community.
- The academy continually seeks to identify challenges facing families and their children. This means it can focus resources such as the pupil premium to break down barriers to their achievement and well-being successfully.
- The academy takes every opportunity to promote the pupils' spiritual, moral, social and cultural development and ensuring they understand their place and role in modern Britain.
- The pupils' often impeccable conduct around the academy, such as in the dining hall and on the playground, makes for a very harmonious and orderly atmosphere at all times.
- Arrangements to secure the safety and welfare of the pupils are very thorough and rigorously implemented. Pupils feel very safe in school and know what to do if they have any concerns.
- Most pupils are very keen to learn and try their hardest in lessons. They listen carefully to their teachers and each other and are very thoughtful in their responses.

### It is not yet an outstanding school because

- Teachers do not always extend the pupils' thinking and reasoning enough in mathematics so they can deepen their understanding of number.
- Teachers do not consistently use subjects other than English for pupils to develop their writing in a wide range of styles.
- Teachers' marking does not always follow the academy's policy or give pupils sufficient guidance on how to improve their work.

## Information about this inspection

- Inspectors observed 15 lessons, two of which were visited with the associate principal, and looked at work in pupils' books from this current academic year.
- Meetings were held with groups of pupils, school staff, the Chair of the Academy Council (the Local Governing Body) and two other governors, and a representative from the multi-academy trust. A further telephone conversation took place with the regional director of the trust.
- As there were very few responses to Ofsted's online parent questionnaire, Parent View, inspectors held informal discussions with parents at the start of the school day. Inspectors also took account of the 46 responses to the most recent parent questionnaire undertaken by the academy this term.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took account of the 14 responses to the staff questionnaire.
- This inspection was part of a focused inspection of academies in the Oasis multi-academy trust.

## Inspection team

Martin Beale, Lead inspector

Additional Inspector

Jennifer Bax

Additional Inspector

## Full report

### Information about this school

- This academy is average in size.
- Most pupils are from minority ethnic backgrounds and a quarter are from Black African heritages.
- Two thirds of the pupils speak English as an additional language. A significant proportion of these enter the academy at an early stage of fluency.
- The proportion of disadvantaged pupils known to be eligible for funding through the pupil premium is well above average. This is additional government funding which, in this academy, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below average, although the proportion with a statement for their special educational needs is well above average.
- The Nursery caters for 18 children on a part-time basis and 16 children full time. Children attend the Reception class full time.
- Oasis Academy Johanna converted to become an academy and joined the Oasis multi-academy trust in September 2011. When its predecessor school, Johanna Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The executive principal is currently leading another school in the trust for four days each week. Her deputy is undertaking the role of associate principal and other leaders are taking on additional responsibilities. Three teachers joined the academy in September 2014.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Extend the drive to improve the quality of teaching and its impact on the pupils' progress by ensuring that:
  - pupils are able to extend their thinking in mathematics so they can deepen their understanding of number
  - writing skills are developed in subjects other than English
  - marking makes clear to pupils how to improve their work and checks that pupils respond.

## Inspection judgements

### The leadership and management are outstanding

- The executive principal's vision for the academy is fully shared by staff and those responsible for its governance. She works closely with the associate principal to realise her challenging targets for pupils and teachers. The academy's performance at all levels is rigorously monitored and swift action taken to secure improvements. One consequence is that attainment has risen considerably over the last four years.
- The quality of teaching is very thoroughly checked and action taken swiftly where needed. The targets teachers are set for the progress of pupils in their classes are linked closely to salary progression. Recent changes in teaching staff have slowed the momentum of improvement slightly, but those new to the academy are rapidly becoming effective and adapting their practice to its aims.
- The well-trained team of other leaders support senior leaders considerably in driving improvement forward. They have taken on additional responsibilities very well this year with guidance from trust staff. This is enabling improvement to continue during the executive principal's time in another academy.
- The predecessor school made a conscious decision to join the academy trust as its values so closely matched. Since then, strong and highly effective links have been established, with the trust providing rigorous challenge and well-focused support. This has included guidance to deliver the new National Curriculum in mathematics and to develop the early years outside learning areas.
- The academy is very effective in promoting equality of opportunity and tackling discrimination. Staff have a very deep understanding of the challenges faced by pupils and their families. The pupil premium is targeted very sharply so that disadvantaged pupils make similarly good progress to other pupils in their classes.
- Safeguarding arrangements are secure and rigorously implemented. Staff are exceptionally vigilant to all forms of risks facing the pupils. They are well trained and provide a very safe haven in which pupils can thrive. The academy is very aware of risks pupils might face in the outside community and takes steps to help them identify and deal with them. The curriculum is designed to promote enjoyment as well as the pupils' achievement. Topics make sensible connections between a wide range of subjects and are chosen to engage the pupils' interest and curiosity. The academy makes excellent use of its central London location and a wide variety of visiting experts in many fields further enhance their learning. Music is a particular strength through lessons, instrumental tuition, the academy choir and participation in the local carnival each year.
- Pupils learn the meaning of respect and tolerance as enshrined in the trust's core values. They learn about others by celebrating the festivals associated with the world religions. They learn about the rule of law and democracy through links to parliament and canvassing for elections to the school council. The academy tries hard to raise aspirations. This was demonstrated by pupils working alongside university students and Year 6 girls receiving advice and guidance from women mentors during the 'Women of the World' festival. Assemblies look at inspiring people so pupils can 'walk in the shoes of a famous person'. As a result pupils are very well prepared for life in modern Britain.
- The academy uses additional sports funding well. The sports coach works with teachers to improve their practice and develop the pupils' skills. As a result, there has been an increase in the number of pupils attending sporting activities and the academy participates in more competitions with other schools.
- **The governance of the academy:**
  - The academy council (the local governing body) and the trust board between them provide challenging, supportive and highly effective oversight of the academy's performance. This is based on their deep understanding of the academy's strengths and its priorities for improvement from rigorous monitoring of the academy's performance. Members have a high degree of expertise, including in understanding the academy's assessment data and how it compares nationally. The academy council is acutely aware of teaching quality and the actions of the executive principal for its continual improvement. They make sure there is a tight link between teachers meeting challenging targets and salary increases. They plan carefully to ensure funding allocations meet their aims and priorities. This includes ensuring that the pupil premium has the maximum benefit for eligible pupils.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Parents strongly agree and report that the academy manages behaviour well. Relationships are strong. Pupils are very kind and considerate towards each other and play happily together. They are very polite and courteous. They show great respect to their teachers and respond

almost instantly to their requirements. This gives a very strong feeling of the school as a family all sharing similar values.

- The pupils' ability to work collaboratively starts in the early years and develops well as they move through the school. They readily discuss ideas and share resources as they work together on tasks. Pupils listen carefully and are keen to answer questions. However, not all are always fired with enthusiasm and they can lose concentration at times to the detriment of their learning.
- Pupils play a significant part in academy and community life. They take their roles as prefects, representatives on the school council or as 'eco-warriors' very conscientiously. Older pupils can often be seen spontaneously helping younger pupils if they need looking after. Pupils raise funds for a wide range of charities and participate in local musical events, representing the academy with pride. Their above average attendance reflects their enjoyment of school.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are very sharply aware of how to identify risk and take care of themselves and others both in and outside school. Recent e-safety training has helped pupils understand the features of cyber-bullying and how they can deal with and stop it affecting them.
- Bullying and other incidents of unacceptable behaviour are very rare but always taken very seriously. Pupils are taught about different forms of bullying and know what to do and how to prevent them occurring. Pupils are very confident any problems are dealt with firmly by staff. Parents strongly agree.

### The quality of teaching

**is good**

- Teachers are continually searching for ways to improve their teaching so it has a greater impact on the pupils' learning. Their expectations are high and they make sure their classrooms are calm so that pupils can learn without distraction from others. Teachers use their questions well to make sure all pupils contribute to lessons usually giving them time to think through their answers in discussion with a partner. They also use the pupils' responses to adapt their teaching and the activities they provide.
- Teachers use the programme for teaching letters and sounds well. Children make a rapid start in developing their understanding of letters and sounds in the early years. This is built on well across Key Stage 1. Wider reading skills, such as comprehension and inference, are also developed well and lead to pupils taking great enjoyment from the books they read.
- Teachers focus closely on helping pupils to understand and master grammar, punctuation and spelling. They give pupils daily exercises to develop and consolidate their skills. They also use interesting books and texts to stimulate their imaginations when writing. However, opportunities are not always coherently planned to develop their writing in different styles within topics and other subjects.
- Teachers are adapting their planning and the way they teach mathematics to meet the needs of the new National Curriculum well. Where learning is best teachers give plenty of opportunity for pupils to practise new and more challenging number skills. However, sometimes activities can be repetitive for pupils who have already mastered the skill. Not all teachers provide tasks through which pupils can apply their skills and so deepen their understanding of number. As a result progress slows for these pupils.
- Teaching assistants are used effectively to support the learning of individuals and groups in and outside the classroom. They have formed very constructive relationships with pupils with acute special educational needs, enabling them to be included fully where possible in normal lessons.
- Pupils generally know how well they are doing and what they can do to improve the quality of their work. Teachers' marking is rigorous, but does not always follow academy policy fully. Teachers generally give guidance to which pupils are expected to respond, but this is not consistently the case. This leads at times to pupils being unsure what they have done incorrectly and not eliminating mistakes quickly.

### The achievement of pupils

**is good**

- The pupils' achievement has risen considerably over the last four years. Pupils make good progress in reading, writing and mathematics. Their attainment is broadly average and rising. Pupils are prepared well for secondary school.
- Year 6 test results have risen from well below average four years ago to above average in mathematics and writing in 2014 and average in reading. Results were particularly impressive in the grammar, spelling

and punctuation test. The proportion of pupils reaching at least Level 4 in all subjects was above average but the proportion of pupils reaching higher levels was below average, particularly in mathematics. This is partly because few pupils reach higher levels at the end of Key Stage 1.

- Children make very rapid progress from their starting points in the early years so they are prepared well for Key Stage 1. The proportion of children achieving a good level of development by the time they left Reception was above average in 2014. Children in the current Reception class are on track at least to match this performance.
- Disadvantaged pupils make similarly good progress to their peers nationally. Differences in attainment between disadvantaged pupils and others in each year group are narrow. The gap in Year 6 test results grew slightly in 2014 to about six months in reading and writing. Any difference disappeared in mathematics where there was no gap. The gap with other pupils nationally was about six months in reading and mathematics, and negligible in writing.
- Disabled pupils and those with special educational needs also make good progress. This is because the academy focuses sharply on those with the most acute needs. This enables staff to target resources and review their impact quickly.
- The large number of pupils speaking English as an additional language makes good progress. They learn in a language-rich environment from the early years onwards, so they quickly become fluent and achieve as well as others. Pupils from minority ethnic backgrounds, including Black African pupils, achieve equally as well as others.
- The small number of most able pupils (those at Level 3 at Key Stage 1) makes good progress in each subject at Key Stage 2. With very few exceptions, they have reached at least Level 5 in Year 6 in the last two years. All are currently on track to reach at least this level in the current Year 6.

### The early years provision

**is outstanding**

- The achievement of children in the early years is outstanding. All staff are acutely aware of each child's needs whether they need additional support or require constant challenge. The many children who enter the Nursery or Reception with weak social and language skills are helped to catch up quickly. Consequently, most reach levels expected for their age by the time they enter Year 1 in both areas.
- Adults lead activities expertly and with enthusiasm that rubs off on the children. Adults continually focus on developing the children's language skills by presenting clear models themselves and expecting children to respond accurately and in full sentences. This enables their vocabulary and grammar to develop quickly. Children put a considerable effort into their learning whether when exploring ideas themselves or in sessions led by adults. They concentrate well and for increasingly long periods by the time they are in the Reception class.
- Teaching is outstanding across both classes. All staff have very high expectations of the children's behaviour and what they can achieve. The Nursery and Reception classrooms are resourced with vibrant and stimulating activities. Learning flows seamlessly between inside and outside. The outside classrooms are imaginatively resourced so activities draw in the children and hold their attention for long periods.
- Leadership continually checks the impact of provision on learning to look for ways to improve. Assessment data are carefully analysed and provision adjusted, for example to make outside areas more attractive to boys. The high quality of leadership in early years is recognised and used to support the development of other academies in the trust.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137430
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	449693

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	258
<b>Appropriate authority</b>	The academy trust
<b>Chair</b>	Antony Cook
<b>Executive Principal</b>	Di Morgan
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	02079285814
<b>Fax number</b>	None
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