

# Inspection of Oasis Academy Hobmoor

Wash Lane, Yardley, Birmingham, West Midlands B25 8FD

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Inspection dates: 17 and 18 January 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

'Character, competence and community' are at the heart of Oasis Academy Hobmoor. Leaders have high aspirations and expectations for all. Pupils live up to these expectations and embody the values they are taught. They are proud of their learning, and know that there are no limits to what they can achieve.

Pupils know that they are safe in school. They say that there is always a trusted adult to speak to. They know that their voice is heard and that their opinions count.

Pupils know what bullying is. They say that it rarely happens. If it does, staff quickly step in and stop it. Pupils behave incredibly well. There are strong relationships, built on mutual respect and trust, between all members of this learning community.

Leaders are keen to ensure that all pupils are well prepared for life in their local community and in modern Britain. Pupils relish the opportunities they are offered, from being 'play buddies', to studying for diplomas, to growing their own vegetables.

Parents are supportive of the school and appreciate all that staff and leaders do for the pupils and families. Oasis Academy Hobmoor is a special, valued place in this community.

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

Oasis Academy Hobmoor is at the heart of the community. Leaders want the very best for every pupil, member of staff and family. They deliberately plan the curriculum and wider opportunities to meet the needs of the community they serve.

As soon as pupils join the school in early years, learning to read is a priority. As part of 'Read to Succeed', parents come into school in the morning to read with their children. Leaders have carefully chosen stories for staff and parents to read to children, to give them chance to practise hearing the sounds they learn in phonics lessons. Leaders make sure that pupils who are learning to read are regularly assessed. Those who are falling behind receive extra support to help them to catch up quickly.

Leaders have ensured that the curriculum is structured to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Leaders are keen that, as part of the curriculum, pupils learn about what makes Birmingham special. In some subjects, strong links with local partnerships enrich learning. For example, in art, pupils enjoy opportunities across the wider arts, including dance and drama. However, in some subjects, although leaders have carefully thought about what should be taught, there is some inconsistency in how lessons are delivered. Leaders do not always check that teachers are delivering the curriculum they intended. Leaders ensure that teachers check what pupils have learned, but do not always ensure that the large amount of information they collect about teaching and learning is used to inform next steps. As a result, pupils

sometimes cannot remember what they have learned before or use it to help them understand new learning. In early years, leaders do not always ensure that the environment and activities chosen give children the chance to practise what they are learning in areas of the curriculum other than reading.

Pupils' behaviour is exemplary. Strategies such as 'wonderful walking' help pupils to live up to leaders' high expectations. Pupils are incredibly proud of their school and its place in the environment. For example, a willow sculpture, 'Adam', made by pupils from wood they pollarded in the school grounds, reminds them how important the local environment is in enriching their learning.

The 'nine habits', including being 'joyful', 'humble' and 'compassionate', instil values in pupils. They celebrate and welcome difference in themselves and others. Leaders are passionate about ensuring that pupils are well prepared for life in modern Britain. Pupils benefit from an extensive range of opportunities. They learn about democracy through voting for members of the pupil parliament. Some pupils take on roles such as 'well-being champions'. Others support their learning community by becoming junior Police Community Support Officers. Pupils can choose to develop their self-study skills through working towards diplomas in subjects such as sports science or art history. All opportunities are open to all pupils, including those with SEND. Older pupils delight in wearing the school blazers. One pupil, sharing the views of many, said that as soon as they put them on, they feel 'confident and part of the school community'.

Staff are proud to work at the school. They share leaders' vision to provide opportunities for all pupils. Staff know that leaders are mindful of their well-being. They appreciate all that is done to support them, both in and out of school.

Trust leaders share the same incredibly high ambition for all pupils and families. They are proud of the work being carried out at Oasis Academy Hobmoor to ensure the best life chances for all.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a high priority. They know the pupils, their families and the community incredibly well. They adapt the curriculum, where needed, to teach pupils about keeping themselves safe.

There are robust procedures in place for reporting concerns. Staff are well trained and vigilant. They use the agreed systems to report concerns, no matter how small. Leaders swiftly follow up concerns. Leaders engage external support, when needed. They challenge decisions made externally, when necessary, to ensure pupils are kept safe.

Procedures for the safer recruitment of staff are comprehensive.

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

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

- In some subjects, what leaders intend pupils to be taught, as well as when leaders intend it to be taught and why, is not always consistently delivered by teachers. As a result, some teaching does not have the impact it could, and pupils do not always know more and remember more over time. Leaders should ensure that the curriculum in every subject is delivered as intended, so that pupils can build on their knowledge over time.
- In early years, the environment and activities do not always enrich and develop children's curiosity and learning. As a result, children do not always have the opportunity to practise and apply what they have learned. Leaders should make sure that planning and the environment always support the application of learning.

## 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>	139214
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10211988
<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>	484
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Taylor OBE
<b>Principal</b>	Paul Jones
<b>Website</b>	<a href="http://www.oasisacademyhobmoor.org/">www.oasisacademyhobmoor.org/</a>
<b>Date of previous inspection</b>	16 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The principal is an interim principal.
- The delegated leader for governance (who is a regional director for the Oasis Community Learning multi-academy trust) was appointed in September 2022.
- The school does not currently make use of any alternative providers.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors carried out deep dives into these subjects: reading, mathematics, history, geography and art. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans where they were available, visited a sample of lessons, spoke to teachers, spoke to some pupils

about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read to a familiar adult.

- The inspectors held meetings with the headteacher, curriculum leaders, the special educational needs coordinators and pastoral leaders.
- The lead inspector held meetings with representatives from the trust.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. The inspectors spoke to pupils about pupils' behaviour.
- To evaluate safeguarding, the inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- The inspectors considered responses to Ofsted Parent View, including parents' free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The inspectors talked to parents at the school gate.

### **Inspection team**

Rachel Henrick, lead inspector

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