

Oasis Academy Bank Leaze

Corbet Close, Lawrence Weston, Bristol, BS11 0SN

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not consistently make good progress in mathematics and so their achievement in mathematics requires improvement.
- Teachers do not always challenge pupils well enough in mathematics lessons, including the most able.
- There is not enough extra provision to support disabled pupils and those who have special educational needs in mathematics.
- Pupils do not have enough planned opportunities to practise their mathematical skills in other subjects.
- The leadership of subjects is not strong enough and so the quality and amount of work in subjects are too variable.
- Leaders and managers do not check the implementation of the behaviour policy well enough and, as a result, pupils' behaviour and safety require improvement.

The school has the following strengths

- Progress in reading and writing has significantly improved and is now good.
- The teaching of phonics (sounds letters make) has improved.
- The effectiveness of provision in the Early Years Foundation Stage is good and children are making good progress.
- Attendance has improved and is now above average.
- Senior leaders have a clear vision for school improvement and have high expectations for pupils' achievement.
- Oasis Community Learning, the academy's sponsor, along with the academy council, provides good support and challenge.

Information about this inspection

- Inspectors observed learning in 15 lessons taught by 10 different teachers. They held meetings with staff, groups of pupils and representatives of the academy trust. Five joint lesson observations were conducted, three with the Principal and two with the Associate Principal.
- Inspectors observed the school’s work and looked at planning documents, records of the checks carried out by leaders, information on pupils’ progress and pupils’ work.
- Inspectors took account of 14 responses to Parent View (the online questionnaire) and information from the school’s own survey. They conducted discussions with parents and considered 27 responses to the staff questionnaire.

Inspection team

David Shears, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Full report

Information about this school

- Oasis Academy Bank Leaze became a sponsor-led academy school in September 2012.
- The school is smaller than average.
- The proportion of pupils supported by the pupil premium, which is extra government funding for pupils known to be eligible for free school meals and looked after pupils, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils from minority ethnic groups is average. This is equally true for pupils who speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been a significant change of staff in recent years.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in mathematics so that all pupils make at least good progress by:
 - ensuring that work consistently challenges all groups of pupils throughout lessons, including the most able pupils
 - providing effective additional support for those who need it, including disabled pupils and those who have special educational needs
 - giving pupils more regularly planned opportunities to practise their mathematical skills in other subjects.
- Rigorously check the application of the school's strategies to improve behaviour to make sure that it is consistently applied, and act swiftly where this is not the case.
- Develop subject leadership in order to raise achievement.

Inspection judgements

The achievement of pupils

Requires improvement

- The achievement of pupils requires improvement because not enough make good progress in their learning of mathematics. Consequently, achievement in mathematics is not as strong as in reading and writing.
- Progress in reading and writing has strongly improved and is now good. For example, in one lesson there was a good focus on pupils thinking about how they could improve their writing as they were constructing it.
- Disabled pupils and those who have special educational needs are supported well in their reading and writing and they make good progress. However, because there are not enough strategies to provide extra support in their mathematical learning, their progress requires improvement.
- The progress of pupils with English as an additional language and those from ethnic minority groups is not significantly different from other pupils.
- In Year 6, at the end of 2013, pupils supported by additional funding were working three terms behind other pupils in the school in reading, writing and mathematics. However, current pupils who are supported by this additional funding are working at the same level as other pupils in the school in reading, writing and mathematics. This demonstrates that the school has been successful in closing the gap in attainment for these pupils.
- Children begin school in the Nursery with skills and knowledge that are well below those that are typical for their age. The majority of children transfer into the Reception class at the school. They make good progress because planning for learning is specific to their needs. Consequently, they develop well in terms of their personal and academic development. For example, children working in the Nursery were supported in overcoming a disagreement which resulted in them playing well together.
- Pupils are now making good progress in reading and writing and attainment in most year groups is rising. While the rate of progress is also beginning to rise in mathematics this year, it still requires improvement in some year groups.
- Additional funding for sport is used effectively to enhance pupils' experience of physical education through the employment of a specialist teacher. She has given training for inexperienced teachers in teaching different sports, such as swimming, cricket and tag rugby. There has also been a rise in the number of pupils taking part in a range of competitive sports.

The quality of teaching

Requires improvement

- Teaching requires improvement because it is not consistently strong enough in mathematics to enable all groups of pupils to make good progress. This is because pupils are not always sufficiently challenged in lessons. For example, pupils sometimes have to complete work that is too easy for them before they reach the more challenging work. This limits the progress that they could make, particularly the most able. Some pupils say that the work they receive in mathematics is too easy.
- Questioning is often used to make pupils think hard in lessons. However, this is not yet consistent in all lessons and classes and so opportunities are sometimes missed to extend learning.
- The extra provision for disabled pupils and those who have special educational needs and those in receipt of additional funding is effective. This is particularly the case in reading which has been a major focus for the school. Consequently, progress is good. However, there is not enough tailored support in mathematics to enable these pupils to make the same gains.
- There are many opportunities for pupils to practise their reading and writing skills in other subjects, helping to raise their achievement. However, this is much more limited in mathematics.
- The teaching of reading and writing has been the major focus for the school. The decision to

have a book as the stimulus for each topic puts the importance of reading and writing at the centre of learning. Much effort has been put into providing extra support so that pupils who are identified as needing to improve their literacy skills are able to make accelerated progress. Teaching assistants are used well to enable this to happen.

- Teaching in the Early Years Foundation Stage is good because staff regularly check what children can do. This information is used effectively to support staff in addressing any gaps in learning and personal development.
- Marking and feedback are used to give pupils a clear indication of what they have done well. Some good practice enables pupils to move forward in their learning as they are told how to improve and given time to respond. This is not yet consistent in all classes.
- Lessons are characterised by positive relationships between staff and pupils. Most are eager to learn and enjoy the activities that are provided by the teacher. They particularly enjoy the regular visits. These enable pupils to have first-hand experiences based on the topic they are exploring, so that they can write about these back in school. For example, one class exploring the book *The Lighthouse Keeper's Lunch* enjoyed visiting a lighthouse as part of this.

The behaviour and safety of pupils

Requires improvement

- The behaviour of pupils requires improvement. This is because the management of behaviour in lessons is not consistently good. When a teacher does not follow the school's behaviour policy carefully enough, the behaviour of a minority of pupils often deteriorates. This has a negative impact on the learning of these pupils. Nearly all staff reported that behaviour is good, although a very small minority felt that it was not consistently well managed.
- In the large majority of lessons observed, all pupils behaved well and their attitudes to learning were good. The very large majority of parents say that pupils behave well.
- There is a small proportion of pupils who have specific behavioural difficulties. These pupils are usually supported well by staff, enabling them to access learning effectively. All pupils know the rules they need to follow and most consistently adhere to these.
- Lunchtime staff say that pupils' behaviour is acceptable and there are systems in place to follow if there is a problem. Behaviour seen during the inspection at break and lunch time was good.
- Pupils understand what constitutes bullying and say that, although it sometimes happens, it is dealt with appropriately. Parents agree.
- The school's work to keep pupils safe and secure requires improvement. A few pupils occasionally need reminders in the playground, for example not climbing on the handrail or running in a corridor. Nevertheless, pupils say they feel safe in school and all parents who expressed a view agree. Pupils are taught how to keep themselves safe through programmes such as 'bikeability'.
- The school has introduced effective initiatives to improve attendance. It rigorously checks any pupils whose attendance is not good enough or declining, whilst recognising and affirming good attendance. As a result attendance has risen and is now above average. Although the number of exclusions has risen this year, this represents a very small minority of pupils who have a high level of need. Outside agencies are used to help support these pupils carefully.

The leadership and management

Require improvement

- Leadership and management require improvement because checks to see whether all staff are implementing the school's behaviour policy are not regular or rigorous enough. This has resulted in some inconsistencies in managing pupils' behaviour.
- The leadership of mathematics effectively supports individual teachers to improve. Pupils' progress is not yet good because leaders have not yet made sure that there is extra support for pupils who need it.
- There is a good overall structure of the subjects pupils are taught. It is enriched by many

enjoyable opportunities for pupils to explore learning outside of school. This particularly supports pupils' literacy skills well. However, not all subjects are rigorously checked. This means that the quality and amount of work and pupils' achievement across subjects vary too much.

- Senior leaders, along with the academy's sponsor, have a clear vision for school improvement. They share a drive to improve pupils' academic achievement and personal development. As part of this, pupils' spiritual, moral, social and cultural development is promoted well.
- The school identified rightly that reading needed improvement and took actions to improve, which meant that achievement has risen significantly across the school. This has had a positive effect on pupils' writing which improved well.
- There are effective systems in place to improve teaching. Regular checks of its quality are used to make decisions about teachers' pay.
- The school checks to make sure that any discrimination is tackled. It works hard to make sure that all pupils have equal opportunities, although the variability in mathematics means that this is not yet fully realised.

■ **The governance of the school:**

- Governance responsibilities are covered by the national and regional officials of Oasis Community Learning, the academy trust of which Bank Leaze is a member. There is a good understanding of the school's strengths and what it needs to do to improve. Regular meetings between the Principal, the Regional Academy Director and the Chair of the Academy Council mean that information is shared about how the school is tackling the areas for development. They also ensure that all statutory requirements are met, including checking that safeguarding meets current national requirements. Arrangements to check the management of staff performance are secure. Governors are aware of how well the school is performing compared to other schools and ask challenging questions of the school. Governors know how the additional funding is being used and the impact this is having on pupils' achievement. However, while they know how the sport funding is being used, their understanding of the impact on pupils is less clear.

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

Unique reference number	138409
Local authority	City of Bristol
Inspection number	440054

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

Type of school	Primary
School category	Academy Sponsor-led
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Ben Silvey
Principal	Peter Knight
Date of previous school inspection	Not previously inspected
Telephone number	01275 894580
Fax number	Facility not available
Email address	info@oasisbankleaze.org

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