

Oasis Academy Long Cross

Long Cross, Lawrence Weston, Bristol BS11 0LP

Inspection dates

14–15 September 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Since the opening of the school, senior leaders have taken rapid action to improve the quality of education provided for pupils. Leaders' aspirations for their pupils are consistently high.
- Oasis Community Learning (OCL) robustly holds leaders to account.
- Pupils' attainment has risen considerably and continues to rise for current pupils in the school. Standards in writing, grammar, punctuation, spelling, and mathematics are typically in line with those achieved nationally.
- Pupils' progress from their starting points has improved rapidly and is now good, including the progress of disadvantaged pupils and those who have special educational needs and/or disabilities.
- Teaching is typically good. Teachers have high expectations of their pupils and use assessment information to plan work that builds on what pupils already know and understand.
- The specialist resource base provides exceptionally well for its pupils. Consequently, learning needs are met and pupils make strong progress. The level of challenge in lessons is consistently high, including for those identified as the most able.
- In the early years, standards continue to rise steeply and provision is good. Children settle into routines quickly and grasp every opportunity to learn. The curriculum on offer is impressive.
- Safeguarding is effective. A clear culture of safeguarding practice prevails across the school.
- Pupils' behaviour is good. Pupils' attitudes to learning are positive. Pupils enjoy the challenges set for them. Pupils feel safe and they say they enjoy school.
- Parents are very positive about the school and the education provided for their children. They recognise the substantial improvements made since the school opened.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement further by ensuring that:
 - activities planned enable pupils to secure strong spelling strategies and apply spelling rules consistently well in their writing
 - teachers' high expectations of spelling prevail across the school and spelling errors are tackled habitually in all classes
 - pupils use and apply their grammar skills effectively in their writing across a range of subjects.
- Improve the quality of leadership and management by ensuring:
 - consistent impact of staff training so that pupils' attainment in reading is uniformly high
 - that middle leaders make effective use of their monitoring of specific groups of learners so that the outcomes for all groups compare favourably with those achieved by other pupils nationally.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, well supported by her senior leadership team, has brought about considerable improvements in all aspects of the school's work. Her sharp focus on raising pupils' achievement has resulted in robust action to address the legacy of underachievement. Consequently, standards have risen rapidly since the school opened.
- Senior leaders are taking robust action to improve the quality of teaching. Careful analysis of teaching and learning is used effectively to monitor pupils' progress and drive improvement across the school. Progress meetings with teachers identify pupils who have previously fallen behind and ensure that they catch up quickly. As a result, a much larger proportion of pupils are on track to achieve age-related expectations than in previous years.
- Staff value the strong support and challenge they receive. They are overwhelmingly positive about the work of the leadership team. A wide-ranging programme of training is in place and every teacher engages in individual coaching and guidance. Teachers are held to account firmly for their performance. Consequently, weaker teaching has been eradicated and teaching is now typically good with some that brings about rapid progress.
- Middle leaders have played their part in raising the achievement of most able pupils but have had less impact on improving outcomes of some middle ability pupils. A greater focus on the progress of most-able pupils over the last year, including most-able disadvantaged pupils, is bringing about swift progress for this group. However, occasionally the conclusions drawn from monitoring activities are not used to improve the learning for some other specific groups, for example middle-attaining pupils.
- Leadership and management of the specialist resource base for pupils with severe and complex learning needs and/or disabilities are very effective. Pupils' progress is tracked meticulously and leaders ensure that planning consistently builds on what individual pupils can do. As a result, leaders have a very accurate view of all aspects of the provision in the base and pupils' progress is strong, including for those identified as the most able.
- The principal and her leadership team accurately evaluate strengths and address weaknesses. For example, leadership support is resulting in higher expectations in the teaching of reading. This is resulting in older pupils quickly improving their understanding of comprehension skills in English lessons and across the curriculum. Leaders precisely identify where there is less impact and are tackling weaknesses so that dips in reading performance are quickly eliminated.
- The curriculum is exciting and provides clear progression of subject skills. There are a wealth of visits, visitors and exciting opportunities to celebrate learning. For example, recent concert performances held locally and in London, visits to Bristol Zoo and Bristol Museum and a residential visit to London. Additional events such as the recent 'spelling bee', 'Bear Grylls reading competition' and the focus on '100 nights of reading' ensure that reading is everyone's priority.
- The additional funding for disadvantaged pupils is managed effectively. Funding is having a strong impact on accelerating pupils' reading. The sports premium funding

has enabled greater participation in a wider variety of sports. Visiting athletes and sportspersons also effectively promote healthy lifestyles and regular exercise.

- Pupils' spiritual, moral, social and cultural development is promoted successfully through a well-planned programme of activities. Examples are wide-ranging, including additional music projects, philosophy lessons and the planning of, and taking part in, the Lawrence Weston Carnival. The OCL learning values are central to the school's work and promote British values well. Pupils are encouraged to explore 'big questions' and debate and challenge their peers' views and thinking. Pupils make good use of the plentiful opportunities to learn about reasoning, equality, democracy, citizenship, enterprise and fairness.

Governance of the school

- The OCL regional director robustly holds the school to account. Regular quality assurance and monitoring visits provide clear actions for improvement which are followed through and checked for impact. High levels of accountability have ensured that the quality of teaching and learning has improved rapidly and differences between disadvantaged pupils' outcomes and national standards are diminishing.
- The local academy council are effective in strengthening links with local businesses and ensuring that there are activities on offer that benefit pupils and families. They challenge leaders about the impact of the school's actions in achieving their academy objectives. For example, they visit the school regularly to conduct health and safety and safeguarding reviews that help to maintain pupils' safety and well-being. Also, they often ask the difficult questions. For example, through searching questions they have helped to develop the provision of high-quality coaching and guidance which is improving the quality of education that pupils receive.

Safeguarding

- The arrangements for safeguarding are effective. Induction of staff is thorough and, as a result, as soon as they arrive staff are confident in applying the school's policies and guidance to keep pupils safe. Inspection evidence strongly supports a clear culture of safeguarding.
- Inspectors talked to many staff, all were able to confidently express how to make referrals should concerns be raised. School documentation shows that concerns are followed up quickly and early referrals are used to reduce pupils' risk of harm.
- Designated safeguarding leaders are effective in providing timely support for pupils. Very regular multi-agency contact is a hallmark of leaders' dogged persistence to follow up referrals and is making a positive difference to pupils' well-being. Staff have been trained to protect pupils from radicalisation and extremism through the government's 'Prevent' duty programme and talk knowledgeably about how to refer any concerns. Leaders and governors complete careful checks to ensure that risk assessments are helping to minimise hazards.

Quality of teaching, learning and assessment

Good

- Staff have established good working relationships with pupils and as a result pupils show respect and want to learn in lessons. Pupils respond positively to questions and expect to be challenged to do their best. One pupil said, 'lessons are much more challenging now and they make us think hard'. Positive attitudes and learning

behaviours in lessons are the norm. This is helping pupils make strong progress from their starting points.

- Teachers probe pupils' understanding and develop their thinking well. Teachers are adept at sharing examples of what they want pupils to learn, particularly in mathematics where the new calculation policy is making a positive difference. For example, pupils in Year 3 understood how to use a calculation to solve number problems and consolidated their understanding of place value.
- The teaching of reading for current pupils is good overall. Targeted teaching in most years is ensuring that gaps in pupils' prior learning are filled quickly. Pupils' progress in reading is now typically strong, including the most able disadvantaged pupils. Consequently, attainment is rising quickly towards expected standards.
- Teachers plan work effectively and use detailed assessments to plan purposeful activities for the next day. Teachers often check pupils' progress and adjust their teaching accordingly to help pupils make better progress. However, on occasions, teachers do not respond quickly enough thereby slowing pupils' learning, particularly for middle-attaining pupils.
- Teaching assistants provide a range of effective support; for example, providing skilful modelling for the most able in small group teaching or providing specialist individual support for pupils who have special educational needs and/or disabilities. Occasionally, pupils' learning stalls because teachers' questioning does not deepen thinking and misconceptions are not picked up quickly enough.
- Typically, teachers have good subject knowledge and this helps them to plan lessons that effectively meet the needs of their pupils. Teaching provides opportunities for pupils to reason and explain and so deepen their understanding. However, owing to a legacy of weak teaching, some pupils have not secured basic skills in spelling and grammar across key stage 2. This is because teachers' planning does not pay close enough attention to this aspect of pupils' work. In addition, errors are not routinely picked up in all classes and this can impact on pupils' progress and writing standards.
- Teachers' questioning often promotes a high level of thinking. Pupils develop their scientific knowledge well and are often encouraged to hypothesise, investigate and draw conclusions. Inspectors found that pupils enjoy science, engage fully in their learning and articulate their findings with confidence.
- Teachers usually provide pupils with helpful guidance about what they need to do to improve their work. However, there are instances where teachers do not routinely identify spelling errors or give pupils sufficient opportunities to respond to feedback and this can slow their progress.
- Teaching within the specialist resource base is consistently good. Teachers within the specialist provision make very precise and individualised assessments of what pupils can and cannot do and consequently pupils make very strong progress and meet their individual targets. Pupils identified as the most able within the specialist resource base also benefit from work that extends their thinking. As a result, pupils' progress is strong.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school provides a positive, calm and welcoming environment where pupils feel content and supported.
- Pupils show a deep understanding of e-safety, cyber bullying and how to keep themselves safe. They describe how there are clear systems in place should any bullying occur and they describe how staff effectively manage and follow up bullying incidents. They value the school's behaviour guidelines and understand the importance of keeping to boundaries.
- Pupils in the specialist resource base show strong personal development and well-being. Staff know the needs of individuals and provide caring support.
- Although previously some pupils have not attended school regularly enough, pupils appreciate the opportunities on offer and the welcoming environment. As a consequence, their attendance continues to rise and is now in line with the national average.
- Pupils comment on the high expectations set for them and the strong focus on ensuring that they attend well. Pupils are overwhelmingly positive about the school and say they would recommend it to others. They are proud to be part of the Oasis Long Cross family.

Behaviour

- The behaviour of pupils is good. 'Play rangers' enjoy organising activities for other pupils. Lunchtime in the dining hall is well supervised and is a sociable time for pupils to enjoy. As a result, there is a happy atmosphere during playtimes and friendly relationships are encouraged.
- Pupils are tolerant and accepting of those who find it more difficult to conform to school rules. Systems and procedures for improving pupils' behaviour have led to a considerable reduction in incidents of poor behaviour. Staff consistently apply the school's behaviour systems so that pupils understand the high standards of behaviour expected of them.
- Pupils report that behaviour has improved. This is reflected in a reduction in the number of fixed-term exclusions in comparison with the high number seen when the school first opened.
- Pupils in the specialist provision develop social relationships and build friendships well. They enjoy their time in a safe and caring environment.

Outcomes for pupils

Good

- Academic standards have risen rapidly since the school opened. The progress that pupils make is improving significantly as a result of the better teaching they receive.
- The school's detailed assessment information and ongoing analysis of pupils' work indicates that many pupils are making more than expected progress from their low

starting points. Previous underachievement is being tackled rigorously. Consequently, more pupils are on track to meet or exceed the standards expected for their age.

- At key stage 1, published performance information in 2015 does not reflect the current progress that these pupils are making. By the end of key stage 1, the overwhelming majority of pupils now make fast progress and catch up quickly, particularly in writing. Progress in this respect is consistently strong for all groups of pupils, including those who have special educational needs and/or disabilities, and the most able.
- Pupils' attainment in the Year 1 phonics check has improved dramatically. The better teaching that pupils receive is resulting in pupils making faster progress than in previous years and pupils' attainment in phonics is now good.
- Key stage 2 published performance information in 2015 shows that outcomes in reading, writing and mathematics are typically in line with those achieved nationally. Standards have risen steeply after historically weak teaching resulted in a legacy of underachievement. For pupils currently on roll, progress is typically strong and attainment is rising quickly towards expected standards.
- The school's work to improve pupils' comprehension skills in reading is developing well. Inspection evidence shows that pupils read fluently, with confidence and expression and show a clear understanding of what they are reading. Reading skills are applied effectively across the curriculum at key stage 2. These approaches ensure that pupils, including disadvantaged pupils, move on quickly in their reading, and from their low starting points pupils' achievement in reading is rising quickly to expected standards.
- Standards in writing, and in grammar and punctuation have risen swiftly. From previously low starting points, pupils make much faster progress in developing their grammatical and punctuation skills across key stage 2. However, progress in spelling is less rapid in the middle years of key stage 2 before standards pick up again in year 6.
- The school's own performance information, as confirmed on inspection, shows that most-able pupils, including those disadvantaged, make good progress. Leaders ensure careful planning and intervention for these pupils. Consequently, most-able pupils' current work shows that their attainment continues to rise quickly.
- Teachers plan work that motivates all pupils to do well and as a result historical differences between boys' and girls' outcomes are also diminishing significantly in most year groups.
- Disadvantaged pupils are known well by teachers and they receive effective extra help when required. Overall, these pupils are making strong progress across the school. Consequently, considerably more pupils than previously are on track to meet the standards expected for their age.
- Progress for pupils who have special educational needs and/or disabilities, including those in the specialist resource base, is very good. Parents agree. Where starting points are low, the school's assessment systems show that pupils make very strong progress and meet their individual targets.

Early years provision

Good

- The Nursery provision provides children with a positive and nurturing start to school life. Environments are vibrant and provide a wealth of opportunities for learning through play. Thoughtful prompting by adults helps children develop their personal and social skills. This prepares them well for 'big school'. Overall, during their time in Nursery, children make good progress from low starting points. This, along with the effective transition from the Nursery to Reception classes, ensures that pupils settle well and learning time is maximised from day one.
- A considerable focus on developing language skills across the curriculum is continued in the Reception classes and this is helping the vast majority of children to make even more progress across their time in Reception classes. Consequently, outcomes in Reception continue to rise rapidly and as a result are now close to national averages. The proportion of boys attaining the expected standard at the end of the early years has improved significantly.
- Targeted support for disadvantaged pupils is bringing about considerably higher standards by the end of Reception and the now small difference between their outcomes and the outcomes of other pupils nationally is diminishing quickly. Overall, children's progress from low starting points is now strongly good in Reception and has improved markedly from historical results.
- There is strong impact of leadership in the early years to improve the quality of phonics teaching. Teachers have wasted no time this year in beginning phonics work and as a result learning routines are already very well established. Children show pride and excitement when rehearsing their letter sounds and take full advantage of the tasks on offer in the outside learning area to practise their sounds. This work is effective in quickly developing children's understanding of early reading.
- Early years teaching in the specialist provision is highly effective. The clear routines in place, excellent relationships between children and staff and high expectations prevail throughout. The learning environment and curriculum are impressive; adults grasp every opportunity to enable positive learning opportunities. Consequently, children in early years make consistently rapid progress.
- The curriculum engages children in all aspects of learning. Inspectors saw children immersed in a wide range of practical activities with exciting prompts to build children's curiosity. Routines and boundaries are establishing well and most children display confidence in persevering and working alongside their peers.
- Adults notice quickly when children need support and intervene sensitively so that children can develop their experiences further. Positive praise is a key feature of success in this phase. As a result, children are very quickly beginning to talk about their experiences and this is helping adults to take every opportunity to model effective speaking and listening skills and move children's spoken language forward from their varied starting points.
- Transition from Reception into Year 1 is successful in terms of pastoral development, however, the systems in place to ensure a smooth progression for pupils who need to catch up in their reading is less effective. Reading routines for a small number of pupils in Year 1 are not established immediately. Leaders acknowledge that more careful monitoring is required so these pupils catch up and pupils access Year 1 work with confidence.

- Children feel safe in the calm environment and relish opportunities on offer to have fun and learn. Systems for safeguarding are highly effective and precisely meet the needs of children in this phase.

School details

Unique reference number	140409
Local authority	Bristol City of
Inspection number	10019944

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	Oasis Community Learning
Chair	Warren Pickles
Principal	Julia Dauban
Telephone number	0117 9030333
Website	www.oasisacademylongcross.org/
Email address	longcross@oasislongcross.org
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger than average primary school and is part of Oasis Community Learning (OCL), a well-established academy sponsor that serves communities nationally. Oasis Academy Long Cross became a sponsored academy on 1 January 2014.
- OCL governs the school overall. Local governance is undertaken by the local academy council. National governance is undertaken through the national office and regional academy director on behalf of the OCL board. The board oversees the work on aspects such as finance, business and accounting.
- The vast majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for pupil premium funding is well above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average. There is a specialist resource base for children with severe and complex learning difficulties, placed by Bristol local authority.
- There is a Nursery on site which is managed by the academy council.

- In 2015, the school met the government's current floor standard which is the minimum expectation for pupils' attainment and progress at the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

Information about this inspection

- The team of inspectors visited a number of lessons or part lessons, many of which were visited jointly with the senior leaders in the school.
- Meetings were held with the principal, the wider leadership team, staff, the local academy council and the regional academy director from OCL. The inspectors took into consideration the responses in questionnaires completed by members of staff.
- A wide range of documentation was scrutinised during the inspection including the school's evaluation of its own performance, the school development plan and data relating to pupils' attainment and progress. The inspector also checked the effectiveness of the school's safeguarding arrangements and attendance information.
- The inspector talked with a group of pupils to seek their views about the school. The views of other pupils were gathered during lessons, playtimes and lunchtimes. The inspector listened to pupils read.
- The eight responses to Ofsted's online survey, Parent View, were taken into account. The inspector considered comments provided by text message and also spoke to parents during the inspection.

Inspection team

Julie Carrington, lead inspector	Her Majesty's Inspector
Stewart Gale	Her Majesty's Inspector
Martyn Groucutt	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted