

# Inspection of Oasis Academy Brislington

Hungerford Road, Brislington, Bristol, Bristol, BS4 5EY

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Inspection dates: 20 and 21 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Previous inspection grade	Requires improvement
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## **What is it like to attend this school?**

Staff, parents and pupils can see how the school has improved. They are proud to belong to the school community. Pupils know staff have high expectations for them to do well.

Pupils behave well around the school. Lessons are rarely disrupted, and pupils say they can get on with learning. Pupils listen to their teachers and respond well. Bullying is rare but the pastoral system supports pupils well, should it occur.

Pupils learn in a well-structured environment. They know what is expected of them. Teachers give pupils clear guidance and useful prompts to recall their learning. Pupils work well and produce good quality work.

Teachers and pupils enjoy working together to develop pupils' character, talents and interests. Pupils appreciate the wide range of clubs their teachers offer. Relationships between pupils and staff are positive and lead to a productive environment.

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

The headteacher has an ambitious vision for the school. Leaders, with the support of the trust, have focused on improving the right things. Staff feel well supported. Early career teachers talk enthusiastically about the school's support for them.

The school's curriculum is ambitious, with nearly all pupils studying subjects through to year 11 that will make them eligible for the English baccalaureate. Curriculum leaders have implemented coherent and well-thought-out curriculums in each subject. They know their subjects well and have identified the most important knowledge for pupils to learn.

Teachers explain subject matter clearly to pupils. They support, prompt and guide pupils, so they can complete their work. This is very helpful for pupils who require such support. However, teaching does not always help pupils who are most able to extend their knowledge as well as it could. Leaders have rightly identified this as an area for school development.

Teachers use effective strategies to help pupils to recall subject knowledge. Pupils say this helps them to remember what they have been taught. Where this is having impact, in English and history, for example, pupils use their prior knowledge to tackle new and more complex work. However, in languages, younger pupils find it harder to recall knowledge to help them with their current learning. Teachers routinely check what pupils know and can do. Where this is done well, teachers quickly pick up gaps in pupils' knowledge and help pupils to correct misconceptions.

The curriculum is ambitious for pupils with special educational needs and/or disabilities (SEND). Teachers know pupils well. The SEND team has specialist knowledge that is shared across the school. Where this is used well, teachers adapt the curriculum appropriately. However, on rare occasions, teachers do not use the information about pupils with SEND effectively, so these pupils do not build on prior learning well enough. Leaders in the specialist resource centre have created a purposeful and nurturing environment. The well-sequenced curriculum is effective in meeting pupils' needs. Pupils engage well with their work.

The reading programme promotes the importance of reading and ensures all pupils read regularly. Staff select class texts from a diverse collection. Pupils who are insecure readers receive help to become more confident readers. However, some pupils say they do not enjoy reading.

Pupils' personal development is strengthened through a well-structured curriculum for religious education and personal, social and health education. However, there is more to do to ensure content is understood, as some pupils say they have, on occasion, experienced sexist or homophobic comments from their peers. Leaders ensure all pupils receive objective careers advice to help them to make informed decisions about next steps, including meeting the requirements of the Baker clause. As a result, all pupils progress to further education, employment or training.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained and kept informed of safeguarding issues affecting pupils and the locality. They are equipped to deal with the changing nature of concerns, for example increased mental health issues. Staff are confident to identify concerns and know that leaders will act quickly.

Leaders have created strong safeguarding systems that provide a clear picture of what is happening in the lives of vulnerable pupils. This helps leaders to identify appropriate support for pupils and families. Leaders work with a range of external agencies to meet the needs of young people and families. Leaders have been creative in developing in-house services, such as counselling, for the benefit of their pupils.

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

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

- Teachers provide guidance, scaffolding and prompts to support pupils to learn. However, sometimes, teaching does not allow pupils to extend their knowledge as well as they could. Leaders need to ensure that planned work on how to develop a challenging curriculum has the desired impact.

- While there is a strong curriculum plan to develop pupils' personal development, some pupils, occasionally, experience sexist or homophobic comments from their peers. Leaders need to carefully consider how the personal development curriculum can be delivered more effectively so that it has the impact that leaders desire.
- Although pupils with SEND are typically well supported, teaching is not always based on a clear understanding of what these pupils need to help them follow the curriculum. On such occasions, pupils do not develop a secure enough knowledge of the subject. Leaders need to ensure that the information provided by the special educational needs coordinator (SENCo) is used with impact by all staff.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	141652
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10200977
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1173
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Murphy
<b>Principal</b>	Peter Knight
<b>Website</b>	<a href="http://www.oasisacademybrislington.org/">http://www.oasisacademybrislington.org/</a>
<b>Date of previous inspection</b>	6–7 February 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Oasis Community Learning multi-academy trust.
- The school has specialist provision for autistic spectrum disorder and speech, language and communication needs.
- The school makes use of several alternative providers.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, senior leaders and the chief executive officer and the national and regional directors of Oasis Community Learning. Meetings were also held with curriculum leaders, class teachers and the SENCo. The leader of the specialist resource centre met with inspectors who visited the centre.
- Inspectors met with the designated safeguarding lead and examined school records and discussed safeguarding cases.
- Inspectors completed deep dives in the following subjects: art and photography, English, languages, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online surveys.

## Inspection team

Tracey Reynolds, lead inspector	Her Majesty's Inspector
Paul Nicholson	Ofsted Inspector
Gill Hickling	Ofsted Inspector
Matthew Collins	Ofsted Inspector
Sarah Favager-Dalton	Her Majesty's Inspector

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