

Inspection of Oasis Academy John Williams

Petherton Road, Hengrove, Bristol BS14 9BU

Inspection dates: 12 and 13 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The principal of this school is Victoria Boomer-Clark. This school is part of Oasis Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor. There is also a Regional Director, Peter Knight, who is responsible for this school and four others.

What is it like to attend this school?

Pupils are happy at Oasis Academy John Williams. Staff build strong relationships with pupils and their families. As a result, most pupils feel well supported.

The school has high expectations of what pupils can achieve. Staff build pupils' confidence and encourage them to be ambitious. The trust's vision permeates all areas of the school through the development of 'character, confidence and community'. Pupils feel welcome and valued as part of the school community. The curriculum and wider personal development enable pupils to develop their characters well.

Pupils behave well. Disruption to learning is rare and does not persist. Pupils are friendly and courteous to one another and to staff. Social times are calm and orderly.

Pupils develop their talents and interests through the many enrichment activities that the school provides. Leadership roles provide opportunities for pupils to become active citizens and to contribute to the school community. Pupils aspire to these roles and are proud to represent the school.

Many parents feel that the school communicates well with them and that they have the information they need to support their child. They appreciate the high aspirations that the school has for all pupils.

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

The curriculum is ambitious. Teachers know exactly what content they expect pupils to learn and how to support them to remember the most essential knowledge. However, sometimes, the curriculum does not provide sufficient opportunity for pupils to incorporate new knowledge into what they already know. This means that pupils do not always secure a deeper understanding of the content they are learning.

Teachers have the information that they need to support pupils with special educational needs and/or disabilities (SEND). They use this knowledge to provide precise support so that pupils with SEND learn the curriculum alongside their peers.

Pupils read widely and often. Many pupils enjoy reading. The books they read extend their vocabulary and develop their understanding of people from different backgrounds and cultures. Those who cannot read fluently get the support they need to catch up.

The school has increased the number of pupils who continue to learn a language at key stage 4. This means that more pupils now study the subjects of the English Baccalaureate. The school has identified how it will increase this further in future so that more pupils follow a rigorous, academic curriculum for longer.

Pupils do not yet achieve as well as they could. Many of the changes made to the curriculum are new. They have not yet had the intended impact on pupils' outcomes in national examinations.

The school has improved pupils' behaviour. Pupils learn how the school expects them to behave. Staff are consistent in their approaches to managing behaviour. As a result, fewer pupils now miss learning due to poor behaviour. The school promotes good attendance. Nevertheless, there are still too many pupils who do not attend school often enough.

Pupils learn about their options for education, apprenticeships and careers. The school encourages them to be aspirational. For example, pupils meet with local university students to find out more about higher education.

The school promotes tolerance and mutual respect. For instance, the school held a recent event to celebrate the diverse cultures of all pupils. Pupils understand fundamental British values and concepts such as democracy. This helps to prepare pupils for life in modern Britain.

The curriculum teaches pupils how to stay safe. They know how to look after their physical and mental health. The school ensures that pupils know about potential risks and how they can get support if needed.

The school engages positively with parents. The school works with families to support pupils' learning and wider development.

The school has an accurate view of its own strengths and areas to improve. Trust staff and trustees understand their roles and know the school well. They provide effective support and challenge to the school.

Staff are well supported. The school considers the impact on workload when introducing changes. Teachers, including those at the start of their careers, get the training they need.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not always enable pupils to deepen their understanding. Consequently, pupils do not practise what they have learned. The school and the trust need to ensure that pupils apply what they know when learning new content.

- Some pupils, particularly those who are disadvantaged or pupils with SEND, do not attend school often enough. Consequently, they do not learn as well as their peers, nor do they have opportunities for wider development. The school and trust need to continue to prioritise their work to improve pupils' attendance.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135663
Local authority	Bristol
Inspection number	10268547
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	882
Appropriate authority	Board of trustees
Chair of trust	Caroline Taylor
CEO of the trust	John Barneby
Principal	Victoria Boomer-Clark
Website	www.oasisacademyjohnwilliams.org
Date of previous inspection	19 September 2017

Information about this school

- The school uses one unregistered and one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: art, modern foreign languages, English, mathematics, design and technology, and history.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector visited the unregistered provider used by the school.
- Inspectors met with senior leaders from the school and the trust.
- An inspector met with the Chair of trustees and the CEO.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the responses to Ofsted's surveys for staff and pupils. Inspectors spoke to pupils in meetings and at social times.
- Inspectors also visited personal development lessons, reading time and school line up.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Joe Ambrose	Ofsted Inspector
Linda Peck	Ofsted Inspector
John Weeds	Ofsted Inspector

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