

Inspection of Oasis Academy South Bank

75 Westminster Bridge Road, London SE1 7HS

Inspection dates: 22 and 23 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Good

Previous inspection grade

Outstanding

The principal of this school is Anna Richardson. 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, Tom Raymond, who is responsible for this school and four others.

What is it like to attend this school?

Pupils flourish here. They are very proud to be part of this strong and caring school community. The school has high expectations for all pupils to succeed and grow into knowledgeable and confident individuals. Together, staff work extremely hard to ensure that all pupils have the opportunity to fulfil their potential. In doing so, pupils are supported to be the best they can be.

Pupils' behaviour is excellent. They are caring and supportive of each other. They are also polite and respectful. Pupils have for themselves the same high expectations that the school has for them and appreciate the school's support.

Pupils said that they feel safe here. They know who to speak to if they have any concerns.

Pupils are provided with a wide range of opportunities to enrich their learning experiences beyond the classroom. There is a plentiful range of extra-curricular clubs and activities to choose here. This greatly enriches pupils' personal development and experience of school life. There are 45 educational outings arranged each year, many for whole year groups and one third of the pupils have instrumental music lessons. The whole of Year 9 also takes part in the Duke of Edinburgh's Award scheme.

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

Leaders set high academic standards and typically pupils achieve extremely well. This includes those with special educational needs and/or disabilities (SEND), and those who are disadvantaged. The curriculum also extends far beyond the academic. Leaders encourage pupils to thrive in their personal development as well.

From Years 7 to 11, pupils study a broad range of subjects in depth. Teachers are subject experts. This helps them know what to teach, when to teach it and the best way to do so. This helps pupils to develop their understanding and build up and deepen their knowledge step by step. For example, pupils in Year 10 were able to use their understanding of the Reformation and religious tension from key stage 3 to explain the conflicting attitudes to Elizabeth I's legitimacy at key stage 4.

The sixth-form curriculum caters for a wide range of interests and potential career pathways for students. The school has worked this year to develop and improve its curriculum thinking in the sixth form. Generally, this has had a positive impact on students' achievements. However, this is still a work in progress and is not as fully embedded in all subjects in the sixth form as it is in the rest of the school.

Pupils respond well to teachers' checks on what pupils know. These help teachers to identify and address any knowledge gaps and misconceptions. Regular revision tasks enable pupils to recall previous learning and apply this to new topics. For example,

in a Year 12 English lesson, students were able to compare texts by recalling their previous knowledge about character development and key ideas.

Staff are adept in adapting learning to support pupils' individual needs, including pupils with SEND. Leaders are quick to identify pupils with SEND and to initiate support. The Fresh Start phonics programme is used effectively to support selected pupils in Year 7 to improve their reading. This supports all pupils to read with enthusiasm and fluency.

Pupils' attitudes to learning are exemplary. They are extremely well prepared for lessons and listen to their teachers intently. There is minimal disruption to learning in class.

Leaders provide exceptional opportunities for promoting pupils' personal development. There is a wide range of popular clubs to choose from. The student-led whole school drama production is very popular and provides opportunities for many pupils to get involved. The school also encourages pupils across all age ranges to take on leadership roles. Students benefit from the Community Hub, which provides valuable support for students as well as giving opportunities for students to give back to the local community.

Pupils receive informative and well-planned careers guidance. A variety of speakers give talks on employment opportunities and apprenticeships. Sixth-form students receive helpful advice and guidance. Students are very well prepared for higher education, training and employment.

Staff, including those new to teaching, receive ongoing high-quality training. They value the academy's three pillars of professional development and work as a close-knit reflective team. These opportunities make a very strong contribution to staff's expertise and career progression. Staff feel valued and supported by leaders in managing their workload.

Trustees have a thorough understanding of the academy's work. They rigorously challenge the academy's leaders to ensure that decisions are always made in the best interests of pupils. Trustees carry out their responsibilities very thoroughly.

Safeguarding

The arrangements for safeguarding are effective.

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

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|---------------------------------------------------|------------------------------------------------------------------------------------|
| Unique reference number | 139659 |
| Local authority | Lambeth |
| Inspection number | 10323392 |
| Type of school | Secondary |
| School category | Academy free school |
| Age range of pupils | 11 to 19 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 726 |
| Of which, number on roll in the sixth form | 116 |
| Appropriate authority | The Board of trustees |
| Chair of trust | Caroline Taylor |
| Principal | Anna Richardson |
| Website | www.oasisacademysouthbank.org/ |
| Dates of previous inspection | 24 and 25 June 2015 |

Information about this school

- Oasis Academy South Bank opened in 2013.
- It is a smaller-than-average academy free school.
- Oasis Academy South Bank is part of Oasis Community Learning. The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information 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 did deep dives in the following subjects: English, mathematics, history and science. They met with curriculum leaders, teachers and pupils, visited lessons and reviewed pupils' work. Lesson visits also took place in other subjects.
- The inspection team looked at the school's curriculum planning, records of pupils' attendance and behaviour, careers support and information about extra-curricular activities and enrichment.
- Inspectors met with the principal, other senior leaders, teaching staff, support staff, early career teachers and trainees. The lead inspector also met with three members of the Oasis Learning Community Trust.
- 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.
- Inspectors considered the responses to the Ofsted Parent View survey, and responses to the pupil and staff surveys.

Inspection team

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|-------------------------------|-------------------------|
| Laurence King, lead inspector | Ofsted Inspector |
| Jennifer Bax | Ofsted Inspector |
| Joanne Hamill | Ofsted Inspector |
| Karim Ismail | His Majesty's Inspector |

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