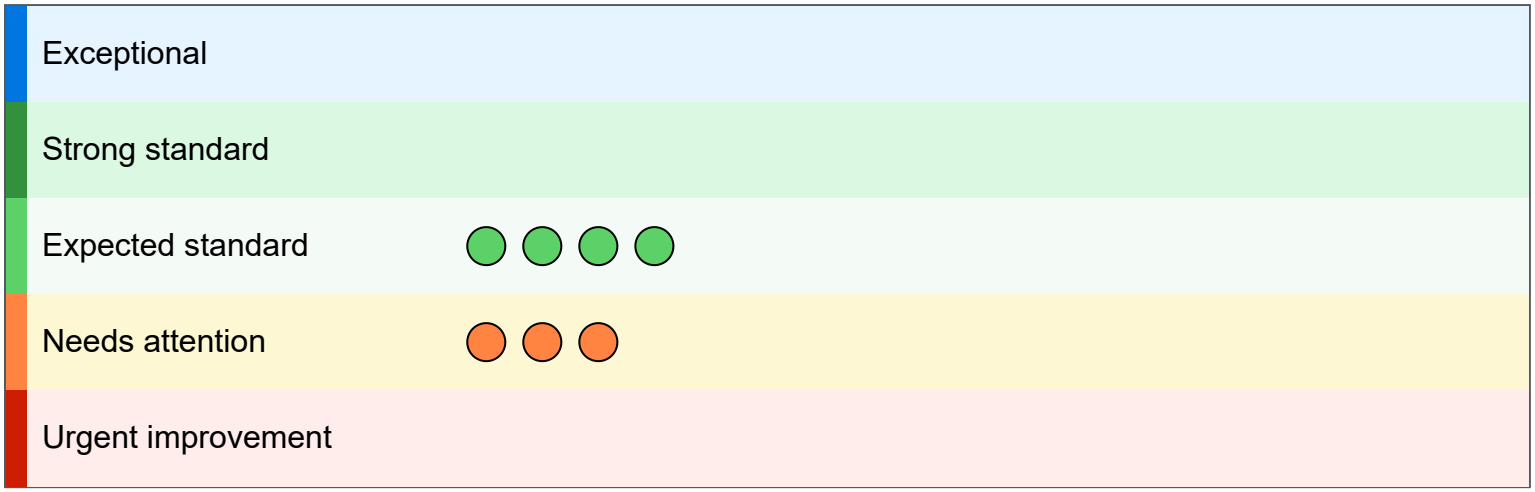
Oasis Academy Long Cross

Address: Long Cross, Lawrence Weston, Bristol, Bristol, BS11 0LP

Unique reference number (URN): 140409

Inspection report: 6 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard

Leaders use the strong relationships that they build with families to act in the best interests of pupils. For instance, leaders identify pupils who miss too much school, and learn the reasons for this. Leaders act quickly and effectively to remove barriers to attendance. This has led to reduced absenteeism.

Pupils behave well. Staff celebrate positive behaviour and remind pupils of what is expected and why it matters. This is underpinned by the character values that permeate all aspects of school life.

Staff follow the school's agreed approaches when pupils do not meet leaders' high expectations of their behaviour. Pupils who struggle to behave as the school expects, including some pupils with special educational needs and/or disabilities, are well supported. Most improve their behaviour rapidly and do not disturb the learning of their peers. Disruption to learning is rare. Most pupils are keen to learn. However, sometimes older pupils do not persist with tasks that they find tricky. When this occurs, staff intervene to refocus them on the task at hand.

Pupils learn to value those who are different from them. They treat others with kindness and respect. Pupils feel welcome at the school. They know that bullying is not accepted.

Inclusion

Expected standard

Every pupil is welcome and supported at this school. The school identifies pupils who have additional needs promptly. Leaders provide helpful information to staff about how they can support individual pupils. Staff and leaders check that the support they put in place helps pupils to learn and succeed.

Pupils with special educational needs and/or disabilities (SEND) receive effective support so that they can learn alongside their peers. They are fully included in all aspects of school life.

The complex needs of those pupils who attend the Specialist Resource Base for pupils with SEND are well understood and catered for. This enables these pupils to learn well and to thrive socially.

Pupils who face challenges to their wellbeing are nurtured by the school. Staff build strong relationships with families so that they can work together to support pupils who experience difficulties.

Leaders review the impact of the support that they provide, including for disadvantaged pupils and those who are known to social care. Leaders know what is working well and what needs to improve further. They take prompt action to bring about improvement.

Leadership and governance

Expected standard

Leaders seek and respond to the views of staff, pupils, parents and carers. This ensures that members of the school community feel valued and included in decisions that are made. Staff appreciate that leaders have the best interests of pupils at the heart of all that they do. Parents agree.

Leaders have ensured that staff have the knowledge that they need to teach the curriculum that is now in place. For example, staff have dedicated, regular training time. This gives them the opportunity to work with others to develop their skills and expertise. Staff, including those who are at an early stage in their career, value this training. Leaders are careful in how they prioritise improvements so that staff workload is manageable.

Leaders, including those responsible for governance, have an accurate view of the strengths and weaknesses of the school. They check carefully what needs to be done to help the school to improve. The trust provides school leaders with appropriate support and challenge. This includes additional support from trust leaders to make sure that the school is able to improve where it most needs to. Leaders are determined to provide pupils with an increasingly high-quality education and to ensure that they are well prepared for their future lives.

Personal development and wellbeing

Expected standard

Leaders have put in place a coherent programme of personal development that spans from Nursery to Year 6. Pupils learn about relationships and about how to stay safe in an age-appropriate way. They are well prepared for life in modern Britain. Pupils know the fundamental British values. They learn how to apply these in their day-to-day lives. For example, they learn how to share their opinions and, when needed, to respectfully disagree with the views of others.

The school helps pupils to develop their talents and interests through a range of clubs and events. For instance, pupils enjoy taking part in a national choir concert. Leaders check closely who is involved in these activities. They carefully remove any barriers that may stop pupils from taking part. This means that pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, have a wide and rich set of experiences.

The school develops pupils' knowledge of how they can keep themselves physically and mentally healthy. For instance, the 'fruit fiesta' introduces pupils to new fruits that they may not have tried. Playtime activities help pupils to get active and provide ways for pupils to develop their social skills through cooperative play.

The school provides extensive pastoral support. Pupils have trusted adults they can go to if they have any worries. Pupils and their parents and carers are confident that staff will help them with any difficulties they may face. This support means that many pupils are able to overcome significant challenges and experience success at school.

Needs attention

Achievement

Needs attention

Overall, too many pupils do not achieve as well as they should. This is evident in the school's published outcomes. In the main, pupils from disadvantaged backgrounds do not achieve as well as they could. The quality of work that pupils produce is not of a consistently high quality. Pupils' recall of aspects of the curriculum is patchy.

Pupils have significant gaps in their knowledge. These mean that they are not well prepared for their next steps in learning. Leaders are aware of this and have taken action. They have made sure that staff know what gaps pupils typically have. Leaders have made closing gaps in pupils' knowledge in mathematics, reading and writing a priority.

A high proportion of pupils have special educational needs and/or disabilities (SEND). Many of these pupils make suitable progress from their starting points. This is particularly the case for pupils who attend the Specialist Resource Base for pupils with SEND.

Curriculum and teaching

Needs attention

The curriculum is not implemented consistently well, so pupils do not learn what leaders intend. Curriculum activities do not enable pupils to learn knowledge securely so that they remember it. Pupils have gaps in their knowledge and do not learn as well as they could.

Leaders have designed a broad and balanced curriculum. They ensure that teachers have the subject knowledge that they need to explain new learning. Recent changes to the curriculum have ensured that all staff know what pupils should learn in each subject at every stage. Leaders have set out the key learning, especially in mathematics, reading and writing, that teaching should revisit so that pupils remember more of what they have been taught.

Teaching has recently begun to focus on closing gaps that pupils have in their learning. Teachers typically check that pupils understand what they have been taught. There is a particular focus on improving writing so that pupils can show all that they know across the curriculum.

Pupils who attend the Specialist Resource Base for pupils with special educational needs and/or disabilities benefit from learning that is closely matched to their individual plans.

Early years

Needs attention

Too many children do not read, write and understand numbers well enough by the end of the Reception Year. Leaders have made changes to the curriculum as a result. The curriculum now includes all elements that will support children as they move to Year 1. Staff have the expertise they need to teach children to read using phonics. Children have lots of chances to practise the sounds they know so that they can become fluent and confident readers. However, these improvements are recent. It is too soon to see their impact on how well children learn.

Leaders' work with parents and carers is a strength. Staff know and understand children and their families well. This enables the school to provide effective support to children who may face additional barriers to learning. New children settle quickly because they feel safe and cared for and enjoy the activities available to them.

The very youngest children enjoy varied activities that help them to develop from their starting points. They make a positive start in the school environment because it meets their social and emotional needs. Staff interactions with children help them to develop their communication and language and manage their feelings.

What it's like to be a pupil at this school

Pupils are safe at this school. Staff greet them as they arrive each day. This helps pupils to feel welcome. Pupils who find it difficult to come into school get extra support to help them to settle and feel that they belong.

Leaders and staff strive to make school an exciting experience that pupils do not want to miss. For instance, a New Year celebration event on the first day after the school holiday meant pupils looked forward to their return. However, too many pupils do not attend school well enough.

Pupils behave well. They are friendly and cooperate well with one another. They understand how the school's character values help them to be kind and care for others. Bullying is rare. Pupils, parents and carers are confident that staff will deal with any bullying that occurs.

Recent changes made by leaders are starting to close gaps in pupils' knowledge. However, pupils do not achieve well enough. This means that they are not well prepared for their next steps in learning.

Pupils enjoy their learning. Staff find ways to interest and encourage them. Pupils who experience difficulties, either with learning or their wellbeing, get the help that they need. This means that pupils feel well cared for. However, it does not help them to learn as well as they should.

Trips and visitors help pupils to explore the world beyond their school and community. For example, pupils excitedly recall their experiences at a nature reserve. Pupils are keen to contribute and to take on areas of responsibility. For instance, some pupils support efforts to make the school more sustainable through a recycling project.

Next steps

• Leaders should ensure that teachers implement the curriculum consistently well, so that all pupils learn what is intended.
• Leaders should close gaps in pupils' knowledge so they can achieve more and be better prepared for their next stages in learning.

• Leaders should ensure that children in early years have the knowledge they need, especially in reading, writing and early mathematics, to make a successful transition into key stage 1.
• Leaders should continue to work with families to ensure that more pupils attend school regularly.

About this inspection

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 (CEO), John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, the CEO of the trust, trustees, pupils, staff, parents and carers during the inspection.

The inspectors confirmed the following information about the school:

The school has 50 pupils with complex special educational needs and/or disabilities (SEND) within a specially resourced provision for pupils with SEND. The school calls this the Specialist Resource Base.

The school currently uses no alternative provision.

The school runs provision for 2-year-old children.

Principal : Karen Sheppard

Lead inspector:
Sarah Favager-Dalton, His Majesty's Inspector

Team inspectors:
Richard Lucas, Ofsted Inspector
Rachel Hesketh, His Majesty's Inspector
Esther Best, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 6 January 2026

School and pupil context

Total pupils

521
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

315
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

69.70%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

9.40%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.76%
Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, MSI - Multi-Sensory Impairment, PD - Physical Disability, SLD -

Severe Learning Difficulty, PMLD - Profound and Multiple Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25 (revised)	47%	62%	Below
2023/24 (final)	44%	61%	Below
2022/23 (final)	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	74%	Below
2024/25 (revised)	55%	75%	Below
2023/24 (final)	64%	74%	Below
2022/23 (final)	64%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	72%	Below
2024/25 (revised)	55%	72%	Below
2023/24 (final)	61%	72%	Below
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	73%	Below
2024/25 (revised)	56%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	64%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (revised)	44%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	39%	46%	Close to average
2022/23 (final)	46%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (revised)	53%	63%	Close to average
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	59%	Close to average
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	63%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	57%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-25 pp
2024/25 (revised)	44%	69%	-25 pp
2023/24 (final)	39%	67%	-28 pp
2022/23 (final)	46%	66%	-21 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	53%	81%	-27 pp
2023/24 (final)	55%	80%	-24 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	78%	-21 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	55%	78%	-22 pp
2022/23 (final)	63%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	55%	79%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.3%	5.2%	Above
2023/24 (3 term)	8.2%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.5%	13.3%	Above
2023/24 (3 term)	28.7%	14.6%	Above
2022/23 (3 term)	24.0%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 https://reports.ofsted.gov.uk.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright