

# Inspection of Oasis Academy New Oak

Walsh Avenue, Hengrove, Bristol BS14 9SN

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Inspection dates: 5 and 6 April 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils enjoy coming to this nurturing school. They attend well. Leaders work hard to develop positive relationships with pupils and parents. These positive relationships mean that everyone works together to ensure children are happy and safe.

There is a strong culture of respect in the school. Pupils understand difference and the uniqueness of each other. As a result, inclusion is a strength of the school. This is reflected in the many opportunities for pupils to interact and learn with one another.

Leaders have high expectations of pupils' behaviour. They have developed a positive culture based on respect, understanding and resolving differences. Pupils say that behaviour is usually good and bullying is rare. They know that all pupils have different needs and understand that this means they learn in different ways.

Pupils benefit from the extensive opportunities to develop within and beyond the curriculum. The school offers many rich experiences for pupils to develop their interests and talents. Pupils are highly motivated by the reward systems that the school uses. They have lots of meaningful opportunities to take responsibility in the school. Pupils are keen to use these responsibilities to make the school a safer, cleaner and better place for everyone.

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

Leaders make reading their highest priority. The curriculum is designed around key texts that are carefully chosen to give pupils a wide experience of quality literature. Pupils enjoy reading a range of books independently. They enjoy listening to stories read to them by adults. Pupils begin learning phonics early in Reception, which quickly gets them off to a successful start. They learn to read with increasing understanding and fluency. Teachers have good subject knowledge, which means that pupils learn to read well.

Leaders have designed an ambitious curriculum underpinned by the core values it wants pupils to develop. Subject knowledge is well organised through lessons and sequences of learning so that pupils know more and remember more over time. However, while the curriculum is coherent across key stages 1 and 2, it is not yet as clear how learning in the early years prepares children to be ready for key stage 1.

Assessment is used well to identify gaps in pupils' knowledge across the curriculum. For example, this means that in mathematics, pupils do not move on to new content until they have mastered key concepts. This develops their understanding and fluency.

Trust specialists and school leaders support teachers to have good subject knowledge. Agreed teaching strategies have been introduced across the curriculum. However, not all teachers use these consistently. As a result, some pupils are not

able to build their knowledge and skills in some subjects and classes as well as they do in others.

The curriculum is well adapted for pupils with special educational needs and/or disabilities. Leaders have identified core knowledge that these pupils need to learn. The teaching of this knowledge is skilfully tailored to individual needs both in the main school and in the specialist resource bases.

Leaders offer exceptional opportunities for the personal development of pupils. The curriculum is focused on developing pupils' strength of character, competence and sense of community. Leaders and pupils share a clear understanding of how to develop the nine habits of character. As a result, pupils are confident, resilient learners who show mutual respect and tolerance for one another. Pupils make the most of the many extra-curricular opportunities and participate in a wide range of inclusive clubs. The new university project supports pupils to learn about the world of work, and about ways to help others.

Those responsible for governance know the school well. They have ensured an appropriate level of support and challenge for the new, and developing, school leadership team. This is securing high-quality provision for pupils at the school. Staff feel supported by leaders. They appreciate leaders' pastoral care and professional support. Staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is prioritised. They work well with external agencies to get the right support for pupils and families. Recruitment checks are carried out diligently.

Staff know how to keep pupils safe. They know the signs of abuse, neglect or exploitation. Staff follow school systems and policies well. Concerns are shared and acted on effectively and in a timely way.

Pupils feel safe. There is a well-planned curriculum that teaches them about risk and ways to stay safe. Pupils say that harassment does not happen. They know how to raise a concern or a worry with a trusted adult.

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

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

- The curriculum is not clearly linked across all key stages. This means that pupils do not build effectively on prior knowledge from the early years when they start in Year 1. Leaders must ensure that knowledge is well sequenced from the early years onwards so that pupils make consistent progress through the curriculum.

- Agreed teaching strategies are not used consistently across the school or the curriculum. This means that pupils do not learn as well in some subjects and classes. Leaders must ensure staff use the most effective teaching strategies so that pupils can know, remember and do more.

## 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>	138710
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10227353
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Caroline Taylor
<b>Headteacher</b>	Philip Allan
<b>Website</b>	<a href="http://www.oasisacademynewoak.org">www.oasisacademynewoak.org</a>
<b>Dates of previous inspection</b>	4 and 5 July 2018, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up post in January 2021 and has appointed a new deputy principal, special educational needs coordinator and pastoral leader.
- The school does not use any alternative provision for pupils.
- The school has resource bases for pupils with autism spectrum disorder and pupils with hearing impairments.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors held meetings with the principal, the deputy principal, the special educational needs coordinator, the pastoral leader, curriculum leaders and teaching and support staff.
- The lead inspector met with the chair of the trust, the national director and the regional director, as well as trust curriculum leaders.
- Inspectors met with designated safeguarding leaders to discuss how they keep pupils safe in school. They considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys. Inspectors examined a range of documentation provided by the school, including the school's self-evaluation document, trust evaluation reports and documentation relating to safeguarding.

### **Inspection team**

Angela Folland, lead inspector

Her Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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