

Oasis Academy Bank Leaze

URN: 138409 | Inspected: 11 November 2025

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.

Achievement

Strong standard

Pupils, particularly those who are disadvantaged, achieve consistently well. Typically, pupils' attainment in reading, writing and mathematics by the end of key stage 2 is above the national averages. Pupils progress well across the curriculum. Leaders have ensured that any gaps in achievement, for example attainment in phonics and pupils' knowledge of multiplication facts, have been closed quickly. Current pupils develop the foundational knowledge and skills they need. For example, children at the start of their education confidently use their phonics knowledge to read words with increasing fluency and accuracy. Older pupils use their knowledge of multiplication facts well when solving more complex mathematical problems. Pupils, including those who arrive with low starting points or who speak English as an additional language, develop detailed knowledge and skills and produce work of a high quality. As a result, they are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard

Leaders accurately understand the quality of the curriculum and teaching across the school. They use this knowledge and the context of the school to design a broad curriculum that is well sequenced, starting in the early years. Teachers place a deliberate focus on developing pupils' foundational knowledge. This enables pupils to develop the language, handwriting, reading and mathematics skills they need to succeed. If pupils fall behind, for example in reading, they receive the help and support they need to catch up quickly. Leaders help teachers to develop the expertise they need to deliver the curriculum effectively. In most subjects, teachers use their subject knowledge well. They design and adapt learning activities that enable pupils to learn and remember important knowledge. In English, for example, older pupils use increasingly advanced vocabulary to describe historical events in their writing. However, at times, teaching does not use learning activities that help pupils to deepen their knowledge and move on to more complex work. This hinders a minority of pupils from making the accelerated progress across the curriculum that they are capable of.

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Early years

Expected standard

Leaders and staff, some of whom are new to role, have a clear vision for providing high-quality education and care for children in the early years. Most children achieve well and are ready for the next stage of learning. Staff work in partnership with families diligently. They form strong bonds with children when they first join. This helps children to settle quickly.

Many children join the early years with barriers to their learning, particularly their communication and language skills. The early years curriculum sets out clearly the knowledge and skills children will learn so that these gaps are closed. It is typically taught well. High-quality adult interactions are central to the curriculum and its delivery. Most enable children to build their understanding of new vocabulary well. Children in the 2-year-old provision delight in singing familiar nursery rhymes. In Reception, children share their developing knowledge of phonics with confidence. However, at times, staff do not make the most of their interactions with children to develop and extend children's vocabulary. Where this is the case, some children do not develop their knowledge and language as well as they could.

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

Pupils enjoy coming to this highly inclusive and welcoming school. They describe it fondly as the 'blue school on the hill'. Pupils understand how the school's '9 habits' help them to be honest, patient and considerate. The school's vision of 'enjoy, explore and encourage' is central to its work. This enables pupils, staff, parents and carers to quickly develop a sense of belonging to their school community. Relationships between staff and pupils are warm and respectful. Adults know the pupils for the individuals they are. They take time to listen to them and help them with any concerns or worries that may arise. This helps pupils to feel safe. Pupils live up to the school's high expectations for their behaviour and conduct. They understand the importance of following the school rules and move around the school calmly. This starts in the early years. Children in Nursery respond well to the routines that are in place, take turns and play well with one another. Bullying is rare. Pupils understand the importance of friendship and know that adults will help them to find solutions to any disputes if they occur. Pupils take pride in their learning. They eagerly share their knowledge with adults. Staff use a range of strategies to remove any barriers that the most vulnerable pupils face. This ensures that pupils with special educational needs and/or disabilities or those who are disadvantaged receive the support they need to be able to thrive. Across the school, pupils try their best and produce work of a high quality. Outcomes for pupils in national assessments, which are consistently above national averages, reflect the school's determination to help every pupil reach their potential. As a result, pupils are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that teachers consistently select learning activities that help pupils to deepen their knowledge.
- Leaders should ensure that staff in the early years maximise every opportunity they have to engage children, particularly the most disadvantaged and vulnerable, in high-quality interactions that develop and extend their

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knowledge and vocabulary.

Inclusion

Strong standard

The support for pupils with special educational needs and/or disabilities (SEND) and those in receipt of pupil premium funding is a significant strength. The school has highly effective systems in place to quickly identify the needs of pupils with SEND. Leaders work hard to remove any barriers that pupils may face. They monitor the impact of the provision with rigour, making effective use of funding to swiftly address any issues that may pose as a barrier to the progress that these pupils make. Staff benefit from the training they receive. This ensures that they have the expertise they need to make adaptations to learning which meet pupils' specific needs. The school systematically reviews how well these adaptations work. It works closely with parents and carers and with external professionals, such as speech and language therapists, to ensure that the support pupils receive is of a high standard. In addition, the school's 'Owl's Nest' provision provides pupils who need a tailored support with adaptations and strategies that help them to access the curriculum with confidence. Consequently, most pupils with SEND learn the same curriculum as their peers and achieve well.

Leadership and governance

Strong standard

Leaders and trustees are highly ambitious for the school and the community it serves. They make decisions that are in the very best interests of pupils, particularly those who are disadvantaged. Pupils thrive as a result. Leaders have managed a number of changes to leadership, staffing and to the structure of the school since the last inspection. For example, there is now provision for 2-year-olds in the early years. Leaders have overseen these changes effectively.

Trustees fulfil their statutory duties effectively. They robustly hold leaders to account for their actions. Together with leaders, trustees share a detailed understanding of the school's context and pupils. They use this information to evaluate the impact of the school's work with precision. Leaders and trustees accurately identify priorities for development. They act quickly to address any aspect of the school's work that is in need of further improvement. This leads to consistently strong standards across a number of areas of the school's work. Leaders and staff at all levels benefit from a well-developed professional learning programme. This gives them the confidence and expertise they need to carry out their roles skilfully. Staff, including those new to teaching, feel proud to work at the school and value the 'family feel' that exists. They appreciate how leaders consider their workload and support their development. Parents and carers speak positively about many aspects of the school's work and would recommend the school to other parents. One parent, typical of others, commented, 'Oasis Bank Leaze is at the heart of the community. My children love this school.' Personal development and well-being
Strong standard The programme for pupils' personal development is an integral part of the school's work. A strong commitment to supporting disadvantaged pupils' personal development and the school's '9 habits'

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underpin the approach. This enables pupils to become confident, resilient and increasingly independent members of their school community. Leaders know their pupils well, including those who are the most vulnerable. They provide a wealth of experiences, including in the arts and music. Pupils benefit from a wide range of clubs and activities that encourage and nurture their talents and interests. They especially value clubs such as chess, the residential visits and taking part in national choir events. The relationships and sex education (RSE) and health education curriculum provides pupils with the knowledge they need about key areas, such as understanding the difference between healthy and unhealthy relationships. Excellent pastoral care supports pupils to manage their emotions when needed. Staff check the mood of all pupils every day. Pupils who require more significant emotional support benefit from an individually tailored programme that builds self-esteem and develop social skills. The school brings together pupils' understanding of the wider world so that they develop academic and life skills in harmony. Pupils benefit from opportunities to learn from different cultures and to take part in moral discussions about what is right and wrong. They understand how fundamental British values, such as democracy, are important in the world they live in. Pupils develop their character by raising money for a local children's hospital or by taking part in a scheme to make the roads safer for the school community. Pupils proudly take on a wide range of leadership roles, such as eco councillors or fruit monitors. They understand how these roles help other pupils to understand the importance of healthy eating and the importance of looking after their environment.

Expected standard

Attendance and behaviour

Expected standard

Regular attendance and the reduction of persistent absence are a priority for the school. With the support of the trust, leaders routinely analyse patterns of attendance. The school uses this information intelligently to identify where extra support is needed. It works closely with individual families and, where necessary, external agencies to help overcome any barriers to attendance that exist. Consequently, most pupils attend school regularly and arrive at school on time. Pupils are polite and respectful. They know that any form of discrimination or harassment is not tolerated. Pupils display positive attitudes to their learning. They understand the school's high expectations and respond well to these both in and outside the classroom. They enjoy the activities on offer to them during social times, such as the indoor gym, which develop their creativity and help them to remain active. The school promotes a positive and respectful culture. This supports pupils to feel happy and safe. Staff understand and follow the school's behaviour policy. They set the tone for this at the start of the school day, greeting pupils with a warm smile. This helps pupils to settle quickly and leads to the calm atmosphere that pervades the school.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

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<https://whatschool.ai/en/school/oasis-academy-bank-leaze-bristol>