

Oasis Academy Connaught

Melvin Square, Knowle West, Bristol, BS4 1NH

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is variable in quality with not enough that is good or outstanding.
- Standards of attainment are low in both Key Stage 1 and Key Stage 2.
- The most able pupils do not yet achieve as well as they could.
- Although pupils' attitudes to school are generally positive, learning can sometimes be interrupted by chatter.
- The system of marking that has been introduced is not followed consistently by all teachers. Marking does not always help pupils to understand what they can do to improve their work further.

The school has the following strengths:

- There is a shared commitment among senior staff to see the academy improve.
- Pupils are well looked after.
- Teachers and other adults provide strong role models to help pupils understand good behaviour.
- Oasis Community Learning, the academy's sponsor, provides strong leadership, ensuring improvement in all aspects of the academy's work.
- The academy's close links with the local community are helping to build trust and to provide a wide range of positive experiences for pupils and families.

Information about this inspection

- Inspectors observed 27 lessons, including English, mathematics and a range of other subjects. One lesson was observed jointly with the headteacher.
- Inspectors talked to parents and carers before the start of the school day and took into consideration the 30 responses returned by staff through the staff questionnaire. There were too few responses to Parent View, the online questionnaire, for them to be taken into account.
- Inspectors talked to pupils about their attitudes to learning, the range of experiences they have and their views about school. They also listened to pupils reading.
- Inspectors looked carefully at pupils' work across different subjects including English and mathematics.
- Inspectors met with the headteacher, senior leaders, other staff and members of the Academy Council. This is the local level of governance within the Oasis Learning Community.
- Inspectors looked closely at a range of documentation including the academy's data relating to pupils' attainment and progress. They also read information about the checking of teaching and learning and Academy Council meeting minutes, along with documents relating to safeguarding, behaviour and attendance.

Inspection team

Marion Hobbs, Lead inspector	Additional Inspector
Robert Arnold	Additional Inspector
Colin Lee	Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school and is part of Oasis Community Learning, a well-established academy sponsor that serves communities nationally including wards in the south of Bristol. Oasis Academy Connaught converted to become an academy school on 1 September 2012. When its predecessor school, Connaught Primary School, was last inspected by Ofsted, it was judged to be satisfactory.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well above the national average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- A higher proportion of pupils than is usual join or leave the school at times other than the beginning or end of the school year.
- In 2013 the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to raise attainment across the academy by:
 - ensuring that teachers plan activities that fully meet the needs of all pupils, and particularly the most able
 - strengthening the existing system of marking so that it is used consistently by all teachers and pupils have a better understanding of how to improve their work.
- Improve learning behaviour so that all pupils are able to concentrate and achieve well.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils join the academy with skills at levels much lower than those expected for their age.
- The nursery provision provides a rich learning environment so that by the time they join the Reception Year, pupils are better equipped with language and communication skills. They can understand work that involves letters, sounds and numbers.
- The academy has put in place a systematic approach to the teaching of letters and sounds to improve results that have been below the national average. This is now beginning to have an impact on pupils' achievement in this aspect of their learning.
- The school's assessment information for the current school year shows that pupils in most year groups are making or exceeding expected rates of progress in reading, writing and mathematics in both Key Stage 1 and Key Stage 2. However, standards of attainment are below average in both Key Stage 1 and Key Stage 2.
- Records of progress, based on pupils' average points scores, show that pupils eligible for free school meals make the same rates of progress as other pupils. This is a reflection of the robust steps taken by the headteacher and senior leaders this year to improve teaching and learning and the achievement of all pupils as quickly as possible. Pupils who are eligible for additional funding are now making the same rates of progress as their classmates thanks to the extra support they receive in reading, writing and mathematics. Their attainment is in line with their peers in all subjects.
- Pupils who are disabled or who have special educational needs are making similar progress to other pupils. Teaching assistants provide a range of activities that are carefully matched to the pupils' needs in order to help them catch up.
- There is inconsistency in the achievement of the most able pupils and it is not always as rapid as it could be.
- Pupils are proud of their reading books and appreciate the expectation that they will read every evening at home. The academy ensures that a wide range of high-quality texts is available to support this work.
- Pupils' wider achievements are helped by their participation in many community events such as Christmas productions, singing at the Colston Hall in the city centre, sports fixtures and a broad range of activities after school. These opportunities help to prepare them for the next stage of their education.

The quality of teaching

requires improvement

- The quality of teaching across the academy is variable, with not enough that is good or outstanding.
- As yet not all teachers have a thorough understanding of how to plan activities that fully meet the needs of different groups, particularly the most able, in their classes. As a result these pupils' progress is not always as good as it could be.
- Teachers often use questioning effectively to help pupils deepen their understanding. In Year 1, pupils were thoughtful and reflective in considering how an alien visitor to Earth might feel when faced with different reactions to her by different groups of humans.
- Wider educational experiences, such as visits to places of interest, have been introduced as part of pupils' learning across a range of subjects. The school camp is another initiative that has been introduced recently. These events are helping to build pupils' confidence and to develop positive learning behaviour.
- Teachers and teaching assistants work closely together in all classes. They ensure that additional activities in reading, writing and mathematics are appropriate to pupils' needs and help them to catch up with their classmates. This includes those pupils who are disabled or who have special

educational needs and those who are eligible for additional funding.

- Work is marked regularly across the academy and there is a clear policy. However, the policy is not followed consistently by all teachers. Pupils do not always understand how to improve their work further.
- Homework is set regularly for all pupils at an appropriate level. Pupils appreciate this and say that it helps them to develop their skills. A noticeable example of this was in reading. All pupils are expected to read at home.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Not all pupils understand the need to focus on what is being asked of them and this can affect their rates of progress. They benefit from plentiful adult support, both in lessons and at other times in the school day, which provides them with examples of good behaviour.
- Those parents and carers spoken to at the start of the school day were positive about all that the school does for their children. Similarly, the majority of responses returned by staff in the staff questionnaire were positive.
- Pupils have a good understanding of different forms of bullying and say that incidents 'don't happen often' and, should they occur, they are dealt with quickly and appropriately.
- The headteacher and senior team have worked hard this year to put in place different methods of rewarding positive behaviour and actions. The raffle cards that pupils 'earn' in lessons are a good example of this and are well liked by pupils throughout the academy.
- The academy's work to keep pupils safe and secure is good. Close links with external partners mean that the considerable numbers of vulnerable pupils are well looked after and their needs are met.
- Attendance has improved over time and the ways in which the school works to support pupils in danger of exclusion has seen exclusion rates fall dramatically this year.

The leadership and management

are good

- Since becoming an Oasis Academy in September 2012 the school has benefited significantly from the culture and ethos of the Oasis 'family'. The headteacher, senior leaders and governors have moved swiftly to deal with staffing issues and structures so that school improvement is now happening more quickly. Their collective commitment to achieve the very best for the academy and the families it serves is evident in all their actions.
- Middle leaders understand their roles and responsibilities well and are effective in contributing to the rapid improvement of the academy.
- A robust system of checking the quality of teachers' work is in place and is linked to the academy development plan and to national standards for teachers. Pay and promotion are used to reward good teaching. Professional development for staff is supported by a rigorous weekly schedule within the academy and through the opportunities to work with other colleagues regionally within the Oasis organisation.
- Pupils' attainment and progress are closely monitored by the headteacher and senior leaders on a termly basis. The findings are in turn examined thoroughly by Academy Council members in their regular meetings with school leaders. Support for those pupils at risk of underachieving is put in place quickly and monitored closely.
- The academy has an accurate view of its own performance and has set ambitious yet attainable targets for improvement over the coming 12 months.

- The academy is committed to the promotion of equality of opportunity and does not tolerate discrimination of any kind.
- The range of subjects and activities provided by the academy is rich and varied and based on high-quality books and other materials. Literacy and numeracy skills are linked into pupils' learning across subjects, as are opportunities for spiritual, moral, social and cultural reflection.
- Strong links with external partners mean that support for potentially vulnerable pupils and their families is put in place swiftly and sensitively. The academy is rapidly building confidence among the community it serves through the South Bristol Hub. This is a partnership between the three Oasis Academies in south Bristol.
- The academy's arrangements for safeguarding pupils meet statutory requirements.
- The academy is making effective use of the government's additional primary sports funding. Extra-curricular activities are being broadened to include opportunities such as climbing and trampolining and these are enhancing pupils' participation and physical well-being.
- **The governance of the school:**
 - The statutory requirements of governance are undertaken by the Oasis Community Learning Board with local governance provided through the Academy Council. All governors are fully committed to ensuring the highest quality of education possible for the pupils under their care. They have a clear strategic vision for the academy's future and an accurate understanding of its performance in relation to other schools nationally. Governors are able to ask searching questions about pupils' performance, including their rates of attainment and progress in relation to national figures. They monitor the academy's work closely, visiting classes on a regular basis. They have a good understanding of how the teaching staff contribute to the overall performance of the academy and are involved in the recruiting of high calibre candidates. Governors understand the links between pay and performance and are robust in addressing any identified underperformance. Governors manage the academy's finances effectively, including the use of additional funding and sports funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138278
Local authority	City of Bristol
Inspection number	440081

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Community
School category	Academy
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Jill Rowe
Headteacher	George Franks
Date of previous school inspection	Not previously inspected
Telephone number	01275 894590
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