

# Oasis Academy Long Cross self-evaluation

## Context of the academy

- Oasis Academy Long Cross (OALC) serves a socio economically deprived community in North Bristol. Three of the four LSOAs served by the academy have been identified as being in the 0-10% most deprived in England.
- It is a two-form entry primary academy with a specialist Resource Base for 35 children who have severe learning difficulties, complex needs, including autism and life-limiting conditions. All children in our specialist base have EHCPs and receive high needs funding. The children are placed in this provision by our local authority following the identification that they require specialist provision. **Consequently, any nationally produced data for the OALC must be scrutinised with caution given that it includes our Resource Base pupils. Therefore, the Academy uses SHADOW data, which is different from that found on the IDSR, and this excludes pupils from the resource base but includes pupils with SEND in main stream. Our shadow data provides a much more accurate assessment of the progress our children make because it compares OALC against national benchmarks for our mainstream pupils.**
- 8.2% of children on roll at the academy have a statutory EHCP with the vast majority of these being in our Specialist Resource Base. 15.5 % of the mainstream academy population are identified on our SEND register.
- The majority of students are of white British heritage and an increasing number of students have English as an additional language (13.9%).
- The proportion of students entitled to the Pupil Premium Grant is currently 60%.
- 19% of our children currently have a social worker or have been supported by one in the last 6 years but due to ever increasing thresholds this does not reflect the level of need in the community.
- The academy also has provision for 32 two-year olds who are eligible for free early education and a Nursery offering universal 15 hours as well as 30 hours for those who are eligible. By serving local children from 2 to 11 years old we are able to meet our vision to provide exceptional education at the heart of the community.
- The main strengths of the community we serve are that families will ask for help (when trusting relationships are developed), support services are available through local churches and charities and families are supportive of events in the academy and community.
- The main challenges faced by the community are poverty, domestic abuse, high levels of social care involvement, alcohol and substance misuse and poor mental health.
- The school has made rapid improvements since becoming an academy, securing a 'good' Ofsted judgement in all areas in September 2016. These improvements along with our commitment to and reputation for genuine and authentic inclusion means we are the school of choice for local families and parents are often signposted to us by other professionals and agencies.

## Progress made against key inspection priorities

### **1. Improve the quality of teaching and pupils' achievement in spelling and grammar:**

Leaders have successfully tackled all areas identified for improvement by adopting a consistent and thorough approach to the teaching of reading, spelling and grammar skills. Spelling is taught systematically through the academy with a specific focus on familiarising our pupils with high frequency words, using strategies which help them to work out unknown words and ensuring that all year groups rigorously teach the aged-related expected requirements of the National Curriculum. The success of this approach has resulted in a significant shift, between March 2018 and December 2019, in the proportion of pupils who are able to spell the first 200 high frequency words:

**Y2** - Baseline = 120

**Y3** - 131 to 174

**Y4** - 149 to 189

**Y5** - 167 to 193

**Y6** - 171 to 197

In addition, KS2 GPS outcomes (**shadow data**) were at least in line with national in 2018 and 2019 and also in line with teacher assessment of writing.

By breaking down all the grammatical terms included in the programmes of study for the National Curriculum and weaving them into the teaching of all subjects, pupils have gained a strong understanding of how to apply them in all aspects of their work. Rigorous assessment and careful tracking of pupils enables teachers to rapidly pick up any misunderstandings. As a result, they can communicate effectively in their written work across the curriculum which is a significant improvement. This is reflected in the 2019 writing outcomes which were at least in line with national expectations. Some groups exceeded age-related expectations. Progress in writing at the end of KS2 is well above average and increased from 2.06 in 2017 to 4.59 in 2019.

**2. Improve the quality of leadership and management by ensuring:**

**a. consistent impact of staff training so that pupils' attainment in reading is uniformly high**

The comprehensive reading strategy has been successfully implemented. High quality professional development, by school leaders, national lead practitioners and other trust wide training, has supported teachers to implement a successful reading strategy. Teachers now have the pedagogical and expert knowledge to teach reading skills, both coherently and precisely, in all classes. Reading skills are taught explicitly each day using an agreed structure. Senior and subject leaders carefully monitor and check both the quality of teaching and the progress that pupils are making. Those pupils who struggle decoding words are then given high quality specific interventions which help them develop the knowledge and confidence they need to support their reading. By ensuring that reading for pleasure is a key part of every classroom, pupils also learn to talk about books and discuss characters, plots and genre preferences. Consequently, reading outcomes across the academy for 2019 are consistently high in Head Start testing and in statutory reporting. For example, in 2019 reading was: EYFS – 74% (Exceeding 28%), KS1 – 78% (GD 25%). Although there was a cohort specific dip in KS2 2019 reading results, in 2018 they were above the national average. The attainment of disadvantaged pupils in 2019 was within 5% of, or exceeded, other pupils in reception, KS1 and KS2. In EYFS, KS1 and 2 the percentage of disadvantaged pupils attaining in reading exceeded the 2018 national figures for disadvantaged. More recently, COVID catch up funding has been used to prioritise reading. Accelerated Reader has been embedded in Years 2-6 and our initial impact report shows this has had significant impact on decoding and fluency and is beginning to translate into reading comprehension test outcomes.

**b. that middle leaders make effective use of their monitoring of specific groups of learners so that the outcomes for all groups compare favourably with those achieved by other pupils nationally.**

The academy has a rigorous approach to monitoring pupil progress to ensure that all children make rapid progress regardless of their starting point or individual need. The assessment lead oversees a forensic assessment system that enables class teachers to identify gaps in learning at individual pupil level as well as class and cohort trends and then implement strategies to close these gaps. Senior leaders use analysis of pupil assessment to identify vulnerable group, class, cohort or academy-wide trends and offer support and training to diminish any gaps between groups of pupils. Working at pupil level ensures that no child or group of children is missed and that potentially vulnerable groups of pupils including SEND and disadvantaged make progress in line with their peers. As a result, in 2019, the attainment of disadvantaged pupils was within 5% of, or exceeded, other pupils in EYFS, KS1 and KS2. In EYFS, KS1 and 2 the percentage of disadvantaged pupils attaining in reading exceeds the 2018 national figures for disadvantaged. Fortnightly raising attainment meetings are held with each year group team with a clear focus of setting and achieving short-term targets to secure incremental progress.

Since the last inspection there has been considerable internal and external training for leaders at all levels, including the National Professional Qualification for Senior or Middle Leaders (NPQSL/ML). The continued development of curriculum leads remains an academy priority in the 2020-21 academic year. All curriculum leaders are linked

with a member of the senior leadership team who provides specific support for curriculum leadership and pedagogy. The result is that all curriculum leaders are able to talk confidently about how their subject is taught and how learning develops within and across year groups.

## **The quality of education**

### **Intent**

We value every child for what they are and prepare them for everything they could be. We have designed our curriculum to meet the needs of all, striving for personal as well as academic excellence. Given the context of our academy, the intention of our curriculum is to break the long-standing cycle of disadvantage in our local community of Lawrence Weston in order to give everyone freedom of choice throughout their lives. The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum so that we develop children who are the best version of themselves, not just for today but for their futures too. We do this by holding the children's local community at the centre of curriculum decision making. The curriculum builds outwardly to ensure that children learn who they are in the context of the academy and the local area before learning who they might become in Bristol, the UK and the wider world.

Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people, using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of all pupils, including our most able and those with SEND.

Pupils throughout the academy access a full curriculum which is carefully crafted from Nursery to Year 6 in order to maximise the assimilation of knowledge and the accumulation of vocabulary and communication in order to best support them when they move to the next phase of their education. In addition, there is a strong focus on developing children's PSHE and SMSC, using the local community as a starting point, to help ground the children in who they are, and who they are becoming. Consequently, at the heart of our academy curriculum are four core elements:

- Communication, language & vocabulary
- Books and reading
- Experienced-based learning
- Knowledge and retaining knowledge.

We know that due to the challenges faced by many of our families, not all of our children will have had exposure to the same early childhood experiences of their more socially advantaged peers. Therefore, our curriculum is meticulously designed to ensure that all children have the opportunity to take part in key childhood experiences to broaden their cultural capital so that they are on an equal footing when they arrive at secondary school and for later life as an adult. Experiences include everything from visiting the local farm, buying food for a real purpose at the shops or posting a letter to learning to play a musical instrument, visiting a museum, going to the zoo, experiencing an overnight residential and watching a musical at the theatre.

The depth and breadth of our curriculum surpasses the expectations of the National Curriculum with purposeful links to KS3. We have intentionally incorporated units of study that seek to challenge thinking and beliefs that are rooted in limited experience and exposure in some aspects of the modern world. Wherever possible, authentic links have been made between learning in subjects.

A team approach with the academy to curriculum design ensures that all teachers have a firm and common understanding of our curriculum intent so that implementation is effective and consistent.

The curriculum intent was revisited in response to the return to school following a significant periods of closure with the aim of addressing anticipated challenges with behaviour, engagement, mental and physical wellbeing and the need to accelerate learning.

### **Implementation**

We follow the Trust learning policy closely to ensure that the knowledge in our curriculum is presented so that it is intelligible to young minds. Across the academy, detailed curriculum documentation enables our teachers to present subject matter clearly and systematically to ensure progression and retention of knowledge. For example, Curriculum Progression Ladders (knowledge organisers) identify the core knowledge that every child must learn and remember. This not only enables all our children to have equity of opportunity but also successfully supports teacher confidence in delivering the subject content.

Subject Progression Overviews provide our teachers with the 'big picture' for individual subjects which ensure that knowledge and skills are acquired sequentially and cumulatively within a subject. They are designed to help pupils to remember what they have learned and incorporate new knowledge into key concepts that are revisited over time.

Every second of learning counts and meticulous timetabling ensures teachers have sufficient time to teach the full curriculum in depth. Following the two COVID lockdowns, challenging decisions were made around the prioritisation of curriculum areas to have highest impact on accelerating progress, for example reading. Timetables were carefully adapted to reflect the stamina of children and lengths of lessons gradually increased once their resilience returned. The focus on reading required us to teach the wider curriculum subjects, such as art and DT, through well-being afternoons.

Implementation of reading is designed to ensure that every child becomes a fluent reader. Consequently, reading is at the heart of our curriculum and termly literacy texts have been carefully mapped to our curriculum. The teaching of phonics (twice daily in Year 1) and emphasis on reading for pleasure ensure that children make the best start in their early reading. Reading books closely match the phonic knowledge of pupils but we also ensure they can access the written word using a range of different strategies such as handling books with pride, explicit teaching of the context and learning high frequency words. Daily reading comprehension lessons in Years 2 to 6 not only continue to develop their fluency in decoding but also explicitly teaches children the skills to understand what they are reading. At all stages, reading is assessed to identify any gaps in their learning, which are then addressed through a variety of interventions. By immersing children in high quality literature, we aim to support children to have a love of books and access the joy that reading can bring. Our systematic approach to the teaching of reading, including phonics, enables children to decode books and make informed choices about reading material both in and out of the academy. Using the government COVID catch up funding, there has been significant investment in reading through the purchase of Accelerated Reader and MyOn. In addition, leaders carried out a review of texts across the academy and have supplemented the existing offer with research-informed high-quality texts. For example, every year group has a 'reading spine' containing books which have been carefully selected to promote diversity and a wide range of different genre.

Across the whole academy, including the resource base, curriculum subjects are taught enquiry questions that require answering. Tasks and experiences consistently match the aims of the curriculum. The sequence of our enquiries follows a structure which all staff agree meet the needs of our children. For example, enquiries must include a stimulus event to kick start the question, an educational visit or visitor, parental participation activity, an outdoor learning opportunity and a concluding activity that answers the question. Although this structure was more problematic during the lockdowns our staff found innovative ways to engage pupils and their families in their learning. For example, Year 5 interviewed a 'real Viking' virtually, Year 6 enjoyed a virtual tour and Q&A with Westminster Abbey staff and a pirate visited Year 1 to launch their summer term enquiry.

Teachers' pedagogy and skills are consistently developed through a continuing programme of professional development. This is designed specifically to continue to improve their subject knowledge, delivery of content and assessment of learning. Development sessions includes weekly curriculum development meetings, bespoke instructional coaching, professional reading and discussion. This has been carefully timetabled to minimise the workload of teachers. The delivery of effective professional development was maximised during lockdowns using Microsoft Teams and other online platforms. This ensured that children continued to benefit from the highest quality remote teaching and learning. The roll out of individual pupil iPads was very effectively managed remotely so that all staff, children and families could access live and recorded teaching.

Assessment is used to improve provision across the academy, ensuring that senior leaders have the right focus of professional development whilst ensuring limited burden on staff and pupils. Rigorous formative and summative assessment systems check learners' understanding and inform sequences of learning that offer challenge, depth and progression for all. Information is also used to quickly identify under-performing pupils so that appropriate intervention can be implemented to accelerate progress. At OALC we use a range of assessments to support children's learning and guide pedagogy and provision. In reading, writing and mathematics formal assessments are carried out with forensic Question Level Analysis (QLA) to support future planning. This is effectively shared across the MAT to benchmark our level of performance. In other subject areas teachers use a range of alternative assessments including quizzes, questioning and live feedback allowing teachers to reflect and respond. Alongside the judicious use of purchased schemes, assessments are intentionally planned in order to remove unnecessary burden on teacher workload. During remote teaching, online platforms such as Microsoft Forms, Kahoot and Microsoft Teams enabled teachers to continue to assess pupils' learning and respond accordingly. Since all pupils have returned, academy leaders carefully balanced the need to assess gaps in learning with the need to maximise teaching time. Informal assessments were made and used to support planning and provision to close the gaps. Fortnightly, raising attainment meetings ensure that teachers prioritise actions that secure pupil progress and leaders can identify trends and training needs across the academy.

### **Impact**

Children are knowledgeable, confident and talk with excitement about their learning. Prior to the lockdowns, this had been repeatedly evidenced in our improved attendance rates, parental feedback and during our MAT reviews. The curriculum content and carefully planned experiences address the barriers created by experiencing disadvantage and SEND leading to improvements in every child's cultural capital and in turn access to education. They are starting to make links within curriculum subjects. For instance, a Year 6 pupil was able to recall her learning about the plague in Year 4 and used this to support her in her 'London Through the Ages' enquiry.

As a result of our commitment to our high-quality curriculum, the majority of outcomes (**shadow data**) are in line with national averages at the expected standard. However, we acknowledge the need to increase the proportion of children that achieve greater depth. In 2019, the attainment of disadvantaged pupils was within 5% of, or exceeded, other pupils in EYFS, KS1 and KS2. We cannot deny the impact of two lockdowns and continued disruption on our pupils' learning as evidenced in our internal data. For example, arithmetic scores in some year groups have shown a decrease in pupils' speed and fluency in recalling known number facts and issues with presentation and layout of calculations has impacted outcomes. However, embedding Accelerated Reader in Years 2 – 6 has had a significant impact in promoting pupil progress in Reading. Pupils in Years 5 and 6 particularly benefitted from access to individual devices this academic year as evidenced in their most recent test scores. For example, there has been a 21% increase in children working at age related expectations between March and May and a 17% increase over the same time period in Year 5. Children have made significant gains in fluency and decoding, with many making significant shifts in reading age. The focus on phonics and reading in Year 1 has had significant impact and children have made accelerated progress after each lockdown. Accelerated Reader has particularly impacted our lowest attaining pupils. In Year 6 44% of children were initially identified as requiring intervention and urgent intervention and this figure is now just 12%.

Through full access to our curriculum the majority of pupils with a primary SEN of SEMH, communication and interaction or physical disability, make core subject progress in line with or above their peers with no SEND. The majority of pupils with cognition and learning needs make progress in line with ambitious targets set through deep knowledge of their individual starting points and needs. Wherever progress is not as positive as hoped for, our robust 'assess, plan, do, review' processes ensure that provision is quickly adapted. A wide range of reading interventions for children with SEND are highly effective with the vast majority of pupils making expected or accelerated progress in line with their targets. Bespoke support and provision to enable children with SEND to access the full curriculum alongside their peers is a priority. There are no meaningful differences in the outcomes for pupils with SEND between those who are otherwise disadvantaged and those who are not. Highly targeted lockdown provision ensured that pupils with SEND were not disadvantaged. For instance, pupils working out of year group were provided with the appropriate daily live or pre-recorded sessions to meet their needs. Targeted contact with parents ensured work was appropriate for the children and that parents felt supported and equipped with the relevant knowledge and skills to support learning at home.

By ensuring that our pupils have access to a wider range of high-quality texts, which include different genres and themes, we are confident that they are well-equipped as readers for the next stage of their education.

The implementation of Maths Mastery has had a significant impact not only in outcomes at the expected standard but also in enabling pupils to explain their understanding using appropriate mathematical terminology. Prior to the pandemic, the focus on communication and language in Maths Mastery had benefitted all areas of the curriculum as children could speak clearly, fluently and in full sentences in all subjects. Since the COVID lockdowns, the quality of children's spoken communication has deteriorated and therefore staff are refocusing on speaking in full sentences.

Although the quality of pupils' work across the curriculum had rapidly improved prior to the pandemic. However, the disruption has impacted on the presentation of pupils' work and this is now a focus for the academy once again.

When children leave OALC they have clearly developed their skills and knowledge across the curriculum. Children and parents/carers are able to talk about their learning and knowledge gained. In national tests at the end of KS2 the academy consistently demonstrates good progress although this is not always reflected in their attainment. Changes in approaches to the teaching of phonics and reading comprehension have had a clear impact on standards and year-on-year improvements in the quality of provision in EYFS and KS1 has led to positive outcomes closing the gap between disadvantaged pupils and their peers.

### **Summary**

#### Strengths

- A full and varied curriculum that meets the needs of all pupils and explicitly teaches character education through PSHE, SMSC and the Oasis 9 habits and ethos.
- A well sequenced curriculum that offers progression and challenge for all, preparing all children for the next stage in their education
- The success of our Accelerated Reader programme

Next steps: see LOP page 12-13

- Ensure that the percentage of children achieve in R, W,M at least in line with national including
  - The progress and attainment of disadvantaged pupils (as part of the Developing Effective Leadership of Teaching Assistants (DELTA) project)
  - Improving recall and speed in mental arithmetic
- Pupils presentation of work across the curriculum is of a consistently high quality

### **Behaviour and attitudes**

We are exceptionally proud of the behaviour and attitudes of every child in the academy. We serve a community that face many challenges, worsened by the pandemic, and we know that this can occasionally be reflected in pupil behaviours and attitudes. Therefore, through a trauma informed approach, positive and respectful relationships with children and families underpins everything that we do. This enables our children to be and feel safe and, consequently they are able to take advantage of everything the academy has to offer.

OALC provides a calm, orderly and nurturing environment where tolerant and respectful attitudes are strongly promoted. Given that this is not necessarily a common characteristic in our local community this presents a significant challenge at times. Nevertheless, both staff and children remain determined to eradicate any trace of these challenges and deal immediately with any incidents of derogatory and aggressive behaviour. As a result, the academy continually instils a culture of tolerance and respect in all pupils at all times.

High expectations permeate every interaction to create a culture of mutual respect, positive attitudes and pride in the academy. Leaders empower teachers to manage behaviour effectively so that learning is not disrupted. The success of our clear and effective positive behaviour policy, which has defined rewards and consequences, has enabled us to significantly improve behaviour and attendance of all pupils, although the latter has been impacted by COVID. In addition, there have been year-on-year reductions in fixed term exclusions with no FTEs in 2019 – 20 and currently one to date. There have been no permanent exclusions in 2019-20 or this academic year.

Children's attitudes to their education are highly positive. Children apply themselves with commitment and enthusiasm to their learning. As a result, behaviours for learning are strong and this is evidenced through consistently high engagement in lessons and children who are keen to talk about their learning. Due to our careful timetabling, we continue to see high levels of engagement from pupils despite the disruption over the past year. Engagement increased with the rapid rollout of iPads which enabled a full live teaching timetable in Years 4-6 and live registration and daily story time in all other year groups. For example, the percentage of year 4 children accessing remote provision increased from 45% to 81% between the first and last week of the most recent lockdown. Leaders collated daily engagement figures using video views, daily registers and Microsoft Teams call logs. This allowed class teachers to make target attendance phone calls and leaders to identify where alternative provision (paper packs or school place) needed to be offered.

The Oasis 9 habits (Compassionate, Patient, Humble, Joyful, Honest, Hopeful, Considerate, Forgiving, Self-controlled) which guide pupils in their actions are effectively threaded through academy life. The successful adoption and consistent application of the Oasis 9 habits enable pupils to make a very positive contribution to the life of the school. For example, pupils demonstrate their ability to show 'self-control' by leaving their many challenges at the door and taking responsibility for developing the life of the academy and for their part in the wider community. For example, this year pupils are taking part in our Oasis Change Maker programme which focuses on improving different aspects of their community.

All members of the academy know and understand that bullying, aggression, discrimination and derogatory language are not tolerated. Reported instances of anti-social behaviour are rare and dealt with swiftly and effectively. The introduction of an anti-bullying action plan has improved communication with parents and children around expectations and consequences. Regular reviews of documented incidents of the use of derogatory or discriminatory language are used to inform explicit teaching to challenge views and thinking at individual pupil, class or academy level.

Forensic analysis of behaviour data drives provision. For example, identifying children for therapies and intervention, educational psychology involvement, specialist curriculum events and projects. During the past year this has been at the forefront at all of our work.

Prior to the COVID lockdowns, commitment to a robust and supportive attendance strategy, which is carefully implemented with the needs of the community in mind, ensured that attendance rates are in line with national averages overall and in line with, or above, national averages for the majority of groups of pupils. In the year 2019-20, attendance rates for those with SEND and for those who are disadvantaged were significantly above national average and overall, there was no gap between attendance rates of disadvantaged and non-disadvantaged pupils. Where groups showed average attendance slightly below national figures (such as for pupils with EAL), this was due to a minority of pupils within the group being a persistent absentee. Whilst our rates of persistent absence sat slightly above average at 9.5%, several of these pupils were within our Resource Base and had significant medical needs which affect their attendance. Excluding our Resource Base pupils our rates of persistent absence were below national average at 8%. Rates of persistent absence were lower for disadvantaged pupils than for their non-disadvantaged peers. Our robust attendance strategy and rigorous systems ensured that upon return to school in September, our attendance rates were in line with other Bristol primaries. The most recent lockdown has affected our attendance however, we are using our attendance policy to ensure that no child is left unseen and we quickly re-establish attendance figures in line with national.

### **Summary**

#### **Strengths:**

- Extremely significant reduction in fixed term exclusions
- Shared understanding and consistent delivery of positive behaviour policy using a trauma informed approach

#### **Next steps:**

- Ensure attendance of all pupils is in line or above national – see LOP pg. 14
  - Including continuing to address individual circumstances of persistent absence – see LOP pg.14
- Continue to develop every child's social responsibility through the curriculum – see LOP pg. 14-15

## **Personal development**

Character development is at the heart of the MATs education charter which has a clear commitment to teaching a range of competencies and attributes to flourish in today's complex and rapidly changing world. The explicit teaching of personal and character development is given the highest priority within the OALC curriculum so that every child has the core skills and confidence to 'be the best they can be'. Our comprehensive PSHE programme, Jigsaw, addresses very effectively relevant issues faced by our children such as healthy relationships, age-appropriate SRE and mindfulness to support mental health. This ensures that our children are able to use what they know to make informed choices with self-awareness and confidence.

The two returns from lockdown, both required different approaches to supporting the pupils' personal development. For example, in September we provided pupils with daily PSHE sessions to help their transition back into school. However, in March, to address issues with pupil stamina during afternoon sessions we introduced wellbeing through the wider curriculum.

The positive role modelling by staff of the Oasis Values and 9 Habits promotes extremely well the academy culture of inclusion and tolerance. This ensures that we develop pupil character alongside competence. Our habits and values, alongside the extremely wide range of opportunities we provide for our pupils, enables them to develop into responsible and respectful young people who we support to explore who they are and who they are becoming.

The excellent quality of pastoral support we offer to all our pupils and their families enables them to fully access the curriculum and the wider opportunities which are available to them. For example, on-site alternative provision, pupil and family support lead, therapists, holiday programmes and the Community Hub lead all enable the academy to be proactive in addressing the challenges faced by the community. In spite of the challenges that the COVID lockdowns presented, we fulfil our role as the heart of the community and worked tirelessly to break down any additional barriers to pupils' learning. For example, 93 families benefitted from our work delivering food parcels, making home visits and referring to specialist support. Our pupil and family support lead was successful in applying for £9,170 worth of small emergency covid grants for clothing, furniture, supermarket and energy vouchers. In addition, we secured £2000 from Greggs to purchase beds for children.

Prior to Covid, our well attended extra-curricular opportunities develop pupils' talents and interests, were of exceptional quality and sought to offer exposure to new experiences. For example, sports coaches and clubs, as well as special sporting events (street dance day, rugby, BMX, Paralympic visit, Week of Sport, Body and Soul week with Mr Motivator) all helped to promote a healthy lifestyle. In addition, as part of our PE entitlement every child takes part in a daily physical activity in order to build positive habits to exercise to enhance physical and mental health. As a result of the restrictions in place this year, we have tailored our extra-curricular activities to meet government health requirements. For example, year groups receiving Forever Sport coaching during PE sessions also have the opportunity to attend a sport club after school. Sports range from basketball to cricket, rugby to athletics and many more.

The academy goes beyond the expected to provide a rich set of educational visits and visitors, including a residential trip to London, our Preludes music specialists, regular performance opportunities and the vast range of extra-curricular clubs which enrich our pupils' cultural capital. Due to current restrictions, it has been more challenging to incorporate our full offer into the Academy provision. Nevertheless, curriculum leads have explored other creative ways in which to provide these experiences. During lockdown, staff produced weekly sing and sign videos, planned celebrations for special events such as Easter and VE Day and regular family cooking and craft sessions. In addition, leaders identified a significant increase in pupils' screen time during the most recent lockdown. To address this, 'Wellbeing Wednesdays' were introduced in which staff provided activities for children and families to do together safely and away from technology.

The academy effectively promotes British Values through the rich curriculum, assemblies, pupil leadership and community engagement work. For example, Change Makers, visits from MPs, the Bristol Mayor and local church leaders. We teach children about tolerance and understanding and that people have different views from their own. They are able to challenge views of others appropriately. As a result, the children increasingly see themselves as global citizens who take responsibility for the world that they live in. We have responded appropriately to significant events locally and globally such as Black Lives Matter.



Our SMSC is very strongly promoted through the Oasis 9 Habits and encourages pupils to be empathetic, reflective and active members of their community. Examples of how we promote children's spiritual, moral, social and cultural development are celebrating Remembrance Day, opportunities to vote, annual prayer space, full immersion in the diversity of the local area, comprehensive RE curriculum and active links with professional musicians, artists and authors across Bristol.

We are committed to raising aspirations and developing children who will go on to make a positive contribution to society. During our termly career mornings and our annual World of Work Day, we explicitly teach children the skills that they will require in employment and training. The success of our career's curriculum enables pupils to have meaningful opportunities to encounter the world of work so that they can make informed choices later in life and has been considered an exemplary model to share with colleagues across the region.

### **Summary**

Strengths:

- Comprehensive character development curriculum
- Unique careers curriculum
- Strong relationships with families that put the academy at the heart of the community

Next steps:

- Further challenge discrimination through the curriculum – see pg. 14-15
  - Including embedding the statutory changes introduced by the Relationships and Sex Education and Health Education Curriculum
- Ensure there are opportunities for children to develop and share their talents and interests – see pg. 15

### **Leadership and management**

Senior leaders have an exceptionally clear and ambitious vision to provide the very highest quality education for all pupils, regardless of starting point, circumstances or level of need. Our commitment to inclusion of the most vulnerable children and families is unparalleled and ensures that all stakeholders have a deep sense of belonging to the Oasis family.

OALC is a fully inclusive school with an oversubscribed specialist resource base and is committed to serving and supporting the local community. We provide a warm welcome to new children, some of whom have additional complex needs and have been admitted through Negotiated Transfers or Fair Access Panel arrangements. Even during the lockdowns, we enrolled several new children who were identified by their social workers as vulnerable and in need of a school place. We refuse to allow behavioural, financial, attendance or SATs considerations to compromise our commitment to inclusion. As a result, OALC enjoys an impressive reputation with agencies as a welcoming and hospitable school, especially to the most vulnerable.

Leaders are determined to break the cycle of disadvantage and their vision permeates throughout the academy. The Oasis ethos and academy vision lies at the heart of this and every decision comes from here. Pupil premium funding is used extremely well, not only to support academic achievement, but also to provide a broader range of opportunities and promote inclusion. As a result, in 2019, the attainment of disadvantaged pupils was within 5% of, or exceeded, other pupils in EYFS, KS1 and KS2. Funding was used during the pandemic to support families with internet access issues by the purchasing of dongles.

Leaders at OALC play an active role in the MAT and within the local authority by leading beyond the academy. They are regularly asked to share exemplary work that is felt to be worthy of disseminating e.g. by leading Regional Improvement Networks (RINs), representation on national steering groups and providing support through our National Lead Practitioner (NLP) for SEND.

We are exceptionally proud of our ethos and culture which promotes the role of all our stakeholders as key players in the leadership of the academy. Both senior and curriculum leaders benefit from professional development which is tailored to support their leadership roles. This training is carefully aligned to the academy development

priorities ensuring that this always has a positive impact on pupils. Curriculum leaders receive high quality training on subject specific skills and leadership of the areas they have responsibility for. This is being enhanced by regional opportunities with the MAT such as through NPQ training delivered in partnership with Ambition Institute.

Leaders enable teaching staff to develop their pedagogy and extend their subject knowledge through the bespoke professional development offer which has continued to be adaptive to the needs of teachers throughout the pandemic. Senior leaders model research-led practice both within and beyond the academy, which informs decision-making. The academy leaders dedicate time and resources to the development of pedagogy and subject knowledge. OALC was selected to pilot the EEF Early Career Framework and the Ambition Institute Teacher Educator Course which has enabled us to enhance the quality of teaching across the curriculum. The individual incremental coaching is woven into the professional development of all teachers, regardless of experience in order to build and improve teaching and subject knowledge over time. Curriculum maps also demonstrate how the academy supports teachers' subject knowledge acquisition. Strengths in curriculum leadership include reading, writing, mathematics, history, geography, science and PSHE.

Following a MAT wide survey on teacher workload the academy has taken action to address the challenges raised. Leaders find the best ways to balance teachers' workload as demonstrated in the timetabling of the CPD offer and the review of our assessment processes and feedback and marking. They model and promote a strong culture of accountability and support so that staff can raise any worries or concerns in an open environment. Bullying and harassment in the work place is not tolerated and any concerns are directly challenged. As leaders we hold staff well-being central to all our conversations and decision-making. We have successfully implemented numerous strategies that have already had impact including the implementation of the Email Policy, subject lead release time and creative use of time for CPD.

Highly visible leaders promote an 'open door' policy. There is always a member of the team who is available to parents. Regular meetings between staff and parents effectively promote an open culture and positive, trusting relationships. This also means that parents feel comfortable approaching leaders with any personal issues and problems they may have. The academy enjoys an excellent reputation amongst parents/carers. Creative approaches to maintaining strong communication during the two lockdowns have further strengthened relationships with our families. Year group emails and virtual parents' meetings have been very gratefully received.

We consider that our culture of safeguarding is exemplary. Staff safeguarding training is effective and the school's policy and procedures, including the well-established used of CPOMs, has ensured that any concerns are recorded, the safeguarding team informed and the concern appropriately investigated and responded to. The academy works very effectively with other agencies, including social services to support children at risk of harm. Throughout the pandemic safeguarding has been maintained as the highest priority for all our children and families. A robust system for tracking all pupils including those under social care ensured that any safeguarding concerns were immediately identified and addressed.

The Regional Director, as the representative of the MAT, provides us with equal measures of support and challenge during our weekly meetings. Our termly visits from the Monitoring and Standards Team (MST) ensures that we can present the strengths of our academy succinctly and discuss development points with confidence.

Exceptional education at the heart of the community means that the academy is well-established as part of the North Bristol Oasis Hub and we have excellent links to other local providers and wider community groups. As a result, we play an active role in bringing to life the priorities of the community action plan developed by Ambition Lawrence Weston by threading community work and events into our curriculum for all children. This enables us to explicitly work with children to be proud and responsible for the area they live in and consequently transforming our local community. For example, litter picking and visits to the local care home.

### **Summary**

Strengths:

- Exemplary culture of safeguarding permeates the academy
- Clear and ambitious vision shared by all
- Excellent relationships with the community

Next Steps: see LOP pg. 12 and 16

- Launch the Flourish wellbeing, culture and professional development pilot to include
  - Continued development of curriculum leaders
  - DELTA project for teachers' effective deployment of LSAs

## **Early Years**

### **Intent**

The Long Cross EYFS curriculum, tailor-made by our EYFS team, provides no limits or barriers to the children's achievements. The ambitious and vibrant curriculum is designed to enable every individual to achieve their full potential, regardless of their backgrounds, circumstances or needs, by providing opportunities to secure the foundations required to be successful in their future learning. Our curriculum is carefully crafted from Nursery to Year 6 in order to maximise the assimilation of knowledge and the accumulation of vocabulary and communication to best support them when they move to the next phase of their education.

Our curriculum design captures the unique stage of learning for each child in the EYFS. Our two-year olds are provided with opportunities to learn alone as well as together. Our Nursery provision builds on this and provides small group learning as well as continuous provision across the learning environment. Our Reception teaching timetable develops as the year progresses to provide an age appropriate balance between teacher-led and child-led learning. This ensures that we successfully continue to provide challenge for all.

The curriculum content has been carefully chosen in order to address the experience deficit of our youngest disadvantaged pupils and provide them with key experiences to improve their cultural capital. This is evident through the thoughtful planning of early childhood experiences, such as eating at a table with a knife and fork, sharing a story with an adult, making and icing a cake etc. Our primary aim for our very youngest children is to promote and secure attainment in the Prime Areas of learning which gives them the skills and foundations for their future learning. Prior to the pandemic, children attending our nursery entered Reception ready to access the specific areas of learning.

Learning is planned around key concepts that we believe our youngest learners should have exposure to e.g. farm animals, space, forest, traditional tales. Key texts, rhymes and 'Talk 4 writing' have been carefully mapped across the EYFS to provide high quality provocation for learning. This promotes the development of effective communication whilst extending vocabulary. Learning is experiential and play based so that it provokes and promotes high levels of engagement and concentration. This is complimented by direct adult led teaching sessions that reflect the stage of development that the children are in.

SEND – early identification of need and professional relationships with outside agencies enables us to maintain high ambitions and expectations for all regardless of need.

### **Implementation**

The exceptional quality of our early year's provision and our high expectations for all ensures that all pupils make excellent progress by the time they are ready to transition into Year 1.

Teaching staff and practitioners have a very clear understanding of how young children learn. Strong routines have been firmly established which ensures that children are clear about what is expected of them and this helps them to feel secure. This has never been more important than during the last year. Personal, social and emotional development is taught both explicitly and through the wider curriculum. Warm and trusting relationships with key adults, caring for them in a rich and stimulating environment fosters confident, inquisitive and independent learners who learn and play alongside and with their peers, both responsibly and respectfully. As part of our prioritisation of securing the development of the Prime Areas of learning, children are taught through the curriculum and the environment about the importance of remaining physically active and healthy. Our explicit teaching of physical skills enables children to make exceptional progress in their physical development.

All staff are committed to ensuring that every child by the end of EYFS, if appropriate, becomes a confident and fluent reader. This means that they can access a broad and balanced curriculum. The reading curriculum is designed to ensure that every individual reaches an exceptional level from their starting points. A specific phonics teaching programme, which is assessed regularly and linked to their everyday learning, enables children to secure phoneme-grapheme correspondence which teachers carefully

match to reading books. By carrying out individual reading, shared reading, daily read aloud sessions and providing an environment rich in books, we ensure pupils leave early years at least in line with age related expectations despite their very low starting points. This provides them with a strong foundation for the outcomes of the Year 1 phonics check. The reception curriculum was adapted to ensure that any gaps in learning missing from nursery were filled.

We ensure that no learning time is lost through transition within our EYFS. For example, the teaching of early phonics permeates throughout our EYFS, leading to the exposure and explicit teaching of phonics from Term 5 of the nursery year. The more formal teaching of early reading and systematic synthetic phonics starts as soon as a child enters Reception so that all children are provided with the tools to read confidently by the end of the EYFS. In light of the past year's disruption, the sequence of phonics teaching throughout EYFS has been adapted sensitively to account for missed learning.

By following the 'Maths Mastery' approach to the teaching of mathematics but adapting it to meet the needs of our children, staff ensure that our early years children grasp the concepts and knowledge essential for them to develop as mathematicians. The key to the success of this approach is the focus on the development of communication and language through mathematics and providing depth and challenge for all. Our EYFS children use mathematical language to explain their thinking and develop confidence using a structure to give full sentence answers. As with phonics, the extent to which children are confident and consistent with this has been hampered by disruption due to COVID.

All EYFS staff carry out detailed daily assessment, used to assess pupils' knowledge and understanding and inform practice and provision. 'Tapestry' is used to effectively capture individual learning and supports the teacher's knowledge and judgement of the children. Using this electronic approach avoids unnecessary burdens on staff and children. Tapestry was utilised effectively during lockdown as a portal for parents to access recorded lessons, stories, songs and nursery rhymes. Parents were encouraged to record their child's learning and achievements and teachers responded with feedback and praise.

We know that it is our responsibility to actively engage parents in their child's education. Our staff go above and beyond the norm to build relationships, create opportunities for shared working and make themselves available to offer wider support for families. Relationships with parents are strong and fully utilised to support transition into and within the EYFS. Home visits and informal induction sessions support children to settle quickly into their class. Each class holds regular parental engagement activities. This includes support for understanding the teaching of reading and how to help their child learn at home. Throughout both lockdowns, parental relationships were prioritised and transitions were managed safely and carefully to ensure children and families felt safe and secure coming into nursery.

### **Impact**

All children in our EYFS make strong progress and, despite their very low starting points, outcomes at the end of Reception are broadly in line with national averages (see **shadow data**). Attainment of our disadvantaged children is consistently above the national average. Early identification of SEND enables the academy to secure effective support for them so that they can achieve the best possible outcomes.

The impact of our systematic and comprehensive phonics and reading teaching throughout EYFS means that the majority of children at the end of Reception read accurately with increasing speed and fluency. In 2019 the % of children exceeding the early learning goal for reading was well above the national figure at 31%. This is also reflected in writing outcomes at the end of EYFS.

As a result of our carefully designed curriculum and highly skilled delivery at all stages of our EYFS, our children demonstrate positive attitudes to learning and are highly motivated and curious learners. Speech, language, vocabulary and communication is given the highest priority across the curriculum. Children develop a love of stories, poems, rhymes and books. This is because we carefully select key texts and age specific book spines, and effectively use Talk 4 Writing to actively address the challenges faced by our children. As a result of our literacy rich curriculum and focus on consistent routines children have transitioned back to school exceptionally well following each return from lockdown.

Our inspiring environment enables deep engagement and sustained high levels of concentration in appropriate and challenging tasks. This ensures that all children develop the knowledge and skills they need across the areas of learning so that they are prepared for the next stage in their education. The development of self-control, respect for others and resilience guarantees that children transition effectively into Year 1.

All the relevant policies, procedures and practices for Early Years children's health, safety and well-being are in place and implemented consistently in line with the strong practice across the academy. Safeguarding is effective in the Early Years provision.

### **Summary**

Strengths:

- Carefully crafted curriculum to maximise links with later learning in KS1 and 2.
- Focus on Prime Areas in two-year-old and Nursery provision ensures children are ready to start statutory schooling in Reception.

Next steps: see LOP pg. 17-18

- New EYFS curriculum including
  - Further develop the outstanding teaching through coaching and bespoke CPD.

### **The overall effectiveness of the academy**

Oasis Academy Long Cross is a very effective school which has made rapid improvements since the previous inspection. It provides a high quality of education which leaders have successfully tailored to meet the specific needs of the pupils and families who attend the school. Academy staff have strong relationships with parents and key members of the local community.

We are a welcoming and inclusive academy where leaders have created a safe and nurturing environment. The ethos and curriculum ensure that pupils' personal, social, moral, cultural and spiritual development is exemplary. We work very effectively with local agencies to support the most vulnerable pupils and families.

The arrangements for safeguarding are extremely effective. There is a very well-organised and thorough approach to keeping children safe. Leaders and designated safeguarding leads work well with agencies and support services around complex issues such as domestic abuse, mental health and drug and alcohol misuse.

We are particularly proud of our response to the challenges of the COVID pandemic, ensuring the safety and wellbeing of children, staff and families whilst providing the highest quality remote teaching.