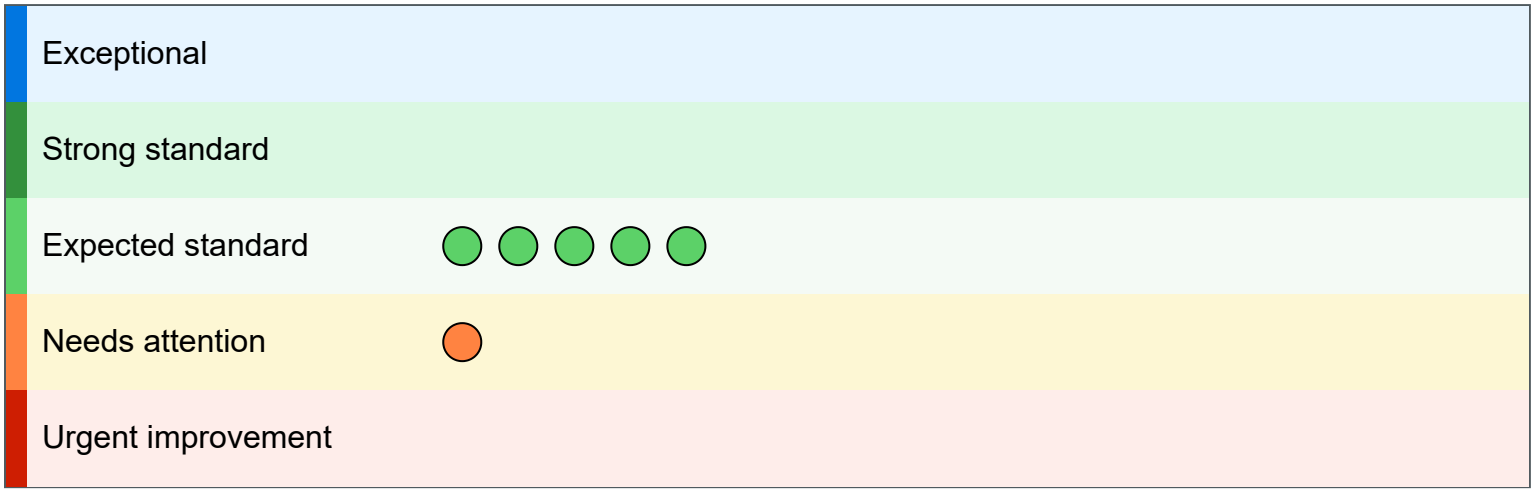
Oasis Academy Brislington

Address: Hungerford Road, BS4 5EY

Unique reference number (URN): 141652

Inspection report: 20 January 2026



Safeguarding standards met

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

How we evaluate safeguarding

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

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

Expected standard

Achievement

Expected standard

Pupils' achievements at the end of key stage 4 are broadly in line with national averages. Leaders have rightly identified the subjects where achievement is less strong and taken appropriate action to address this, for example by changing the way that pupils in Year 7 learn modern foreign languages.

The achievement of disadvantaged pupils is a priority for the trust and school leaders. Effective work has taken place to close the gap between these pupils' outcomes in national tests and their non-disadvantaged peers. This work is ongoing.

Increasing numbers of pupils are well prepared for their next steps, achieving passes in their English and mathematics GCSEs, and increasing numbers of pupils are achieving high grades in their key stage 4 qualifications. Pupils in both key stages typically talk about their learning with confidence, demonstrating a secure understanding of what they have been taught. Most of the time, this is also reflected in their written work.

Curriculum and teaching

Expected standard

The school's curriculum is broad and ambitious. The trust has ensured that, in each subject, the most important knowledge that pupils need to learn is identified and broken down. Leaders regularly revisit the content of the curriculum. For example, they have recently made changes to the history curriculum to make this more relevant; now pupils learn more about migration. Across the range of subjects, pupils are able to build their understanding over time, regularly revisiting important information and concepts. Leaders in the school have ensured that teachers have time, training and support to adapt the curriculum to meet the needs of their pupils. Most of the time, these adaptations are effective. Pupils who need help to catch up with reading and mathematics receive appropriate additional support, including with phonics.

Expert teachers work collaboratively with less-experienced teachers, enabling them to develop secure subject knowledge and effective teaching skills. Typically, teachers deliver the curriculum as intended. They effectively check what pupils understand and provide work which enables pupils to demonstrate their learning. Leaders have rightly identified that some pupils, at times, would benefit from more time to discuss their learning and deepen their understanding through more challenging work.

Inclusion

Expected standard

Leaders accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). Teachers have received appropriate training to support pupils with SEND and know how to access further help, when needed. An increasing number of pupils at the school struggle with social, emotional and mental health challenges. The school has responded to this effectively by introducing internal support and commissioning therapeutic

alternative learning provisions, when appropriate. Leaders have also recognised the need to provide more speech and language therapy for some pupils and have prioritised this work.

Pupils with SEND are typically well supported in lessons because teachers understand how to adapt the curriculum and meet these pupils' needs. As a result, most of the time, the school successfully reduces barriers to learning that pupils may have. This work is carefully monitored and leaders continue to refine the systems in place to support these pupils. Pupils in the specially resourced provision for pupils with SEND ('The Nest') typically make good progress from their starting points and are well integrated into the main school.

Leaders have a strong understanding of barriers that pupils may face. Disadvantaged pupils receive additional support when needed. This includes financial support to enable them to access trips and enrichment activities, as well as academic support if they need to catch up with reading or mathematics

Leadership and governance

Expected standard

Leadership within the school is now stable following a period without a substantive principal. The trust has supported the school during this time, but the rate of improvement was inevitably slowed as a result of this. This has also impacted on staff workload, but the majority of staff feel happy and well supported. Since the appointment of the headteacher, leaders have taken effective action to improve academic outcomes, including for disadvantaged pupils, and improve the provision for pupils with special educational needs and/or disabilities (SEND).

Leaders have an accurate understanding of the school's strengths and areas for development. With support and challenge from trustees and the executive leadership team, leaders continue to drive improvements to the curriculum. They prioritise staff's professional learning, developing strong teaching skills, including staff understanding of SEND and how to manage behaviour. Most of the time, the impact of this work is evident in lessons. However, leaders know there is more work to ensure all staff model and have high expectations of pupils at all times.

Trustees have a secure knowledge of their statutory duties, for example their oversight of how additional funding for disadvantaged pupils is spent. There is a clear moral imperative underpinning the work of leaders in the school to ensure these pupils achieve the best possible outcomes. Decisions are made in the best interests of pupils, and this work is carefully reviewed. A small but significant number of parents feel that the school does not communicate effectively with them. Leaders have started to work more pro-actively to positively engage with these parents, for example by offering coffee mornings for parents of pupils with SEND.

Personal development and wellbeing

Expected standard

Leaders have thought carefully about how to ensure pupils feel a sense of belonging. Pupils' wellbeing is prioritised through '360' pastoral teams. Pupils know they can talk to these members of staff about worries or concerns. The school day has recently changed. This has helped improve the quality of the personal, social and health education curriculum and

ensures that pupils have time to learn about and discuss important issues, such as consent and the dangers of drugs and alcohol. Leaders respond positively to issues that arise within the school community, for example about online safety. The content of the 'fundamental skills' curriculum has been carefully curated. For example, older pupils learn about personal finance.

Active citizenship is encouraged through learning about Oasis Community Learning projects, as well as a recently rejuvenated house system in which pupils raise money for selected charities. Pupils also learn about the fundamental British values, engaging in the democratic process when voting for student leaders. Leaders actively promote equality and diversity alongside a dedicated equality and diversity group. On the rare occasions where derogatory language is used, leaders challenge this and ensure the curriculum promotes the values of respect and tolerance.

Extra-curricular provision is a strength of the school. Pupils enjoy, and are particularly proud of, the number of sports clubs and teams on offer. Older pupils support with these clubs. Leaders ensure that if disadvantaged pupils face barriers to accessing these opportunities, these are removed. As a result, participation is typically high.

Pupils feel well prepared for their next steps. The quality of careers information, advice and guidance is also a strength for the school. The vast majority of pupils undertake work experience placements in Year 10 and younger pupils enjoy opportunities to meet employers and higher education institutions at careers fairs.

Needs attention

Attendance and behaviour

Needs attention

While pupils' overall attendance is in line with national averages, too many pupils with special educational needs and/or disabilities, and some who are entitled to free school meals, do not attend regularly. While the school's work to improve this has been successful for some individual pupils, this has not been the case for all. Leaders have worked hard to create a sense of belonging at the school. However, this has not had a positive impact on some pupils.

A minority of pupils struggle to meet leaders' expectations for behaviour. The behaviour of this group of pupils can be disruptive and frustrate others. This is particularly apparent at unstructured times and when these pupils have been removed from lessons. Some pupils and parents express concerns about behaviour, and while improvements have been made, leaders know there is more work to do to ensure sanctions are applied consistently so that pupils feel that these are fair. When pupils feel this is not the case, this negatively impacts their attitudes to school.

Leaders' work to tackle poor behaviour is underway. As a result, most lessons are calm and orderly. Bullying is not widespread, and pupils are confident that, when it does happen, staff will deal with it effectively.

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

Most pupils typically achieve well here. Teaching enables pupils to learn effectively from a broad and ambitious curriculum. Most of the time, staff are adept at identifying and removing barriers to learning the pupils may face. Teachers have a secure understanding of the individual needs of the pupils in their classes. The majority of pupils who need the most support benefit from the specially resourced provision for pupils with special educational needs and/or disabilities within the school.

The school is deeply committed to developing pupils' understanding of themselves and the wider world. The 'fundamental skills' curriculum teaches pupils about a wide range of topics and offers them opportunities to discuss and debate ideas. In addition, there is a wide range of clubs and trips on offer, including an annual performing arts show, many sports clubs, the Combined Cadet Force and the Duke of Edinburgh's Award. Many pupils participate in these, including those who are disadvantaged. This has a positive impact on these pupils. However, too many disadvantaged pupils do not attend school regularly enough and some pupils do not meet leaders' expectations of their behaviour. These pupils do not feel the sense of belonging that staff work hard to create, and do not have positive attitudes towards school. This contributes to a negative perception in some pupils of how behaviour is managed.

Pupils feel safe at school and are confident that incidents of bullying will be dealt with effectively by staff. Typically, pupils are well prepared for life beyond school and have plenty of opportunities to contribute positively to their school community, for example as student leaders or as part of a sports team.

Next steps

• Leaders must ensure that all staff have and model high expectations of behaviour and apply the behaviour policy consistently and fairly, particularly in unstructured times.
• Leaders must further reduce the persistent absence of disadvantaged pupils to ensure they benefit from the personal development curriculum and achieve better academic outcomes.
• Leaders must strengthen their relationships with some parents by ensuring they communicate positively and proactively, supporting their efforts to ensure all pupils feel a sense of belonging.

About this inspection

This school is part of Oasis Community Learning, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), John Barneby, and overseen by a board of trustees, chaired by Caroline Taylor.

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

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

Since the previous inspection, there is a new headteacher. He started in June 2024.

Inspectors spoke with the headteacher, senior leaders, the special educational needs and/or disabilities coordinator and groups of staff. The lead inspector met with the CEO and regional directors of the trust as well as a member of the board of trustees.

Inspectors considered responses to the online survey for parents, Ofsted Parent View, including free-text comments. Inspectors also considered responses to Ofsted's surveys for staff and pupils.

The inspectors confirmed the following information about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school includes a specially resourced provision for pupils with speech, language and communication needs and autism. There are currently 40 pupils on roll.

The school uses nine unregistered alternative provisions and one registered alternative provision.

Principal: Barnaby Ash

Lead inspector:
Victoria Griffin, His Majesty's Inspector

Team inspectors:
Jerry Giles, Ofsted Inspector
Steve Smith, Ofsted Inspector
Tim Redding, Ofsted Inspector
Chris Walker, Ofsted Inspector

Facts and figures used on inspection

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

This data is from 20 January 2026

School and pupil context

Total pupils

1,366
Above average

What does this mean?

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

National average: 1,067

School capacity

1,303
Close to average

What does this mean?

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

National average: 1,152

Pupils eligible for free school meals (FSM)

29.36%
Close to average

What does this mean?

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

National average: 28.9%

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

5.27%
Well above average

What does this mean?

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

National average: 3.09%

Pupils with special educational needs (SEN) support

15.81%
Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

Above average

What does this mean?

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

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

What does this mean?

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

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	40.8%	45.2%	Close to average
2023/24	34.7%	45.9%	Below
2022/23	36.6%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	44.2	45.9	Close to average
2023/24	40.9	45.9	Below
2022/23	43.3	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.29	-0.03	Below
2022/23	0.11	-0.03	Close to average

Disadvantaged pupils' performance

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

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	19.7%	25.6%	Close to average
2023/24	8.0%	25.8%	Below
2022/23	18.8%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	32.4	34.9	Close to average
2023/24	27.5	34.6	Below
2022/23	32.7	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.94	-0.57	Below

Year	This school	National average	Compared with national average
2022/23	-0.54	-0.57	Close to average

Disadvantaged pupils' performance gap

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

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	19.7%	52.8%	-33.1 pp
2023/24	8.0%	53.1%	-45.1 pp
2022/23	18.8%	52.4%	-33.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	32.4	50.3	-17.9
2023/24	27.5	50.0	-22.5
2022/23	32.7	50.3	-17.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.94	0.16	-1.11
2022/23	-0.54	0.17	-0.70

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	86%	91%	Below
2022 leavers	91%	93%	Average
2021 leavers	89%	94%	Below

Absence

Overall absence

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

Year	This school	National average	Compared with national average
2024/25 (2 terms)	9.1%	8.1%	Close to average
2023/24	10.0%	8.9%	Close to average
2022/23	9.0%	9.0%	Close to average

Persistent absence

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

Year	This school	National average	Compared with national average
2024/25 (2 terms)	26.0%	21.9%	Above
2023/24	26.8%	25.6%	Close to average
2022/23	26.1%	26.5%	Close to average

Our grades explained

Exceptional

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

Strong standard

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

Expected standard

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

Needs attention

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

Urgent improvement

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

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