

Inspection of a good school: King's Oak Academy

Brook Road, Kingswood, Bristol, Gloucestershire BS15 4JT

Inspection dates:

5 and 6 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Katherine Ogden. This school is part of Cabot Learning Federation, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Taylor, and overseen by a board of trustees, chaired by Professor Paul Olomolaiye.

What is it like to attend this school?

Pupils at King's Oak Academy are confident and respectful of one another. They have many opportunities to participate in the wider life of the school and have their voices heard. Staff regularly listen to the views of pupils and make improvements to the school as a result. For example, changes were made to the extra-curricular sports provision in response to pupil voice. Pupils of all ages take on positions of responsibility and represent their school with pride.

Pupils in the lower school, which includes the early years, get off to a strong start. They learn well, from a carefully planned curriculum that encourages pupils to be curious. Pupils in all three phases of the school have warm and trusting relationships with staff. The school has started to make improvements in the middle and upper schools to ensure that the weak published outcomes at key stages 2 and 4 are addressed.

Pupils behave well. The school has high expectations of them. Pupils have faith, on the rare occasions that bullying occurs, that it will be dealt with by staff. The school is highly inclusive and pupils feel safe and happy.

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

With support from the trust, the school has thought carefully about what pupils should learn in each subject. The school is tackling areas of weakness. For example, pupils in key stage 2 now have more opportunities to practise their writing skills in subjects such as

history and geography. The school has planned opportunities for pupils to revisit their learning to help them to know and remember more. However, the impact of the school's actions is not yet fully evident or reflected in published outcomes.

The trust has supported the school with curriculum design in key stages 3 and 4. Pupils achieve well in vocational subjects. However, the curriculum does not always have the effect leaders intend. It is not delivered consistently well with impact. It does not prepare all pupils well for the demands of GCSE examinations. As a result, published outcomes in some subjects are not strong. While the school offers a broad range of subjects, many disadvantaged pupils do not study the suite of subjects in the English Baccalaureate (EBacc).

Pupils in the early years learn to read quickly. The school's approach to the teaching of early reading is rigorous. Children who are struggling to keep up receive extra help that is precisely matched to their needs. Children have regular opportunities to play and learn. They understand the rules and routines in school. Older pupils who are struggling to read are also given additional help. The school has recently taken steps to support pupils in the secondary phase to read more widely and often.

The school is working to improve pupils' literacy. For example, the school has identified the most important vocabulary pupils need to know in each subject. Pupils' speaking and listening skills are strong because they are given opportunities to discuss and debate ideas. Teachers value the professional development they have had to facilitate these discussions.

Teachers have also received appropriate training to ensure pupils with special educational needs and/or disabilities (SEND) learn the same curriculum as their peers, as far as possible. The school is developing more precise targets for pupils with SEND to support their learning. Pupils with SEND are accurately identified. Teachers adapt learning, when needed.

Pupils' conduct in lessons and around the school site is good. Low-level disruption is very rare and pupils understand the behaviour policy. The respect between staff and pupils is visible in all phases of the school. As a result, the learning environment is positive and social times are harmonious. The school maintains a sharp focus on attendance. It identifies patterns and takes action to support individuals to improve their attendance. However, attendance remains a challenge, and too many pupils do not attend regularly enough.

There is a strong focus on character development. As a result, pupils talk confidently to adults and listen carefully to other people's views. Pupils remember how to keep themselves safe and have an age-appropriate understanding of healthy relationships. Pupils learn how to be good citizens, and many take part in the wide range of extra-curricular activities on offer, including The Duke of Edinburgh's Award. Sports clubs are particularly popular and all pupils, including pupils with SEND, take part in competitions. Pupils in the secondary phase enjoy a range of opportunities to engage with the world of work and receive guidance about their next steps.

The school is supported well by the trust. The trust and school know where improvements need to be made, and there are systems in place to ensure the school continues to make them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variation in how well pupils learn and remember the knowledge they need to make progress through the curriculum. This means that some pupils are not fully prepared for the next stage of their education. The school should continue to focus on ensuring that pupils' knowledge builds securely over time to enable them to make good progress through the curriculum in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137106
Local authority	South Gloucestershire
Inspection number	10313273
Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	4 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	1,021
Appropriate authority	Board of trustees
Chair of trust	Professor Paul Olomolaiye
CEO of the trust	Steve Taylor
Principal	Katherine Ogden
Website	kingsoakacademy.clf.uk
Dates of previous inspection	13 and 14 March 2018, under section 5 of the Education Act 2005

Information about this 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 uses three registered and three unregistered alternative provisions.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also sampled other subjects in the curriculum and looked at pupils' work in the wider curriculum.
- Inspectors analysed 130 responses to Ofsted's online survey, Ofsted Parent View.
- Inspectors also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils during lessons and social times.
- To evaluate the effectiveness of safeguarding, the lead inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- The lead inspector met with staff who oversee the personal development and behaviour of pupils.
- The lead inspector met with the chair of the academy council, the chair of the trust's education scrutiny panel and senior leaders from Cabot Learning Federation.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Andrew Evans

Ofsted Inspector

Alison Naylor

Ofsted Inspector

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