

Inspection of Oasis Community Learning (Academy Trust)

Inspection dates:

17 to 19 March 2025

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Oasis Community Learning (Academy Trust) is an employer provider. It is part of Oasis Community Learning multi-academy trust that was established in 2004. The multi-academy trust consists of 54 schools across England. It became an employer provider in November 2022 and Oasis Community Learning began training apprentices in March 2023.

At the time of the inspection, the provider had seven apprentices. All apprentices studied the level 3 teaching assistant apprenticeship. Most apprentices were aged over 19 years. Apprentices were employed in schools in Yorkshire and the Humber, the north west, London and the south west.

What is it like to be a learner with this provider?

Apprentices thoroughly enjoy their apprenticeship. They value greatly the support they receive from their tutors and mentors. Apprentices are highly motivated. They are proud of their achievements, particularly their positive impact on the education of the learners they work with.

Apprentices are committed to their learning. They develop substantial new knowledge, skills and behaviours contextualised to the needs of the school they work in. Apprentices gain confidence and competence, for example, in managing the behaviour of learners who have adverse childhood experiences. Principals appreciate the contribution that apprentices make to their schools.

Leaders and tutors provide apprentices with useful information about their next steps. Apprentices are aspirational for their futures. Most apprentices know what they need to do to achieve their career goals, including higher-level apprenticeships and teacher training. Apprentices remain in employment with the trust on completion of their apprenticeship. They gain additional responsibilities and promotions.

Apprentices keep themselves and their pupils safe. They use their knowledge of fundamental British values to develop pupils' understanding of respect and tolerance. Apprentices create 'same but different' play activities for very young learners that encourage them to celebrate diversity.

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

Leaders and trustees have a clear vision to provide high-quality education to apprentices. They have high expectations of apprentices and staff. Leaders ensure that support for apprentices is very effective, including for those with additional learning support needs.

Leaders and managers have planned an ambitious curriculum that links core concepts such as the simple models of memory and the science of learning to classroom practice. They frequently review and amend the curriculum. Following feedback from stakeholders, including apprentices and mentors, tutors teach the topic of assessment earlier in the apprenticeship. This helps apprentices choose the most appropriate assessment methods to support the pupils they work with so they can participate fully in lessons.

Tutors are experienced practitioners and qualified teachers. They attend training to keep up to date in their subject and teaching practices. Tutors use their expertise to plan and deliver learning that conveys current thinking and research in education to apprentices. Apprentices benefit from the knowledge of specialist staff who deliver concepts such as the teenage brain, dealing with anxiety, and autism. They gain a deeper understanding of how these topics impact the pupils they work with.

Tutors teach the curriculum in an order that builds apprentices' knowledge over time. Apprentices start by studying the theories of learning. Next, they learn about child development and assessment. Apprentices revisit topics as they progress through the programme. They deepen their knowledge and develop fluency in their practical skills. Consequently, apprentices can do more and remember more. They put what they learn into practice with learners in the classroom, for example adapting resources for learners with special educational needs and/or disabilities.

Tutors use a variety of stimulating learning activities, including training videos and group discussions, which motivate and engage apprentices. They use questioning successfully to check apprentices' understanding of key concepts such as modelling behaviours and the use of reward and sanction before moving on to new topics. Apprentices embed their learning into their long-term memories.

Leaders and managers have improved to the English and mathematics functional skills curriculums. Apprentices who needed to take functional skills English qualifications have now passed. The majority of apprentices have achieved their mathematics examinations. Although tutors work individually with a minority of apprentices who struggle to achieve their mathematics qualifications, they have not yet passed.

Apprentices develop their character and resilience because they participate in wider school and community activities. Most apprentices have taken on additional responsibilities in their school, such as becoming first aiders and leading the LGBTQ+ club. During the school holidays, apprentices run the food pantry and support young people on camping trips. Apprentices promote and reflect the trust's ethos of inclusion.

Leaders have a range of suitable and effective quality assurance and improvement systems and processes in place. They use evidence from observations of teaching and learning to identify what tutors do well and what they need to do to improve. Leaders use the information they gather to improve teaching practices. For example, they identified that tutors' use of directed questioning was an area for improvement. Tutors now use questioning successfully to challenge apprentices.

Leaders have in place suitable governance arrangements to ensure effective oversight of the apprenticeship provision. They provide trustees with detailed and comprehensive reports about the quality of education that apprentices receive. Trustees have a clear understanding of the strengths and weaknesses of the apprenticeship provision. They provide scrutiny and challenge to leaders, including the slow progress that a few apprentices make in completing and achieving their apprenticeship on time.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Rapidly improve the gaps in apprentices' mathematical knowledge and skills so they are well prepared to achieve their mathematics qualifications.
- Ensure that apprentices who are making slow progress catch up swiftly and complete their apprenticeship.

Provider details

Unique reference number	2765326
Address	Oasis Academy Temple Smedley Lane Cheetham Hill Manchester M8 8SA
Contact number	02079 214200
Website	www.oasiscommunitylearning.org
CEO	John Barneby
Provider type	Employer provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the programme lead, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Alison Cameron Brandwood, lead inspector	His Majesty's Inspector
Elaine Price	Ofsted Inspector

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