

Oasis Academy Temple Quarter

Address: Spring Street, BS3 4PZ

Unique reference number (URN): 149784

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 

So far, the school has admitted pupils in Years 7 to 9. Pupils develop their knowledge across subjects and can explain what they know clearly and confidently. Pupils learn what they need to be broadly ready to study for qualifications across a range of subjects in key stage 4.

In reading and mathematics, pupils usually reach the standards expected for their age. In these aspects of learning, teachers identify gaps in pupils' basic knowledge and fix them well. However, there are some weaknesses in how well pupils develop their writing skills. For example, sometimes, disadvantaged pupils and those with special educational needs and/or disabilities struggle with handwriting and writing at length for different purposes. This reduces the quality of the work these pupils produce.

Attendance and behaviour

Expected standard 

In the first 2 years, since opening, pupils' overall attendance was higher than the national average. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) attended well, and fewer pupils than nationally were persistently absent. Recently, there have been higher rates of persistent absence in Year 9 and for disadvantaged pupils and pupils with SEND. Pupils with social and emotional needs find it hard to maintain regular attendance. Leaders are working to restore high attendance with rewards, action plans, family support and gentle starts for some pupils. These plans are new, but past success shows improvement is possible.

Leaders have established highly effective school routines. Pupils know and enjoy the rhythm of the school day. This helps the school to run smoothly and fosters positive relationships between pupils and staff. Leaders celebrate pupils' achievements and promote high expectations. Most pupils behave well and want to learn. Occasional examples of derogatory language or bullying are not tolerated and are tackled quickly. Teachers are clear and consistent in the way they apply the school's rules. This works well most of the time. When pupils struggle to cooperate fully, the school works to identify any unmet needs and provide support. However, the full impact of this work is not yet evident.

Curriculum and teaching

Expected standard 

The school promotes the consistent use of effective teaching strategies well, using regular training to help embed these strategies. This has been especially important given that new teams of staff have joined the school as each new year group has started. Leaders routinely check that teaching and pupils' experiences in the classroom meet their expectations.

The school's curriculum is generally well planned and adapted to meet pupils' needs. Teachers know their subjects well. They use agreed approaches such as 'turn and talk' to build pupils' speaking skills. Effective phonics help is in place for pupils who need it. The curriculum develops reading skills well. Pupils read widely. The school aims for pupils to

develop 'confident knowledge' in each subject. Homework challenges help pupils to do this, but any pupil who finds these hard gets extra coaching.

Staff check that pupils can remember the most important curriculum points. However, gaps in writing are not identified precisely. Support for writing is less rigorous than for phonics and mathematics.

Inclusion

Expected standard 

The school has high expectations for all pupils and is determined to help each pupil to achieve. It has effective processes to identify what help pupils need. Staff get the right information so they can support pupils' learning effectively. Pupils often get extra support in small groups or from specialists, such as counselling or speech and language therapy. The new 'Enrich' department offers extra lessons for pupils who are learning English, and phonics for pupils who have fallen behind in reading. It also supports pupils' emotional and mental health needs. Staff tailor help to each pupil's needs and interests. Pastoral staff work closely with pupils to remove or reduce barriers to success, and this usually makes a positive difference.

The school supports pupils in different ways. For example, staff help pupils with reading, mathematics or improving attendance. However, disadvantaged pupils and those with special educational needs and/or disabilities miss the most time in school. This can make it hard for pupils to keep up or catch up with their learning. Some barriers to success, including not being able to communicate effectively through writing, have not had enough attention. Some interventions work well, while others need more time to show impact. Leaders work with local authority teams and the virtual school to keep pupils learning, even in tough circumstances. Some pupils attend alternative provision, which the school monitors carefully.

Leadership and governance

Expected standard 

Leaders, with the support of the trust, have managed the opening of this new school effectively. They have rightly focused on establishing a strong culture, managing change and growth and planning for the long term. They have built up the staffing and leadership capacity to meet the needs of the growing numbers of pupils. Leaders have shown imagination and determination in adapting temporary buildings and resources so that the curriculum is both exciting and meets pupils' needs. Some teams and systems are new. Although there are clear signs that these are running well, it is too early to evaluate the impact.

Leaders know the local context and how this affects pupils very well. They act in pupils' best interests, designing and adapting the provision in response to their changing needs. Governance helps the school to identify areas to improve. Where leaders have focused their attention, for example on teaching and the attendance of some groups, this has led to improvements. However, the systems and support that leaders have put into place need more time to embed before leaders can identify what is working well and what needs further refinement.

Leaders engage very positively with staff. They model healthy working habits and are considerate of staff's wellbeing. As new staff have joined the school, they have received effective training. This has meant that the established culture built on high expectations and routines has been maintained despite some challenging circumstances.

Personal development and wellbeing

Expected standard 

Leaders make sure that disadvantaged pupils enjoy many extra-curricular opportunities. Through the school's 'Choices' provision, pupils take part in sports, arts and cultural clubs every week. Disadvantaged pupils are guided towards opportunities where they might surprise themselves and find new talents. The school makes proactive use of its city location. For example, it arranges visits to local employers and safety talks at the railway station.

The school is successful in helping pupils with different backgrounds to thrive together. Its values of compassion, curiosity and confidence are reflected in pupils' day-to-day experiences. Many pupils show respect, confidence and positive attitudes. The school works intensively with pupils whose engagement with school is weaker, so that in time they too can get the full benefit of all that the school offers. Pastoral care is a strength. Leaders put in place helpful strategies, built on positive relationships, to support pupils with social, emotional and mental health needs.

The school brings learning about our fundamental British values to life. For example, Year 7 pupils were recently visited by a team of lawyers, who spoke to them about how laws are made in our democracy. The personal development programme as a whole helps pupils to develop character and teamwork skills. Personal, social and health education lessons are tailored to issues central to pupils' lives, such as online safety and relationships.

Careers education is developing. For example, the school has begun to identify pupils' aspirations. The school has planned to use this information to shape the curriculum so that pupils understand how different subjects can support their future plans. The school is also developing the guidance given to Year 9 to prepare them for choosing subjects to study further in key stage 4.

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

Pupils benefit from, and contribute to, a highly positive culture in this new school. They know and understand the school's values. They readily explain how they try to live these values, for example by showing each other compassion. Pupils develop their social skills and the confidence to strike up conversations with adults, showing respectful interest and great pride in their school.

Many nationalities are represented, and languages spoken, across the school. These are celebrated and reflected in the design of the school and its curriculum. This is helping to build feelings of belonging among pupils and to promote mutual respect. Occasional examples of prejudiced behaviour are addressed swiftly by leaders.

Pupils know that staff want the best for them. Rules and routines are happily followed by most pupils, leading to a purposeful atmosphere in lessons and around the school. Pupils benefit from a rich secondary education that is often taught in exciting ways. This includes carefully chosen trips and many clubs. These opportunities are built into the school day so that everyone can develop their interests and try new things.

Relationships between pupils and staff are very positive. Pupils readily share any worries. Support is often adapted to meet the needs of individuals, for example some pupils receive pastoral support while participating in activities they enjoy, such as exercise or gardening. Where pupils need help to close academic gaps, such as in reading or mathematics, they get teaching and support that help them to catch up. However, for some pupils, there is not enough support to help them improve their achievement in writing.

Next steps

- Leaders should develop their strategies to address weaknesses in some pupils' writing skills so that these pupils can communicate their ideas and knowledge more effectively to support their future achievements.
 - Leaders should continue their work to improve pupils' attendance and reduce persistent absence.
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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, 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.

Inspection activities:

Inspectors spoke with the principal, members of the senior leadership team, the regional director, the chief executive officer and other senior staff from the multi-academy trust, and one trustee during the inspection.

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 inspectors confirmed the following information about the school:

The school makes use of 3 alternative provisions, including one that is unregistered.

The school opened in September 2023. It is located on a temporary site on Spring Street, Bristol. The Silverthorne Lane site, in the Temple Quarter district of Bristol, is expected to become available in 2027.

Principal : Richard James

Lead inspector:

Lydia Pride, His Majesty's Inspector

Team inspectors:

Susan Aykin, His Majesty's Inspector

James Oldham, His Majesty's Inspector

Richard Light, His Majesty's 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 25 November 2025

School and pupil context

Total pupils

278

Well below 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

1,600

Well above 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)

45.68%

Well above 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

1.08%

Well below 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

25.90%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

Well 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)

No resourced provision

What does this mean?

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

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 (1 term)	6.2%	7.7%	Below
2023/24	7.9%	8.9%	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 (1 term)	16.6%	21.1%	Below
2023/24	18.8%	25.6%	Below

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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