

Begbrook Primary Academy

Begbrook Drive, Stapleton, Bristol, BS16 1HG

Inspection dates 4–5 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils make good progress in reading, writing and mathematics from their starting points. By the time they leave the school, in Year 6, pupils are reaching the standards expected for their age.
- Teaching is typically good and a small proportion is outstanding. Teachers are using agreed approaches to teaching throughout the school, which support pupils to learn well.
- Children in the Early Years Foundation Stage make good progress. They particularly benefit from an exciting and well-planned outdoor learning environment which ensures they have a good start to their education.
- The school's strong focus on improving the teaching of reading is ensuring pupils develop a love of books and they are keen to read.
- Strong leadership from the principal, supported by the academy council and the staff, has led to significant improvements recently, particularly in teaching and achievement. Morale is high.
- Pupils behave well and act safely around the school. They work and play together harmoniously and show respect towards each other and to adults.
- Additional support for pupils who find learning difficult, or who are at risk of falling behind in their work, is effective in helping them to achieve well.
- The school provides a wide range of opportunities for pupils to learn about each other's cultures and religions. This makes a very positive contribution to pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Sometimes teachers' expectations of what pupils can achieve are not high enough.
- Marking of books does not always help pupils to understand how to improve their work.
- Teachers do not always match work to pupils' different abilities. That means that pupils are sometimes given work that is too easy or too hard.
- Leaders new to their roles are yet to have sufficient impact on improvements across the school.

Information about this inspection

- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of these services.
- Inspectors observed teaching in all parts of the school and visited 31 lessons across all year groups. Five lessons were observed jointly with the principal or other senior leaders. Inspectors also observed a school assembly and talked to parents at the start and end of each school day.
- Inspectors spoke informally to pupils, heard some read, and met with a group to find out their views about the school.
- Meetings were held with the principal, executive principal, staff and councillors including the Chair of the Academy Council. A meeting was also held with a representative of the local authority.
- The inspectors took account of 48 responses to the questionnaire on the Parent View website. Twenty questionnaires completed by staff were also analysed.
- The inspectors looked at a range of documentation, including senior leaders' plans for improvement, information on pupils' progress, governors' reports and records relating to pupils' attendance, safety and welfare. The inspectors looked at pupils' work in books to see their work from the beginning of the school year in order to gain evidence on progress.

Inspection team

Catherine Leahy, Lead inspector	Seconded Inspector
Ken Buxton	Her Majesty's Inspector
Sharona Semiali	Additional Inspector

Full report

Information about this school

- Begbrook Primary Academy is much larger than the average-sized primary school.
- This school converted to an academy on 1 September 2012. The school is now a member of the Cabot Learning Federation. When its predecessor school, Begbrook Primary School, was last inspected by Ofsted, it was judged to be satisfactory overall.
- The school is led and managed by its own principal. The executive principal oversees the work of all schools in the federation.
- A high proportion of pupils (54%) are from minority ethnic groups; almost half of all pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is at the national average. The proportion supported at school action plus, or who have a statement of special educational needs, is below average.
- The proportion of pupils known to be eligible for the pupil premium is lower than average. This is extra funding for pupils in local authority care, pupils from service families and those known to be eligible for free school meals.
- The school meets the government's current floor standards, which are the minimum levels expected for pupils' attainment and progress.
- The Early Years Foundation Stage includes two part-time nursery sessions every day, and three Reception classes.
- The school provides a breakfast club and an after-school club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - all teachers have high expectations of the quality and quantity of work produced by pupils
 - teachers' marking consistently matches the high quality seen in the best practice
 - work is set at precisely the right level of difficulty for all pupils.
- Strengthen the leadership of the school by making sure that all leaders, particularly those new to their roles, have a clear impact on continuing improvement to fulfil the school's vision to be outstanding.

Inspection judgements

The achievement of pupils is good

- Children start school in the Nursery with skills and knowledge below that usually expected for their age, particularly in language and communication. A large number of children start with no experience of speaking English and speak their community language at home. They quickly begin to learn English through a range of well-planned and exciting activities which interest and engage them. As a result, they settle quickly into school routines and begin to make good progress so that they are well prepared for Year 1.
- Teachers place a strong focus on developing literacy and numeracy skills in Key Stage 1. This means that, by the end of Year 2, an increasing number of pupils are reaching the standards expected for this age. Some pupils are also now reaching the higher levels as a result of creative and imaginative teaching.
- The school teaches reading well. The good teaching of phonics (sounds that letters make) in the Early Years Foundation Stage and Key Stage 1 enables pupils to use their understanding of letters and the sounds they make skilfully to tackle unfamiliar words. Pupils in Year 2 read with fluency and expression to the inspectors. As one pupil explained, 'I can choose books now and I enjoy reading.' Older pupils also benefit from a wide range of books available in school. This is having a positive impact on raising attainment in reading.
- By the end of Year 6, most pupils are reaching at least the expected levels for their age, taking into account their starting points. This is also the case for pupils from different ethnic groups and those who speak English as an additional language. This is because strong teaching, especially in Years 5 and 6, is inspiring pupils to learn. Where expectations of what pupils can achieve are high, they rise to their teachers' challenges and achieve particularly well. Examples of high quality writing were seen during the inspection.
- Disabled pupils and those with special educational needs across the school make good progress as a result of the extra help they receive. The school acts decisively to support pupils who are at risk of falling behind. Good teaching, together with well-tailored and planned literacy and numeracy intervention, is highly effective in speeding their progress. Small group work and one-to-one teaching are ensuring that the gap between their achievement and that of their peers is closing quickly.
- Pupils who are known to be eligible for free school meals also make good progress. The school invests carefully and wisely in staffing to ensure these pupils receive the support they need. Consequently, the gap between their achievement and that of their peers, as measured by their average point scores at the end of Key Stage 2, is closing at a fast rate. These pupils are now less than two terms behind their peers.
- Pupils take pride in their achievements and were especially keen to show inspectors their work. However, achievement is not yet outstanding because, on occasions, teachers do not have high enough expectations and accept too little work from their pupils. This slows progress, particularly for those who are capable of doing more.

The quality of teaching is good

- Lessons are well planned and the topics chosen, such as the rainforest and the Greeks, excite and motivate pupils to learn well. Pupils report, 'I like school. It helps me learn a lot of things.'
- The majority of teaching in the school is good with a small proportion that is outstanding. Observations of teaching carried out by school leaders during the past year show that teaching continues to improve. This is because teachers are consistently using agreed teaching strategies. As a result, progress is improving, particularly in reading and mathematics.
- Children get off to a good start in the Early Years Foundation Stage. Teachers plan a wide variety of exciting activities for them to experience. Very good use is made of their well-resourced and vibrant indoor and outdoor learning environment. Opportunities to develop

children's language and communication skills are skilfully created and as a result they make good progress. Children delighted in showing the inspector the strawberries, onions and peas they are growing and enthusiastically discussed how to weed their garden. Parents and grandparents who spoke with inspectors appreciate the high quality teaching and care their children are receiving.

- Teachers in each year group plan lessons together based on what pupils already know and can do. Where teaching is best, teachers question pupils well. This develops their thinking and understanding and challenges pupils to produce superb work. In an outstanding Year 2 lesson, pupils successfully worked independently to write a thought-provoking description of a pirate's character. The teacher's consistently high expectations made a positive contribution to the high quality work produced in their books.
- On occasions, expectations are lower and pupils' capabilities are underestimated. As a result, progress slows and the work produced does not always match the high quality seen in most lessons.
- Examples of outstanding marking were seen during this inspection. Teachers often provide detailed suggestions for ways to improve pupils' work. This helps pupils understand what they need to do to improve further and encourages them to take responsibility for their own learning. Pupils also appreciate this marking. 'It helps us know what to do in our writing so it is better.' Increasingly, pupils are also checking their own or each other's work to assess their understanding. However, the school's detailed marking policy is not yet being consistently applied by all staff. Opportunities are then lost to help pupils know and understand how to improve their work.
- Teaching assistants provide valuable support, particularly for disabled pupils or those with special educational needs and those in receipt of the pupil premium. Learning and progress for these pupils are rigorously checked by teachers. Further support is then planned to accelerate learning further. As a result, these pupils are making good progress.
- Homework is set regularly and is well used to support topics being taught in class. Pupils in Year 4 enthusiastically researched the rainforest. This work extends learning and strengthens links with home. Most parents who completed the on-line questionnaire say that their child is taught well in this school.

The behaviour and safety of pupils are good

- Pupils enjoy school. 'I like everything at this school.' This was the overwhelming view of the pupils. They show great respect towards adults and each other. Pupils' spiritual, moral, social and cultural development is developed well and given a high priority. As a result, pupils work and play together harmoniously and have a good understanding of cultural and religious diversity. High quality displays contribute in deepening pupils' understanding further. This makes a very positive contribution to the friendly and calm atmosphere in the school.
- Pupils behave well in lessons and around the school. They cooperate well and demonstrate good attitudes to learning, particularly when they are absorbed by exciting and challenging lessons. However, where teachers' expectations are not consistently high in lessons, some pupils begin to 'switch off' and do not make the progress they are capable of. This means behaviour is not yet outstanding.
- There is a consistent approach to behaviour management which is used by all staff, including those running the well-organised breakfast club. Warnings given immediately ensure pupils adjust their behaviour quickly. However, this is rarely needed. Pupils are keen to achieve reward stickers. The weekly celebration assembly values pupils' achievements and this raises their aspirations to succeed further.
- Pupils understand different types of bullying and know how to be safe when using the internet. This understanding has been developed through the school's anti-bullying week and school assemblies. Pupils are clear what to do if they feel hurt or upset and say that they are confident

that any incidents 'would be sorted'. All inappropriate language is immediately dealt with by the school.

- Breaktimes and lunchtimes are well supervised and enjoyed by the pupils. Year 6 pupils take on roles of responsibility acting as 'playground buddies'. They make sure younger children have friends to play with so that all pupils feel included in this large school and have a positive experience during these times.
- As a result of the school's efforts to promote the importance of regular attendance, figures have improved and attendance is now good. Families' requests for extended leave are rarely granted.
- The overwhelming majority of parents who completed the Parent View questionnaire and the school's own survey think that their children feel safe at school. Most parents would recommend this school to others.

The leadership and management are good

- The principal's determined and ambitious leadership has enabled this school to improve at a rapid pace. Together with the vice principal and assistant vice principal, he has created a highly effective learning culture which has earned him the respect and trust of the staff and parents. Responses to the Parent View questionnaire and staff questionnaire were overwhelmingly positive about his leadership. The school has strong capacity to improve further.
- The Cabot Learning Federation contributes very well to the education of pupils. For example, joint staff training takes place on a regular basis which is having a positive impact on improving teaching and developing the skills of its leaders.
- The school's systems for checking the quality of its work are effective. The academy principal, the vice principal and the executive principal from the Cabot Learning Federation carry out regular observations of teaching and sample the work in pupils' books. As a result, clear and appropriate priorities for improvement are rigorously identified and tackled swiftly.
- The school continues to place a high priority on developing its own leaders. At present, however, leaders who are new to their roles have not yet had time to build their skills and it is too early to see the impact of their work.
- The principal and staff are determined to continue to improve the quality of teaching and their efforts have resulted in significant improvements. Teachers continually reflect on ways to improve their practice and constantly strive to improve. This shared commitment to improving their teaching is impressive.
- The principal manages the performance of teachers well. Teachers' targets focus on areas identified as whole school priorities and are linked securely to the Teachers' Standards. Teachers' performance is closely checked and assessed. The impact on pupil progress is measured before promotion to the next pay level is agreed. The principal is steadfast in his view that only the best teachers are recruited to teach and be leaders at this school.
- The curriculum is well planned. Every opportunity is taken to link subjects together to engage and interest the pupils and extend learning. Year 6 pupils used their knowledge of Odysseus in history to produce high quality, longer pieces of writing. Year 4 pupils created an imaginative landscape in their art lesson, related to their text, 'Where the forest meets the sea'. This provided the opportunity for in-depth discussions, developing language and communication skills effectively.
- Pupils benefit from a good range of extra-curricular activities and participation is high. Visits to local places of interest, such as the Bristol Harbourside, support learning. Visits further afield, for example to London, broaden pupils' horizons and develop independence. This prepares pupils well for the next stage of their education.
- Leaders make sure the additional funds, provided through extra government money, are carefully spent. This means all pupils have an equal chance to achieve well in this inclusive school.
- Administrative checks on the suitability of staff and volunteers meet the minimum statutory

requirements. The school rightly gives this, and other issues related to safeguarding, a high priority.

■ As an academy, the school is independent of the local authority. The Cabot Learning Federation manages all school improvement work. The impact of this can be seen in the clear improvements being made to teaching and the training invested in developing the skills of their leaders. Although the local authority does not actively participate in this work, it makes it clear that it wishes for communication to be kept open with the school. The school agrees with this view. The local authority continues to receive annual performance data and officers check to see if pupils are underachieving. If there were concerns, the local authority would inform the school. Since the school became an academy, this has not been necessary. Nevertheless, senior leaders maintain a positive relationship with the local authority and other local primary schools by attending their briefings and meetings for headteachers. The local authority continues to recognise expertise within the academy and uses this to deliver literacy training to benefit other schools and pupils in the city.

■ **The governance of the school:**

- Governance by the academy council is good. A strong working relationship exists between school leaders and the academy's councillors. Councillors are active and rigorous in holding school leaders to account for the strategic direction of the school and the quality and impact of its provision. The Chair of the Academy Council and all councillors share in a determination and ambition to drive improvements. Together with the Cabot Learning Federation, the academy council and school leaders are taking the appropriate and rapid actions needed to further improve this school.
 - Councillors visit the school regularly and have a detailed knowledge and understanding of the work of the school. They monitor the quality and impact of teaching carefully and scrutinise data about pupils' progress. They make good decisions about staffing, salary progression and the budget to support the drive for school improvement. Clear links are established between the quality of teachers' performance and their pay so that teaching continues to improve.
 - The councillors are clear how the pupil premium funding is being used and its positive impact on closing the gap in attainment between these pupils and their peers.
 - The Cabot Learning Federation provides regular and appropriate training for councillors. All safeguarding procedures are in place.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138655
Local authority	City of Bristol
Inspection number	408785

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy converter
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	489
Appropriate authority	Cabot Learning Federation Trust Board
Chair	Andy Bennett
Principal	Duncan Cruickshank
Date of previous school inspection	24–25 June 2010
Telephone number	0117 903 0386
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