

Bannerman Road Community Academy

All Hallows Road, Easton, Bristol BS5 0HR

Inspection dates

7–8 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The majority of children come to school with skills that are below those typical for their age. However, from these starting points, pupils do not make good enough progress by the end of Year 6, particularly in reading.
- Leaders have been too slow to bring about the improvements needed. The actions taken are recent. Therefore, it is too soon to see impact over a longer period of time.
- Leaders' self-evaluation is too generous. It is not incisive enough to fully evaluate whether actions are having the intended effect.
- The quality of teaching, learning and assessment is too variable. Strategies are not consistently applied and have not had sufficient impact on classroom practice.
- Teachers' planning is not routinely matched to pupils' starting points. This means that the most able pupils are not always challenged and those pupils who fall behind do not rapidly catch up with their peers.
- Although improving, the proportion of children who reach a good level of development in the early years is below the national average.
- Disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language do not make sufficient progress in reading, writing and mathematics.
- Senior leaders have not fully developed middle leadership to support rapid school improvement.
- Pupils do not develop their understanding in enough depth across a wide range of subjects. This means they are not prepared well for the next stages of their education.
- Pupils are compliant in lessons, but this does not always result in positive learning habits.
- Absence and persistent absence rates are just above national averages but are improving.

The school has the following strengths

- Leaders now have a better understanding of the areas for development and have identified the right priorities.
- The proportion of pupils who achieve the required level in the phonics screening check is now in line with the national average.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - self-evaluation is developed further so that the impact of actions is outlined with more precision
 - middle leaders are suitably skilled so that they can support the drive for rapid improvement
 - the curriculum is effectively implemented so that all pupils deepen their knowledge in different contexts, situations and subjects
 - improvements in the early years continue so that children make consistently good progress.
- Improve the quality of teaching, learning and assessment by:
 - developing teachers' skills so they consistently plan work that matches the learning needs of all pupils
 - embedding the use of assessment information so that gaps in knowledge and understanding are reduced and pupils make more rapid progress.
- Improve pupils' personal development, behaviour and welfare by:
 - continuing to implement strategies to challenge those pupils who do not attend school regularly
 - improving pupils' ability to persevere with learning when they find it difficult.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not been swift enough to remedy the issues that have led to gaps in pupils' skills and knowledge, particularly in reading and mathematics. While pupils arrive at the school with lower prior attainment than that typical nationally, they do not make sufficient progress from these starting points. Pupils do not catch up quickly enough as they move through key stage 1 and into key stage 2.
- The trust has made recent changes to governance. This has increased support and challenge. This has not been stringent enough in the past to facilitate the improvements needed at the pace required. However, much of this work is recent and therefore the impact is yet to be seen in improving outcomes.
- Leaders have identified priorities to support pupils to make more rapid progress. However, the monitoring of these actions is not rigorous enough to ensure that agreed strategies are implemented consistently. Self-evaluation is not precise enough to give an accurate overview of the quality of classroom practice and the impact on pupils' learning.
- Disadvantaged pupils are not making the progress they should. Leaders are aware of the barriers to learning for this group and now track progress regularly. Many of these barriers are social and emotional and, where this is the case, leaders have provided effective support. However, leaders have recognised that this has not been aligned to academic outcomes closely enough. Therefore, they have made changes to the way that additional funding is used to redress this balance. This is leading to improved progress for current cohorts, although this is not secure in all year groups and in all subjects across the school.
- Leaders provide suitable support for pupils with SEND. Interventions, led by skilled teaching assistants, are effective in identifying misconceptions and building confidence and competence, particularly in reading. However, these interventions are not always built upon in pupils' regular classes, which means that the improvements are not consolidated or secured.
- Leaders track pupils' progress at regular points in the year. This enables them to have a better understanding of the progress pupils are making. Teachers confirm the accuracy of their assessments with schools across the trust, and further afield, so there is greater confidence in the rigour of this information. In addition, leaders have developed systems to more easily identify specific gaps in pupils' knowledge and understanding. However, leaders have not embedded the use of assessment in classroom practice. Therefore, teachers do not use this information precisely enough to remedy misconceptions or build on what pupils already know.
- Pupils who speak English as an additional language do not make sufficient progress by the end of key stage 2. This has been identified by leaders and they have ensured that targeted support is provided. Current pupils are now making improved progress in reading, writing and mathematics.
- Middle leadership is not fully in place. Leaders are working to develop the expertise of staff who will fulfil this role. Staff speak highly of the professional development they

receive to refine the skills they need to take up these responsibilities in the future. However, until this is the case, senior leaders do not have full capacity to accelerate improvements.

- Leaders have made recent changes to the curriculum. The plans in place demonstrate that consideration has been given to developing pupils' knowledge in a wide range of subjects. However, the implementation of this is inconsistent. This means that current pupils do not demonstrate the development of their understanding across a wide range of curriculum areas.
- Leaders know their pupils well and are conscientious about promoting their well-being and self-esteem. Leaders have created a positive climate for learning. The majority of staff feel well supported and receive suitable training. New teachers receive effective support and professional guidance to ensure a positive start to their careers.
- Extra-curricular activities, trips and visits support pupils' learning well. Leaders understand the need to provide meaningful activities for pupils to broaden their social and cultural experiences. Leaders have used the sport premium effectively to provide specialist coaches. For example, pupils were engaged in developing their fencing prowess during the inspection. Leaders ensure that all pupils can access the opportunities provided.

Governance of the school

- The trust has recognised the need to strengthen the support that it provides for the school, due to underperformance in key areas of the school's work. Governors have not been swift enough in remedying this in the past. Therefore, from September 2018, an interim executive body has been established to bolster skills and expertise so that governors can support and challenge more effectively.
- Governors have not been incisive enough when reviewing the impact of additional expenditure. Actions have focused on overall outcomes rather than scrutinising the effectiveness of individual strategies. Therefore, governors have not had a secure enough understanding of what has worked and what has not to inform future spending. A revised plan is now in place. This identifies clear milestones and has ensured that there is a greater focus on improving academic standards, as well as promoting pupils' social and emotional well-being.
- To support them in their role, governors have completed training from within the trust, as well as further afield. This means that governors are now better equipped to evaluate the evidence provided by school leaders. Governors meet regularly with school leaders and visit the school to ensure that they have first-hand evidence to support the assertions made.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that safeguarding is a high priority. All staff know how to apply child protection procedures and relevant updates are provided in regular staff briefings. When staff make referrals, they receive acknowledgement that this has been received and that action has been taken. Training for all staff is up to date and includes

protecting pupils from radicalisation and exploitation. All statutory checks are in place to ensure that staff are safe to work with children. Some administrative oversights on the single central record were corrected at the time of the inspection. However, in practice, leadership of this aspect of the school's work and the culture of vigilance are strong.

- Leaders have appointed staff who provide early help for vulnerable pupils and their families. They are conscientious in working with external partners to support pupils who are potentially at risk and network effectively with partners across the city. Safeguarding leaders are rigorous in following up referrals when they are not satisfied with the resolution. Their record-keeping is detailed and clearly outlines the chronology of referral and actions taken.
- Pupils say that they feel safe and well looked after in school and the majority of parents and carers who responded to Parent View agree. Pupils can explain how to keep themselves safe. They know that Hector, the dolphin, is there to protect them when they are online and understand safe principles when using this technology at home, particularly when online.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment varies too much across the school. Leaders have introduced strategies to promote greater consistency and staff are increasingly adhering to these. However, the impact on the progress pupils make is inconsistent, as planning does not routinely take into account pupils' starting points. This means that the most able pupils are not directed to move on when they are ready, so that they can demonstrate higher-level understanding. Teachers do not always identify gaps in pupils' knowledge and skills which hampers the rate of progress pupils make.
- The teaching of reading is a high priority for the school. At key stage 1, the more structured approach to the teaching of phonics is leading to pupils improving their ability to identify and decode words accurately. At key stage 2, pupils demonstrate fluency and intonation and can infer and predict. Pupils say that they enjoy reading and appreciate the recognition they receive for doing so at home. Most-able pupils speak confidently about their reading but say that they would like a greater variety of books suited to their level of ability. Interventions, implemented by additional adults, are successful and lead to an improvement in pupils' skills. However, this has not been reflected in the progress pupils make by the end of key stage 2, which remains below the national average.
- Pupils write for a variety of audiences and purpose but the quality of this is too variable. Where teaching is stronger, younger pupils demonstrate an ability to form letters and begin to write more complex sentences. Older pupils can write in a sustained and engaging way, using more powerful vocabulary and developing their use of punctuation to create effect. This is reflected in the progress pupils make by the end of key stage 2, which has been a stronger aspect of the school's work. However, where there is weaker teaching, misconceptions in letter formation, inaccuracies in spelling and punctuation and issues with legibility are not addressed effectively. This limits the progress pupils make because they continue to make the same mistakes. Teachers' feedback does not support pupils to demonstrate that they understand and can apply

the skills that will improve the quality of their compositions.

- Leaders have taken action to develop pupils' mathematical fluency and understanding. Where teachers use this structured approach, pupils attempt more complex problem-solving and reasoning activities. Where pupils are directed to these, they respond well and can demonstrate that they can apply their mathematical understanding and explain their methodology. However, this approach is not embedded and, too often, pupils do not reach the questions that will allow them to demonstrate these higher-level skills. Teachers do not always plan to develop skills sequentially to allow pupils to build on their prior knowledge. Therefore, pupils of different abilities complete work that is of a similar level, even when they are secure in this knowledge. Conversely, pupils do not always have the support required so they can access tasks at the appropriate level.
- Forest school is a welcome part of the school's curriculum and pupils look forward to these activities – whatever the weather. Teachers use the environment well to develop pupils' confidence, to celebrate each other's achievements and to share, create and build.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders have made changes to the curriculum to ensure that there is a more structured approach to pupils improving their understanding of topics related to their personal and social development. Younger pupils are encouraged to talk about their feelings and can explain concepts such as democracy and respect. However, these developments are at any early stage and lack the necessary coherence in implementation. Therefore, older pupils are not as confident in articulating these ideas and how they relate to their personal experience. This means that pupils do not have a secure enough understanding of issues relevant to them and to life in modern Britain.
- Where pupils' understanding or skills are not secure, teachers do not consistently identify and rectify this quickly enough. Gaps in knowledge, and the inconsistencies evident in the teaching of the wider curriculum, mean that pupils are not prepared well enough for the next steps in their education.
- When teaching is not well directed, pupils lose focus. Where this is the case, pupils do not demonstrate the necessary independence in their learning to take the initiative or be self-reliant.
- Pupils explore different cultures and religions and show a respect for diversity. Pupils understand the variety of cultures present within the school and celebrate these. Positive relationships are reinforced through visual displays that illustrate the importance of 'giving racism the red card'.
- Leaders have placed great emphasis on promoting the emotional well-being of pupils. They are rightly proud of their status as one of the first schools to be awarded the 'Bristol Healthy Schools Mental Health and Wellbeing' badge. There are examples of where staff have gone to considerable lengths to support pupils at their time of

greatest need.

Behaviour

- The behaviour of pupils is good.
- Staff and pupils understand the principles of a 'rights respecting school'. Staff use a common vocabulary to reinforce expectations and pupils say this supports them to make 'good choices'. They understand that when their behaviour is 'out of this world', this is recognised. They also understand the consequences if their behaviour is 'rainy'. As a result of these more consistent expectations, the number of behavioural incidents is reducing. Where they do occur, leaders have detailed plans in place to support pupils who find behaviour expectations difficult to manage.
- Pupils are confident and full of character. They relish the opportunity to talk with visitors and are enthusiastic in telling inspectors about their experience of school. They recognise the positive aspects of their experience but are astute enough to understand what elements of the school's practice could be developed further. They are positive ambassadors for the school.
- Pupils understand what constitutes bullying and show confidence that staff deal with it quickly when it arises. They know who to speak with if they have a concern and know that they can use the 'worry box' to voice any concerns they have.
- Around the school site, pupils conduct themselves well. They interact positively at lunchtime and understand the routines. Staff supervise pupils well and lunchtime support staff say they enjoy their work and feel well supported.
- The majority of pupils attend school regularly. Leaders have effective systems in place to identify those pupils who do not attend as regularly as they should. As a result, attendance is improving and is close to the national average.

Outcomes for pupils

Requires improvement

- The proportions of pupils, including disadvantaged pupils, achieving the expected standard in reading, writing and mathematics at the end of both Year 2 and Year 6 are below the national averages. A smaller proportion of pupils than seen nationally demonstrate a higher level of understanding.
- Pupils, including disadvantaged pupils, with SEND and pupils who speak English as an additional language, do not make strong enough progress from their starting points by the end of Year 6. Progress in reading and mathematics continues to be below that of writing and this has been the case over a number of years.
- Current pupils are now making better progress, but this is not secure in all year groups and in all subjects due to the inconsistencies that remain in the quality of teaching. Interventions that have now been put in place are beginning to have an impact, particularly for those pupils who have low literacy ability or speak English as an additional language. Leaders ensure that pupils who are new to the school are well supported to develop their skills and, where necessary, their competency in speaking English. Current pupils are making closer to expected progress, but this is not yet rapid enough to close the gaps that exist.

- The proportion of pupils who achieve the required standard in the phonics screening check has improved over recent years and is now close to the national average. In addition, the proportion of pupils who demonstrate a secure understanding of spelling, punctuation and grammar by the end of Year 6 is improving. However, the writing of current pupils shows that this understanding is not always secure when pupils are applying these skills independently.

Early years provision

Requires improvement

- The proportion of children reaching a good level of development by the end of the Reception Year has been declining, due to weak teaching in the past. Outcomes in 2018 show an improvement in the standard of reading, writing and mathematics, but not enough children reach or exceed the level expected by the end of Reception in all areas of the curriculum. This means that they are not fully prepared for Year 1 and continue to perform below national comparison as they move across key stage 1 and into key stage 2.
- The majority of children come to school with skills that are below those typical for their age. From these starting points, children, including disadvantaged children, children who speak English as an additional language and children with SEND, are now making expected progress. This is due to the improvements that have taken place in the quality of teaching, learning and assessment over the past two years.
- The changes that have been made to leadership have been pivotal in improving the quality of provision. Leaders ensure that the curriculum provides activities which support children to develop knowledge and skills across all areas of learning. Leaders have done much to improve the learning environment so that it provides a stimulating space in which children can learn and improve their fine motor skills and physical development. There is now a closer alignment between progressing the personal and social development of children and a greater focus on literacy, phonics and mathematics.
- Leaders now have a sharper awareness of the progress that children are making. Assessment is now used more effectively to identify priorities and support children who fall behind their peers. Staff have developed systems to improve transition from Nursery and accurately understand the ability of children when they enter the provision. This has enabled them to ensure that teaching is more effectively targeted.
- Leaders are accurate in their assessment of the needs of children with SEND or who require additional emotional and social support. Teachers plan appropriate activities and provide suitable interventions. Teachers ensure that children follow a curriculum that is appropriate to their needs.
- The teaching of phonics is improving, and this helps children to learn their letters and sounds well. Leaders are reflective on how this can be best achieved and have modified learning approaches to support children to remain focused and engage positively with these activities.
- Staff are developing more effective partnerships with parents to encourage and equip them to support their children's learning. This aspect of the school's work has not been effective in the past. Leaders show commitment to taking the necessary actions to

improve this important aspect of the school's work.

- Safeguarding is effective and welfare needs are met, including relating to paediatric first aid.

School details

Unique reference number	139050
Local authority	City of Bristol
Inspection number	10047639

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	Board of trustees
Chair	Trevor Smallwood
Headteacher	Lynsey Prewett
Telephone number	01173 772080
Website	www.bannermanroadbristol.org
Email address	info@bannermanroadbristol.org
Date of previous inspection	22 October 2014

Information about this school

- Bannerman Road Community Academy is larger than the average-sized primary school which joined the Venturers Trust in September 2017.
- The headteacher was appointed in September 2016.
- The school has 13 of the 17 ethnic groups and the proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is below the national average.
- The proportion of pupils eligible for free school meals is above average.

Information about this inspection

- Inspectors observed learning across a range of subjects and age groups and scrutinised pupils' written work. Some of the observations were conducted jointly with members of the leadership team.
- Meetings were held with members of the leadership team and representatives from the governing body. In addition, inspectors met with curriculum leaders. An inspector met with the chief executive officer from the Venturers Trust and the academy improvement director. A phone call was made to the designated officer and to the local authority. An email was received from the Education and Skills Funding Agency (ESFA).
- Inspectors met with pupils, including disadvantaged pupils and those with SEND, both formally and informally, to discuss their views about their experience of school.
- Inspectors looked at the school's documentation, including the evaluation of the school's effectiveness and priorities for future improvement. Inspectors reviewed progress, behaviour and attendance information relating to current pupils, and governors' records.
- School policies relating to safeguarding, pupils' behaviour, the use of additional funding, including the pupil premium and the sport premium, and the curriculum were also scrutinised.
- Inspectors listened to a selection of pupils read.
- Inspectors considered the 94 responses to Ofsted's online survey, Parent View, and the 33 responses to Ofsted's staff survey. An Inspector considered three emails from parents.

Inspection team

Sarah McGinnis, lead inspector	Her Majesty's Inspector
Julie Nash	Ofsted Inspector
Jane Johns	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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