

# Henbury Court Primary Academy

Trevelyan Walk, Henbury, Bristol BS10 7NY

## Inspection dates

26–27 March 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's determination and strong leadership, together with support from senior leaders and governors, ensure that every child is successful.
- Leaders have developed an effective staff team that is continually mindful of pupils' welfare. This is a highly inclusive school with tolerance and acceptance at the forefront.
- Teaching is good, although, too often, teachers' expectations of what pupils can achieve in mathematics are not high enough.
- The school offers an interesting and varied curriculum. However, in some subjects, teachers do not plan sequences of learning that enable pupils to secure a depth of knowledge and understanding.
- Pupils are given clear guidance on what they need to do to improve their work. As a result, they make good progress. Their written work is well presented.
- Pupils make good progress in learning phonics and developing their early reading skills. A relentless focus on reading has ensured that pupils can fully access the curriculum.
- Pupils behave well and conduct themselves well at all times of the school day. They are polite, respectful and have good manners.
- The school's work to promote pupils' personal development and welfare is a strength. Pupils feel safe and are safe. Teachers have instilled a thirst for learning and pupils are eager to learn. They are well prepared for their next stage of education.
- The teaching of writing is a strength. Teachers plan purposeful activities that motivate pupils to write to a high standard.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. These pupils, including those who attend the hearing resource base, make strong progress.
- Disadvantaged pupils make good progress across the school.
- Children in the early years get off to a flying start with their school life. The proportion of children achieving a good level of development has steadily increased over the last three years and is now close to the national average.
- Leaders place a high priority on keeping pupils safe.
- The vast majority of parents and carers are fully supportive of the work of the school.

## **Full report**

### **What does the school need to do to improve further?**

- Further improve the quality of mathematics by:
  - continuing to raise expectations for all groups of pupils
  - ensuring that planned activities provide pupils with challenging opportunities to use and extend their problem-solving skills.
- Continue to develop the curriculum to ensure adequate depth and progression across all foundation subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- There is a calm, positive ethos within the school, underpinned by strong moral values and a dedicated team of staff. Staff morale is very high. Teachers new to the school settle quickly because of effective support from leaders.
- The determined headteacher has been pivotal to turning around the fortunes of the school. After a period of staffing changes, she has established a highly motivated team of staff. They are united in ensuring, regardless of background or disability, that pupils are given the best start in life.
- Leaders have accurately identified the areas in which the school needs to improve further. Their plans for improvement are sharp and set specific criteria that leaders and governors can use to hold staff to account.
- Middle leaders are effective and are well supported by senior leaders. They demonstrate the skills, knowledge and determination necessary to drive improvement in their areas of responsibility. For example, swift action taken to develop the teaching of reading across the school has resulted in improved outcomes for all pupil groups.
- The trust provides effective support. Actions taken by the trust have enabled senior leaders to be effective in the day-to-day running of the school. Staff work closely with colleagues in other schools across the trust. Staff embrace the continual professional development made available to them.
- The leadership of pupils with SEND is strong. Funding is used effectively to ensure that all pupils' needs are met. The special educational needs coordinator (SENCo) is highly skilled. Efficient systems are in place to ensure that pupils with complex needs receive personalised learning support and overcome their barriers to learning. Senior leaders regularly check the impact of the support. This ensures that any pupil who is not making strong progress is supported further.
- Leaders have rightly focused on ensuring that pupils have secured the fundamental skills of reading, writing and mathematics. However, they have not paid enough attention to the development of the broader primary curriculum. Planning in some foundation subjects does not yet contribute enough to pupils' development. Nevertheless, pupils talk enthusiastically about their curriculum experiences, particularly how educational visits impact upon their understanding. For example, pupils in Year 3 were keen to discuss how their visit to Concorde helped them deepen their understanding of flight. Leaders recognise this and are keen to develop the breadth and depth of the curriculum even further.
- The school makes effective use of additional funding that it receives. The pupil premium funding has been used well to ensure that disadvantaged pupils make strong progress. However, leaders do not rest on their laurels. They welcome external challenge and commissioned an audit to check whether they could further develop their provision. As a result of their ongoing self-evaluation, pupils reach standards similar to those of other pupils in the school and nationally.
- Additional funding for physical education (PE) and sport is used effectively. The proportion of pupils participating in a wide range of sporting activities has increased

rapidly. The leader responsible for the funding is determined to foster a love of sport regardless of ability. Sports include boccia, archery, netball, cricket, gymnastics and football. In 2018, the school football team reached their highest position in external competition.

- A wide range of extra-curricular activities supplements the curriculum and provides additional high-quality opportunities for pupils to develop their skills and knowledge. For example, the history club secured protection for a memorial site in a local church.
- Fundamental British values and a developing spiritual, moral, social and cultural awareness permeate the school. The school is highly inclusive. A programme of assemblies ensures that pupils learn to respect and tolerate different cultures. Equality of opportunity is at the forefront of all decision-making.
- The vast majority of parents are overwhelmingly supportive of the transformation of the school. Parents are highly appreciative of the quality of teaching. For example, some describe it as 'wonderful'.

### **Governance of the school**

- The governance of the school is very effective. The governing body is well led and provides an effective challenge to school leaders. Governors are tenacious and diligent and are deeply committed to ensuring the best possible education. Through their meetings and regular visits, they offer support and challenge in equal measure. Governors know the school extremely well and welcome external challenge to improve their performance.
- The governing body is relentless in ensuring that additional funding makes a difference to pupils' outcomes. Governors are rigorous in their scrutiny in every aspect to see what difference the funding makes. They share the same aspirations as all staff and ensure that pupils are achieving the best possible outcomes.

### **Safeguarding**

- The arrangements for safeguarding are effective. Robust systems are in place, which are understood and used effectively by all members of staff. This is because induction procedures are thorough and ensure that all new staff are aware of school policies and what to do if they have a concern about a child. The highly effective pastoral team ensures that safeguarding training is frequent and addresses local and national concerns. The work of the pastoral team is checked regularly by the experienced safeguarding governor. As a result, vulnerable pupils and their families get timely and adequate support within school and from external agencies if required.
- Pupils who spoke with inspectors report that they feel safe in school. Through the curriculum, pupils learn how to care for themselves inside and outside school. For example, in personal, social and health education, pupils learn how to keep themselves safe when using a mobile phone. Pupils in Year 6 report favourably on their life skills lessons, where they learn about how to manage risk and how to make safe choices.
- The very large majority of parents who responded to Ofsted's online survey, Parent View, or who spoke with inspectors, were confident that their children were safe in school.

## Quality of teaching, learning and assessment

Good

- The quality of teaching across the school is good.
- Additional adults provide effective valuable support across the school. They are highly skilled in their roles. They interact well with pupils, developing learning and supporting the progress of different groups within the class. They are particularly strong in providing support for vulnerable pupils. They are skilled in ensuring that the environment is appropriate for facilitating learning. As a result, pupils in their care make positive progress.
- Leaders identified reading as a high priority for improvement. The relentless focus on pursuing a love of reading has ensured that current pupils' reading skills are well developed. Investment in a wide range of reading material ensures that books are readily available in all corners of the school. Pupils read widely and often. Teaching staff ensure that pupils who are not supported to read at home are regularly listened to in school.
- The teaching of early reading skills is highly effective. Reading in the early years is at the heart of the curriculum. Leaders recognise that early reading is the 'gateway to success'. This is because large proportions of children enter school with speech and language skills that are below what would be expected for their age. Nevertheless, teachers' relentless focus on improving children's phonics knowledge has, by the time they leave the early years and key stage 1, ensured that they are well prepared for their next stage of their reading development.
- The teaching of writing is effective. Teachers use a range of strategies to motivate pupils and inspire them to become writers. For example, pupils in Year 6 use their topic knowledge of the Second World War to write a diary entry about Adolf Hitler, conveying mood and character well. Pupils are provided with a wide range of opportunities to develop further their writing skills across subjects. Consequently, writing in most pupils' books is of a high standard.
- Teachers ensure that pupils' handwriting and presentation of their work is of the highest standard.
- Work to implement a mastery approach to teaching and learning in mathematics is ongoing. Staff are effective in using visual imagery and physical apparatus to secure understanding of a particular concept. In most classes, this works well, and pupils acquire a fluent understanding. However, in some classes, pupils are not exposed to opportunities to grapple with problem-solving activities and extend their understanding. As a result, pupils are not able to use what they have learned and apply it with confidence.
- The curriculum for history, personal, social and health education, PE and science is comprehensive and incorporates many opportunities for pupils to use their English and mathematics skills. However, the quality of teaching in other curriculum areas, although good, varies. For example, teachers have not planned for learning at that depth in geography, religious education and music. Content is not as well coordinated. As a result, pupils do not always gain strong knowledge, skills and understanding.
- Guidance for developing pupils' learning is clear and effective. Pupils respond positively

to the feedback they receive and they thrive on the opportunity to edit and improve their work. Pupils' work is assessed thoroughly. However, teachers do not always use this information to stretch and challenge pupils' knowledge and understanding further, particularly in mathematics. On occasions, where pupils' have not been challenged to achieve their very best, their focus wanders. Consequently, they do not reach their full potential.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Work to develop pupils' understanding of diversity and equality is strong. This is because leaders' values permeate the school. For instance, leaders have successfully brought parents together for an international buffet day, to celebrate different cultures in their school community.
- Pupils acquire a well-developed emotional intelligence. Their knowledge of equality is strong. They support the values exemplified by the saying 'different families; same love'. For example, pupils are currently learning about how different types of disability can be embraced in society.
- Pupils are aware of the importance of being healthy and of healthy eating. The quality of food available to pupils at lunchtime is of a very high standard.
- Playground buddies, house captains and school councillors are wholeheartedly respected by pupils. Pupils aspire to these leadership roles and, once elected, carry out their duties diligently and with pride. Furthermore, by participating in a 'take-over day', pupils are given the opportunity to learn the roles of their staff. Pupils say that this helps them develop an understanding of the roles and challenges their adults face.
- Pupils feel safe at school. Pupils understand the different forms of bullying clearly. They are confident that, on the rare occasions when bullying does occur, adults would resolve it very quickly. Pupils say that their trusted adult is always on hand to deal with any concerns or worries that they may have. A very small proportion of parents who responded to Ofsted's online survey, Parent View, using the free-text service, raised concerns surrounding bullying. Inspectors found there had been a significant reduction in frequency of recorded incidents and no evidence of bullying was found during the inspection.
- Pupils know not to share information when using the internet and talked confidently about what actions to take if they felt threatened. They also know about stranger danger and how to respond.

### Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well. They are polite and well mannered. This is because adults are positive role models for pupils across the age range. Respectful relationships underpin the school's work. This is seen in lessons, and in social time around the school.
- Following the previous inspection, leaders were charged with improving pupils'

attendance. Teachers have made sure that pupils want to be at school. As a result, attendance has improved over the last two years for all pupils, including those who are disadvantaged or with SEND. Leaders have put robust systems in place to monitor attendance and they work effectively with families where attendance is of a particular concern. However, a small minority of parents still feel that it is acceptable to take their children out of school during term time. They do not believe that leaders have a right to challenge poor attendance.

- Over time, poor behaviour has been seen less and less. Adults set high expectations and encourage a culture of positive behaviour and attitudes to learning. Pupils understand what is acceptable and manage their own behaviour well. They work very well together and discuss their thoughts to develop ideas and improve their work. They respect each other's views and listen attentively. However, they lose focus on the occasions when work is not matched to their needs.

### Outcomes for pupils

**Good**

- For the last three years, the progress pupils make in reading, writing and mathematics has improved. As a result of leaders' high expectations, strong progress is well established across the school. The progress of current pupils is strong in nearly all year groups.
- Over time, attainment at the end of key stage 2 is broadly similar to the national average. Although outcomes are improving strongly, at the end of 2018 they were below the national average in reading. At the end of key stage 1, attainment has been inconsistent. This is because of the different make-up of cohorts. However, by the time pupils finish at Henbury Court, large proportions achieve the expected standard for their age and are in line with the national averages.
- The school's accurate and robust assessments show that the improvements made are being built on. Work displayed around the school and in pupils' books is of a high standard and shows strong progress, especially in writing.
- Over time, disadvantaged pupils' progress has improved. Their progress is now above the national average for writing and in line with the national average for reading and mathematics. The books of current pupils show that they continue to make strong progress.
- As a result of effective provision, pupils with SEND make strong progress. Precise interventions, overseen by the SENCo, support pupils to develop knowledge, skills and understanding in aspects of their learning which they find challenging. Vulnerable pupils with significant needs are integrated successfully into mainstream classrooms. They are well supported to overcome their barriers to learning and they make strong progress.
- The proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 has improved year on year for the last three years. In 2017, outcomes were in line with the national average. In 2018, outcomes continued to rise and were above the national average. This is a result of leaders' determination to ensure that pupils have securely good phonics teaching across Reception and key stage 1.

- The proportion of pupils who are assessed as working at a higher standard by the end of key stage 2 has increased over the last three years. In 2016 and 2017, the proportion of pupils in key stage 1 working at a greater depth was above the national average. However, in 2018, the proportion dipped to just below the national average in reading and well below in writing. Across the school, some pupils are not challenged effectively enough to reach the higher standards. Leaders recognise this and continue to work with staff to ensure that pupils reach their full potential.

## Early years provision

**Good**

- Children start school with skills and knowledge below those typical for their age, and in many cases well below. Skills are least developed in communication and language. Nevertheless, children make strong progress from their starting points. They benefit from an exceptionally high-quality learning environment inside and out. This, coupled with effective teaching, ensures that the vast majority of children thrive.
- Over the last three years, there has been a steady increase in the proportion of children who reach a good level of development at the end of Reception. In 2018, children's outcomes were just below what is seen nationally. This represents strong progress.
- The leadership of the early years is effective. The leader responsible for the early years is strong. She is ably supported by the deputy headteacher, who maintains a strategic oversight of the early years. He has a wealth of experience as well as an enthusiasm and passion for early years education that filters down to staff. Together, they have a clear view about the provision's strengths and how to develop it further to ensure that pupils continue to thrive.
- As with the rest of the school, relationships are positive. Children play and cooperate well with each other. They share equipment and wait patiently for their turn. They build warm and nurturing relationships with the adults who teach them. Adults and children laugh and listen together.
- Support for pupils with significant needs is effective. Adults display patience and are insistent and relentless in their pursuit of enabling children to make progress. For example, an inspector observed an adult continually working with a child to develop their knowledge of letters and sounds. The staff member did not allow the child in her care simply to 'give up'. After use of a range of strategies, the child achieved success.
- Safeguarding is effective and all statutory welfare requirements are met. The outside environment is a large and exciting area to learn in. However, adults are constantly vigilant to ensure that children are safe.
- Adults communicate regularly with parents. Parents of children in the Nursery class welcome the open-door policy and often start the day with their child. One parent said, 'To be able to spend the first 15 minutes of the day supporting my child with his morning work is so valuable for us both.' Home-school links are strong. Regular workshops support parents in knowing how best to help their child at home. Parents know they can talk to a teacher if they have any concerns or worries about their child.
- The quality of teaching across the Nursery and Reception classes is good. Adults' interventions are well timed. They are skilled in asking probing questions to deepen



children's understanding. The importance placed on fostering early reading, writing and mathematical skills is very evident. Skilful phonics teaching by all adults ensures that children develop the fundamental early skills to read and write.

- However, information gathered beyond reading, writing and mathematics does not adequately serve to support children's progress. The information collected does not enable teachers and other adults to make precise and accurate assessments. This means that teachers and support staff cannot plan precisely enough for the next personal milestone.

## School details

|                         |                 |
|-------------------------|-----------------|
| Unique reference number | 139116          |
| Local authority         | City of Bristol |
| Inspection number       | 10081703        |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy sponsor-led  |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 365  |
| Appropriate authority               | Board of trustees  |
| Chair                               | Tom Cook   |
| Headteacher                         | Jo Rice  |
| Telephone number                    | 0117 3772196   |
| Website                             | <a href="http://www.henburycourt.bristol.sch.uk/">www.henburycourt.bristol.sch.uk/</a>         |
| Email address                       | <a href="mailto:jo.rice@endeavouracademytrust.org.uk">jo.rice@endeavouracademytrust.org.uk</a> |
| Date of previous inspection         | 24–25 January 2017   |

## Information about this school

- The school is larger than the average-sized primary school.
- The school is sponsored by Endeavour Academy Trust. The trust comprises four primary schools.
- The majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who are known to be eligible for free school meals is well above the national average.
- The proportion of pupils with SEND is in line with the national average. The proportion of pupils with education, health and care plans is also above the national average.
- There is a hearing resource base at the school, which 11 pupils attend. These are

mostly integrated into mainstream classes.

## Information about this inspection

- Inspectors observed learning in classes across the school. Most observations were undertaken jointly with the head and deputy headteacher. Inspectors also observed pupils' behaviour around the school and at break and lunchtime.
- Meetings were held with senior leaders, middle leaders, the leader with responsibility for pupils with SEND and a sample of support and teaching staff.
- The lead inspector held a meeting with four governors and the chief executive of Endeavour Academy Trust.
- Inspectors spoke with pupils formally and informally during their break and lunchtimes and in class. Inspectors also listened to groups of pupils read.
- Inspectors examined a range of documentation provided by the school, including minutes of meetings of the governing body, the school's self-evaluation document, the school's improvement plan, external monitoring reports and documentation relating to the safeguarding of pupils.
- Inspectors examined a large sample of pupils' books from across the school.
- Inspectors spoke with parents as they brought their children to school in the morning. The lead inspector also considered 21 responses to the Ofsted online survey, Parent View, and the 44 responses to the staff survey. There were no responses to the pupil survey.

## Inspection team

|                                 |                         |
|---------------------------------|-------------------------|
| Matt Middlemore, lead inspector | Her Majesty's Inspector |
| Nicola Berry                    | Ofsted Inspector        |
| Martin Bragg                    | Ofsted Inspector        |

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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