

# Inspection of Hanham Woods Academy

Memorial Road, Hanham, Bristol, Bristol BS15 3LA

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Inspection dates: 13–14 November 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this school?**

Pupils are proud of how their school has improved over the last two years. They enjoy coming to school now. They feel safe and they know that behaviour in their lessons will be good.

Parents recognise that the headteacher has led a revival in the school's fortunes. Because of the hard work of leaders and teachers, pupils are reaching standards that compare well with those in other schools. This is because teachers ask more of pupils and push them to reach their potential. Teachers check on what pupils understand and can remember regularly. This helps them to set the right work.

The school welcomes pupils from all backgrounds and abilities. Leaders know that some will need extra help to succeed and they do their best to provide it. Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils feel cared for by teachers. Pupils get on with each other; the school feels a friendly community.

Teachers make sure that pupils have a wide range of extra opportunities to enjoy, and from which they learn. Many pupils take part in the wide range of sports and arts clubs that teachers offer. The school has a proud history of sporting success.

## **What does the school do well and what does it need to do better?**

Pupils are following a new curriculum that stretches them and makes them think. Teachers make sure pupils learn things in an order that helps them make sense of their work. Teachers check pupils' knowledge and understanding regularly and go back to topics with which pupils have struggled.

Pupils do not have a wide enough curriculum in Year 9. Leaders understand that this is a significant weakness and plans are in place to correct this for next year. Leaders have successfully increased the number of pupils who study the English Baccalaureate. The proportion is broadly in line with the national average. However, at the moment, relatively few pupils take GCSEs in arts subjects.

Pupils are increasingly successful in reaching their potential. Pupils in Year 10, for example, are studying mathematics at a level that would have been beyond them until recently. However, not all teaching is effective in getting pupils to a high standard. Sometimes, teachers do not present work in a way that helps pupils remember it. Staff support pupils with SEND well in their classes. These pupils are improving all the time.

Teachers work hard to improve pupils' writing skills. They are having some success but there is more to do so pupils can express themselves well.

Pupils are well behaved in lessons. They listen to the teacher and they get on with

their work. Pupils say how much easier it is to learn now that classes are well behaved. They are polite as they move around the school during the day. Relationships between pupils and teachers are warm. Pupils believe they are well cared for and that there is always someone to whom they can go if they have a problem.

The great majority of pupils come to school regularly. However, there are still some disadvantaged pupils who are absent far too often.

Leaders believe that there is more to school than examination success. They provide a broad range of experiences for pupils to grow as individuals and understand their place in the modern world. Most recently, the whole school community came to a halt to respectfully commemorate Remembrance Day.

School leaders have an ambitious vision for the school. They have led its improvement with determination, and they expect to improve it further. Parents, pupils and teachers comment enthusiastically on how the school has improved. Teachers feel that leaders are considerate of their welfare. They appreciate that leaders give them enough time to concentrate on their teaching.

The multi-academy trust (MAT) that sponsors the school has played a significant role in challenging and supporting school leaders. The MAT leaders make sure the curriculum is appropriate. They ensure that staff are given the training they need to deliver it.

## **Safeguarding**

The arrangements for safeguarding are effective.

A skilful and dedicated team of staff protect pupils and keep them safe. The team know which pupils are vulnerable and check on them regularly; they do not wait for things to go wrong. They work with parents to make sure pupils are safe.

The safeguarding team works well with other agencies, such as social workers and the police, to protect pupils.

School leaders make sure that teachers report any concerns they have about pupils who may be in danger. The school has good systems for recording and sharing safeguarding information.

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

### **(Information for the school and appropriate authority)**

- The school's curriculum is enabling pupils to learn more. Most teachers use it skilfully to help pupils reach their potential. However, there are still inconsistencies in the quality of teaching that need addressing. Some teachers do not check pupils' understanding very well or correct any misconceptions rapidly. Leaders

need to rectify this weaker practice.

- While curriculum leaders' practice is generally good, pockets of weaker leadership remain. Senior leaders should ensure that all middle leaders are effective.
- Pupils' ability to express themselves in writing is improving. However, literacy should remain a central focus for the school if it is to continue to improve. Pupils need help in every subject, not just English lessons.
- The key stage 3 curriculum is too narrow. Too few pupils study the arts and foreign languages. Leaders have plans to address this in the next academic year.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	141042
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10111457
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	823
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Airlie Fife
<b>Principal</b>	Steve Kneller
<b>Website</b>	<a href="http://hanhamwoods.academy/">http://hanhamwoods.academy/</a>
<b>Date of previous inspection</b>	3–4 October 2017

## Information about this school

- The school is sponsored by the Cabot Learning Federation MAT.
- The school was deemed to require special measures in October 2017. It has subsequently received monitoring visits from Ofsted in May 2018, September 2018 and April 2019.
- The school hosts a unit for pupils on the autistic spectrum.
- The school uses three alternative providers: the hospital school, the local authority alternative provider and a unit within the Cabot Learning Federation to meet the needs of a total of seven pupils.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspectors visited lessons with school leaders. They looked at pupils' work and spoke with pupils in groups and informally.

- Inspectors considered the school's own documentary evidence and spoke with school and trust leaders about it.
- Inspectors spoke with teachers about their work.
- Inspectors considered the information gained from surveys of parents, staff and pupils. An inspector spoke with a parent.
- We did deep dives in: English, mathematics, foreign languages, art, geography and physical education as part of the inspection.

### **Inspection team**

Andrew Lovett, lead inspector	Ofsted Inspector
Linda Peck	Ofsted Inspector
Sarah Baker	Ofsted Inspector
Katherine Powell	Ofsted Inspector

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Piccadilly Gate  
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