

Inspection of Abbeywood Community School

New Road, Stoke Gifford, Bristol BS34 8SF

Inspection dates: 19–20 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Pupils are happy at the school; they say that it feels safe and that people are kind to each other. Pupils are very positive about their school; they value it and like it. They told us that if bullying does occur, it is quickly dealt with by the teachers. Pupils say that the school is inclusive and has a genuine community feel. They have noticed the many improvements that have taken place and are pleased with them.

Pupils behave well in lessons and say that they are able to learn. They like the many opportunities that the school offers them. For example, there is a wide range of activities offered after school, ranging from technology activities to sports, and these are very popular.

Trustees and staff are very ambitious for the school. They all work hard to keep improving it. The school is well organised and has detailed plans to ensure that pupils learn key information at the right time. These plans are not yet fully established in all subject areas, but they are developing. The school has high expectations for all pupils.

Staff have given much thought to how pupils learn. This has resulted in a whole-school approach to teaching that enables pupils to learn more and make stronger progress.

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

Leaders ensure that in all subject areas, curriculum plans show what pupils need to learn at each stage of their education. Some subject plans are more detailed than others. Where plans are clear, for example within English, pupils know and understand more. There is some variation in the detailed planning in some subject areas and the school is working to develop this. Sometimes, pupils don't ask for help when they are uncertain in class and this can affect their progress.

The school is very inclusive. Pupils who are disadvantaged and those who have special educational needs and/or disabilities (SEND) are well known through the pupil passports. These give information to teachers on how to help pupils. The school's resource base is well led and managed, and well regarded by pupils.

Leaders are aware of the government's ambition that the English Baccalaureate (EBacc) should be at the heart of the curriculum. To increase pupils' take-up of EBacc, they have made the learning of a language compulsory in Year 9, and for some groups at key stage 4.

Leaders have prioritised reading and a new reading programme is in place in Year 7. Teachers read to pupils and pupils are encouraged to read often, in registration and on other occasions.

The school has high expectations for pupils' behaviour. Low-level disruption is rare.

Pupils are sometimes impatient with each other in corridors, but generally, the school is a calm and orderly community.

The school offers a wide range of opportunities for personal development within lessons, for example within the global citizenship programme. It also provides many activities at the end of the school day. Pupils value these opportunities and take-up is high.

Students show positive attitudes to learning in the sixth form, both in lessons and in private study. They enjoy their time in the sixth form and feel challenged and supported. The range of courses is ambitious, and students make good progress as teaching ensures that they learn and remember more.

The trust, the headteacher and all leaders at the school are ambitious to provide a high-quality education to all pupils. The values of the school are clear and underpin the school's management decisions.

Governors are key in driving the school forward. The governors are well informed and hold the headteacher and leaders to account. They visit the school, talk to pupils, and survey staff.

Staff like working at the school and say that they feel very well supported. Leaders are considerate of the workload of staff when developing new initiatives within the school and, as a result, there is a positive staff ethos.

Safeguarding

The arrangements for safeguarding are effective.

The overall leadership of safeguarding is comprehensive and responsive to the needs of pupils in the school. The school has well-organised systems and processes. The safeguarding and child protection policy has been updated from September 2019. It is fully compliant and supported by a comprehensive range of appendices, including an accessible handbook on creating a strong safeguarding culture. Training is well organised. Staff are fully aware of their responsibilities and take them very seriously. As a result, there is a strong culture of safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there is less detail than in others about the exact knowledge and key concepts that the school wants pupils to gain. Where there is less detail, pupils do not learn and remember as much. Leaders need to build on the best practice already in the school. They need to continue to evolve and improve how the curriculum is planned and implemented in classrooms.
- On occasion, pupils do not ask for help when they are uncertain in class. This

slows their progress as misconceptions can continue. Leaders need to continue to develop the ethos and culture of the school so that all pupils actively engage in learning.

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

Unique reference number	139067
Local authority	South Gloucestershire
Inspection number	10111555
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,008
Of which, number on roll in the sixth form	110
Appropriate authority	Board of trustees
Chair of trust	Richard Sloan
Headteacher	David Howe
Website	www.abbeywoodschool.com
Date of previous inspection	27 February 2018

Information about this school

- Abbeywood Community School became an academy in January 2013. It is a member of The Olympus Academy Trust.
- The sixth form is part of the Olympus Post-16 Partnership between Abbeywood Community School, Bradley Stoke Community School, Patchway Community School, Winterbourne Academy and Bristol Technology and Engineering Academy.
- This is an average-sized comprehensive school. Most pupils are of White British heritage, with a lower than average proportion from minority ethnic groups or who speak English as an additional language.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is above average.
- The school manages a specially resourced provision for 23 pupils with SEND, specifically for speech and language needs and/or autism spectrum disorder, on behalf of the local authority. All have education, health and care plans.

Information about this inspection

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

- We met with the headteacher, chief executive officer of the trust, trustees, members of the senior leadership team, middle leaders, staff and pupils during the course of the inspection.
- The inspection considered the following subjects in depth, visiting classrooms, talking with team leaders and meeting subject staff and pupils with their exercise books: English, mathematics, science, history and modern foreign languages.
- In order to inspect safeguarding, we checked the school's single central record of recruitment and vetting checks, considered its safeguarding policy, interviewed the member of staff designated as the safeguarding leader and spoke with pupils and staff.
- Surveys of the views of parents and carers, pupils and staff were also considered as part of the inspection process.

Inspection team

Malcolm Willis, lead inspector	Ofsted Inspector
Duncan Millard	Ofsted Inspector
Stuart Wilson	Ofsted Inspector
Julia Chapman	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019