

Inspection of Perry Court E-Act Academy

Great Hayles Road, Hengrove, Bristol BS14 0AX

Inspection dates: 26 and 27 January 2022

| | |
|------------------------------|--|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Perry Court is a welcoming and friendly place to learn. Pupils are confident and proud of their school. They speak positively of the 'Perry' rules and how they guide them to 'do the right thing'. For example, staff encourage pupils to think about others and about the difference they can make through their actions. Older pupils enjoy the additional responsibilities as councillors and head boy and girl.

Leaders and staff create an environment where pupils feel listened to and valued. They promote pupils' health and mental well-being well, including those with complex needs. Pupils know that adults will help them if they have any worries. As a result, they feel safe in school.

Leaders have designed a curriculum that enables pupils to learn well and aim high. They place a strong focus on pupils' personal development. Pupils talk knowledgeably about important topics, including equality and privacy. They are confident to challenge any form of discrimination.

Staff expect pupils to behave well and they do. Lessons flow smoothly with minimal disruption to learning. Bullying and unkind behaviour are very rare. Parents and carers are overwhelmingly supportive of the school's work. Many praise the commitment and dedication of staff.

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

Leaders are ambitious for all pupils. They have constructed a curriculum based on the essential knowledge and vocabulary they want pupils to learn. Teachers have thought carefully about how they deepen pupils' knowledge and skills over time. For example, in history, they build on what pupils have learned in the early years to develop historical concepts, such as chronology.

Leaders are not complacent. They continue to make improvements to the curriculum where they can. In mathematics, leaders have strengthened plans by breaking learning down into smaller steps. Pupils say this makes it easier to understand new learning. In physical education, teachers skilfully adapt resources so that pupils with special educational needs and/or disabilities (SEND) succeed. However, the implementation of the curriculum varies between subjects. Some learning activities do not deepen pupils' understanding of important concepts. Where this is the case, pupils' knowledge and understanding are less well developed.

Recently, leaders introduced a new phonics programme. Teachers have strong subject knowledge because they receive regular training. They make effective use of assessment information to identify pupils who need extra help. Staff match pupils' early reading books to the sounds they know. This is beginning to help the youngest pupils read with greater accuracy and fluency.

Leaders place significant importance on reading. They have made efforts to promote reading for pleasure. Staff introduce pupils to a range of different authors and stories. They check that pupils learn and understand new vocabulary. In the early years, children enjoy retelling stories, such as *The Gingerbread Man*, in their play. However, leaders do not track pupils' independent reading choices well enough in key stage 2. Books are not sufficiently challenging for some pupils to help them become better readers.

Leaders accurately identify the needs of pupils with SEND. Staff understand different ways to support pupils with the greatest needs. They provide prompt and effective support for children with speech and language difficulties. Well-trained staff ensure that pupils with social and emotional needs are given the precise help they need to thrive. This includes regular 'check-ins' and 'social skills' work. Pupils, including those with SEND, have positive attitudes to their learning. They behave sensibly in lessons, at breakfast club and around the school.

Pupils are growing into confident and responsible members of their community. Teachers plan frequent opportunities to teach pupils about prejudice and equalities. For example, pupils know why it is important to challenge gender stereotypes. Pupils understand they should treat people with respect regardless of difference.

Leaders encourage pupils to lead healthy and active lives. They plan many activities that pupils may not experience outside school. These include residential trips, clubs and sports matches. Pupils enjoy these activities.

Trust leaders are knowledgeable about the school's work. They know what is going well and what needs further improvement. They hold leaders to account effectively by asking challenging questions. Additionally, trust leaders consider staff workload, mental health and well-being. Staff speak positively of the opportunities to learn and develop within the school and trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that it is everyone's responsibility to keep pupils safe. Staff know how to report any safeguarding concerns. Leaders' record-keeping is thorough. Well-judged decisions ensure that pupils and families receive the help they need. Additionally, leaders make effective use of the community hub to offer parents support and advice on a range of matters, including finances and attendance.

Pupils know how to keep themselves safe when using the internet. They understand the dangers of sharing personal information, and other risks, such as scams and fraud.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the implementation of the curriculum is too variable. Some teachers do not consider the needs of all pupils well enough when planning activities. Leaders need to guide staff more closely to ensure that planned work is effective in enabling all pupils to further develop their knowledge of the curriculum.
- Leaders have not prioritised pupils' individual reading choices well enough, particularly in key stage 2. The books some pupils read are not suitably challenging to help them catch up with their peers. Leaders should check that teachers give pupils books they can enjoy that have the right level of challenge to develop their reading knowledge and skills.

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 information from Ofsted Parent View 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 are the school and you are 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 | 144880 |
| Local authority | Bristol City of |
| Inspection number | 10212162 |
| 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 | 430 |
| Appropriate authority | Board of trustees |
| Chair of trust | Lord Jim Knight |
| Headteacher | Stephanie Moore |
| Website | https://perrycourtacademy.e-act.org.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school is part of E-ACT Multi-Academy Trust. It joined the trust in September 2017.
- There have been several changes at leadership level since the school opened. The current headteacher has been in post since September 2021.
- The regional director of education provides support and challenge to the school. A governance review day takes place once per term.
- The school has a local ambassador team, made up of parents and community members, who meet with the headteacher and the regional director of education each term.
- The school has an on-site nursery provision managed by school leaders.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, the deputy headteacher, other school staff, the interim chief executive officer and the regional director of education.
- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at curriculum plans and spoke to leaders about some other subjects, including personal, social, health and economic education.
- An inspector listened to pupils in Reception and Years 1 to 4 read to an adult.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors considered how well the school protects pupils and keeps them safe. Inspectors talked to pupils, staff and governors about safe working practices.
- Inspectors observed pupils' behaviour in lessons and around the school site. An inspector visited the breakfast club.
- Inspectors considered 53 responses to the online survey, Ofsted Parent View, including 11 free-text responses, and 23 responses to the staff survey.

Inspection team

Dale Burr, lead inspector

Her Majesty's Inspector

Nathan Kemp

Her Majesty's Inspector

Jen Edwards

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 2022