

# Inspection of Fishponds Church of England Academy

Fishponds Road, Fishponds, Bristol BS16 3UH

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Inspection dates: 9 and 10 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils enjoy their time at school. They are confident and successful in their learning. They are proud to live up to the school's Christian values. They learn about how these values are reflected in a range of world religions and cultures. Pupils enjoy taking part in a wide range of after-school activities. These help them develop their skills in sport, music and cookery.

Pupils are polite, collaborate well in their learning and show respect for each other's opinions.

Staff have high and consistent expectations of pupils' behaviour. From early years onwards, staff help pupils to reflect on their behaviour and to manage their feelings. Staff care for pupils and keep them safe. They are highly skilled in supporting pupils' emotional needs. Pupils say that staff help them to restore relationships when there have been fallings-out or rare cases of bullying.

Pupils enjoy taking on responsibilities. They are proud to act as school councillors and digital leaders. Pupils take responsibility for raising money to support international, local and national charities. For example, Year 2 pupils used their harvest celebration to raise money to provide a school bus for children in the Dominican Republic.

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

Leaders are determined that each child in the school will succeed. They have brought about many improvements in the curriculum and in managing pupils' emotional and social needs. As a result, the quality of education that pupils receive is good.

Leaders have designed a curriculum with clear sequences of learning in each subject. These build on what children learn in the early years. As a result, pupils learn well across a full range of subjects.

Pupils enjoy reading and being read to in school. Leaders encourage a love of reading. This includes promoting reading for pleasure and pupils taking part in the 'reading 25' reading challenge. Staff love sharing books with pupils. This includes books that celebrate the different cultures within school. For example, staff were enthusiastic about how pupils responded to 'The Proudest Blue'.

Pupils learn phonics as soon as they join the Reception class. There is a clear and structured phonics programme in place. Teachers choose books carefully so that pupils practise new sounds they are learning and develop confidence. As a result, pupils learn to read well.

In reading and mathematics, teaching builds securely on the assessment of pupils' prior learning. As a result, pupils across the school read with understanding and

apply mathematics well. In other subjects, checks on what pupils know and understand are not as precise. Consequently, in these subjects, teaching does not build well enough on what pupils already know and understand. This can lead to gaps in pupils' learning.

Leaders and staff are skilled in identifying and assessing pupils with special educational needs and/or disabilities. These pupils follow the full curriculum and learn well.

Pupils have positive attitudes to respecting people's differences. They know that it is wrong to judge someone based on their gender, appearance or beliefs. Pupils have a good understanding of what makes a healthy relationship. They know that it is their responsibility to seek help if they are aware of anyone being harassed. This prepares them well to be responsible citizens.

Governors support and challenge school leaders well. They know the school's strengths and areas for development. Together with leaders from the trust, they follow up actions for improvement and check how these are having an impact on learning. Staff feel supported by leaders and appreciate that their workload and well-being are considered. Staff say they love being part of the 'Fishponds family'.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. All staff know how to recognise signs of abuse and neglect. They know that it is everyone's responsibility to care for and keep pupils safe. Staff work well with other agencies and professionals to minimise risk of harm to pupils. Leaders have put effective safeguarding procedures in place, including pre-employment checks on staff.

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

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

- In some subjects, assessment is not used consistently well to check pupils' understanding and inform future teaching. This slows pupils' learning down. Leaders should ensure that assessment is used consistently well so that pupils can build on their prior learning to develop the knowledge they should in every subject.

## 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

<b>Unique reference number</b>	138794
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10211738
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	384
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rachel Clarke
<b>Principal</b>	Debbie Coker
<b>Website</b>	<a href="http://www.fishpondschurchacademy.bristol.sch.uk">www.fishpondschurchacademy.bristol.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 April 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Diocese of Bristol Academies Trust.
- The school uses one alternative provider.
- The school manages its own before-school club.
- The school's latest Statutory Inspection of Anglican and Methodist Schools took place in October 2019.

## 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 carried out deep dives in these subjects: reading, mathematics, geography, history and computing. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors met the designated safeguarding lead, checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors met governors, including the chair of governors, and a representative of the trust.
- Inspectors observed pupils' behaviour in class, around school and at breaktimes.
- Inspectors visited the before-school club.
- Inspectors gathered parents' views by considering responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents after school.
- Inspectors gathered the views of a range of pupils by considering the pupil survey, talking with the pupil council and having discussions with pupils.
- Inspectors held discussions with staff and considered responses to the Ofsted staff survey.

### **Inspection team**

Martin Greenwood, lead inspector	Ofsted Inspector
Faye Bertham	Ofsted Inspector
Emma Jelley	Ofsted Inspector

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