

Inspection of Hanham Abbots Junior School

Abbots Avenue, Hanham, Bristol BS15 3PN

Inspection dates: 4 and 5 May 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils enjoy attending this welcoming and inclusive school. The school's values of enjoyment, respect, perseverance, responsibility and independence are an integral part of school life. They help guide pupils to make the right choices in lessons, such as not giving up and listening carefully.

Pupils develop positive attitudes towards each other and adults alike. They feel safe and well cared for. Leaders and staff have high expectations of pupils' learning and behaviour. Pupils understand and follow the school's 'be ready, be respectful, be safe' rules. Bullying is rare. Pupils are confident in the ability of adults to sort out any issues if needed.

Leaders place great importance on pupils' personal development. Pupils have a well-rounded understanding of diversity and equality. They say that school teaches them to 'accept everyone for who they are' regardless of difference. Pupils enjoy the 'star of the week' assembly, where staff celebrate their achievements in and out of school. Many clubs help to broaden pupils' interests, such as gymnastics and judo.

Parents and carers are pleased about the education their children receive. Many commented positively on how the school went 'above and beyond' with their response to remote education.

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

Leaders have raised expectations of what pupils can and should achieve, notably in English and mathematics. They have carefully sequenced learning so that pupils build up knowledge and skills over time. Teachers recap and revisit the most important learning to make sure that knowledge sticks. Pupils say that this helps to build their confidence and understanding.

Leaders ensure there is a sharp focus on reading. Staff benefit from regular and effective phonics training within the federation. They use assessment well to pinpoint pupils who need extra help. Pupils struggling to master phonics receive specialist teaching. These sessions help to build their reading fluency and accuracy. Pupils speak positively about reading. They identify how the school's 'echo reading' approach improves their expressive reading skills.

Changes to the federation leadership have brought about positive improvements to the school. Leaders' work to strengthen the wider curriculum is well underway. They have mapped out the specific content and knowledge they expect pupils to know, remember and revisit in some subjects. However, this is not yet the case across the whole curriculum. Where subjects are less well developed, such as geography, pupils do not develop the depth of knowledge they should. Consequently, their understanding of important concepts is patchy. Leaders recognise this and have

plans in place to develop the curriculum further. The COVID-19 pandemic has delayed the implementation of their work.

Teachers carry out regular checks to see how well pupils are learning. These are most effective in English and mathematics. However, in some other subjects, teachers are not always clear about what knowledge to assess. This means they do not precisely know if pupils have remembered the most important content.

Leaders provide effective support for pupils with special educational needs and/or disabilities. Well-trained staff identify pupils' barriers to learning promptly. They put in place the right support to meet pupils' specific needs. Staff carefully consider support for pupils with social and emotional difficulties. This is successful in helping these pupils to manage their emotions.

Leaders set high expectations for pupils' behaviour. Pupils understand the importance of the school's rules and happily abide by them. Lessons typically flow without interruption.

Leaders provide a well-designed programme to support pupils' wider development. Pupils learn about healthy lifestyles and the dangers of drug and substance misuse. Older pupils are not afraid to challenge racism and discrimination. They are proud to belong to a school community that welcomes and values everyone.

Governors share the ambitions of school leaders. They are knowledgeable about what is going well and what needs further improvement. Governors meet regularly with leaders, including subject leaders, to find out how the school is developing. Staff value the training they receive to develop their teaching expertise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding in the school. They ensure that all staff are well trained to be vigilant. Staff are confident in reporting any concerns. Leaders make swift decisions to support families in need of help. Governors work with leaders to check the effectiveness of the school's record-keeping and recruitment procedures.

Pupils learn about ways to stay safe through the curriculum. They know not to share personal details online and how to stay safe when riding their bikes.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some of the wider curriculum subjects, leaders have not mapped out the precise sequence of knowledge that pupils should learn, remember and revisit over time. On occasions, this stops pupils from making the progress they should

through the curriculum. Leaders must ensure that they continue their work to implement a well-planned curriculum across all subjects. For this reason, the transitional arrangements have been applied. It is clear from the leaders' actions that they are in the process of bringing about the necessary improvements.

- In subjects other than English and mathematics, assessment is underdeveloped. Teachers are not always clear about what to assess to check how well pupils are learning the intended curriculum. Leaders need to secure the use of assessment, so they know how well pupils are learning the curriculum in all subjects.

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

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| Unique reference number | 109016 |
| Local authority | South Gloucestershire |
| Inspection number | 10227348 |
| Type of school | Junior |
| School category | Maintained |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 299 |
| Appropriate authority | The governing body |
| Chair of governing body | Andy Watson |
| Headteacher | Matthew Norcott |
| Website | www.hanhamabbotsjunior.org.uk |
| Dates of previous inspection | 20 and 21 June 2018, under section 5 of the Education Act 2005 |

Information about this school

- Hanham Abbots Junior and Samuel White's Infant schools are part of the Hanham Primary Federation. The schools share the same governing body.
- There have been several changes to the senior leadership since the previous inspection. The current headteacher was appointed in September 2018. A new executive headteacher took up post in September 2021.
- There is a breakfast club for pupils who attend the school.
- The school does not currently 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 school leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, headteacher, other school staff and members of the governing body. The lead inspector met with representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- On day two of the inspection, inspectors looked further into the quality of education in other curriculum subjects, including personal, social, health and economic education, art and design and modern languages.
- The lead inspector listened to pupils in Years 3, 4 and 5 read to an adult.
- Inspectors reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding leader acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school site. An inspector met with the headteacher to discuss and scrutinise how leaders respond to behaviour incidents.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text replies and responses to the survey for staff.

Inspection team

Dale Burr, lead inspector

Her Majesty's Inspector

Elizabeth Farr

Ofsted Inspector

Martin Greenwood

Ofsted Inspector

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Piccadilly Gate
Store Street
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