

Inspection of Bannerman Road Community Academy

All Hallows Road, Easton, Bristol BS5 0HR

Inspection dates: 13 and 14 July 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	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this thriving and inclusive school, which is at the heart of its community. Pupils value their education. The school motto 'Believe You Can' underpins pupils' aspirations. Pupils say that this helps them to believe in themselves and to do their very best.

Leaders have high expectations for pupils' behaviour. Pupils are polite and courteous. They behave well in lessons and around the school. Pupils talk positively about how the school's values help them to show respect and be responsible.

Pupils have positive relationships with staff. They know that adults are there to help them and to keep them safe. Pupils say that bullying is rare, and that if it were to happen they are confident that adults will deal with it quickly.

Pupils are enthusiastic about the wide range of clubs on offer to them, such as multisports and yoga. They value their roles on the school council and the fundraising work they do for local charities.

Parents and carers are overwhelmingly positive about the school. One parent said, 'The school offers a safe and nurturing environment with kind and friendly staff and a great community feel.'

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

Leaders have high expectations for what all pupils can achieve, particularly those who speak English as an additional language and those who are disadvantaged. They accurately understand the school's strengths and have responded well to the areas identified as needing to improve at the previous inspection.

Leaders have created a curriculum that is designed well to meet the needs of pupils. From the early years, it makes clear the important knowledge that pupils will learn. Subject leaders monitor their areas of responsibility well. However, in a few subjects, teachers are less confident in delivering some curriculum content. Some staff do not have the secure subject knowledge needed to deliver the curriculum effectively. This slows the progress that some pupils make.

Reading is at the heart of the curriculum. Staff benefit from the training they receive and deliver the phonics programme well. This starts in early years. Children develop their language and communication skills by listening to stories and by singing songs. Staff spot quickly those pupils who need extra help. Effective support helps these pupils to catch up. Pupils read books that match the sounds they know. Teachers purposefully choose a wide range of texts that develop pupils' interests, including their understanding of issues such as people's rights. Pupils enjoy listening to their teachers read, as well as reading books independently. Across the school, pupils read fluently and with enjoyment.

The mathematics curriculum is designed and sequenced well. Teachers use their subject knowledge to explain new concepts effectively. They check carefully what pupils know and offer appropriate challenge to deepen their knowledge further. For example, pupils build on their secure understanding of reflection and symmetry to complete more complex tasks. In other subjects, such as history, the impact of teachers' checks on what pupils know and understand is less clear. For example, older pupils can talk about slavery, but they cannot make links to key concepts such as empire and civilisation. This slows the progress that some pupils make.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Staff ensure that pupils with SEND access the full curriculum. Pupils' plans are precise and well thought out. When required, teachers adapt learning effectively to ensure that pupils reach their full potential. As a result, pupils with SEND learn the curriculum well.

Pupils respond well to the systems that are in place to promote positive behaviour. There is a calm and orderly atmosphere across the school. These routines are quickly established in the early years.

Pupils' personal development is well thought out. Leaders provide a range of opportunities which help pupils relate to their daily lives. They understand the importance of tolerance and respect towards other cultures. Adults provide any extra help pupils may need to understand and manage their emotions.

Governors know the school well and are proud of the role it plays in the local community. Governors use their knowledge to both support and challenge leaders effectively in all aspects of the school's work. Leaders are mindful of staff's workload and well-being. Staff feel valued and supported because of this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. Staff know their pupils, families and the local community well. They use this knowledge, alongside regular training, to keep pupils safe. Leaders work well with a wide range of outside agencies. This ensures that both pupils and families get the help they need.

Pupils say they feel safe. They know how to keep themselves safe in the real and online world. They understand the importance of consent and know what to do and whom to tell if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used well enough by some teachers to check that pupils have remembered the knowledge they have been taught. As a result, some pupils are not able to recall what they have learned. Leaders should ensure that assessment is used effectively to check what pupils know and remember across all subjects.
- In a few subjects, teachers are less secure in their subject knowledge. As a result, the curriculum is not delivered effectively. This slows pupils' learning. Leaders should ensure that teachers receive appropriate support to strengthen their subject knowledge further.

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	139050
Local authority	Bristol City of
Inspection number	10231288
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	396
Appropriate authority	Board of trustees
Chair of trust	Gail Bragg
Principal	Lynsey Prewett
Website	www.bannermanroadbristol.org
Dates of previous inspection	7 and 8 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Venturers Trust, a multi-academy trust.
- The school uses one registered alternative provider.

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 met with the two acting principals, subject leaders, the special educational needs coordinator, groups of staff and representatives from the local governing body and trust. The substantive principal was not present during the inspection.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and art. For each deep dive, inspectors discussed the

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

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding leads to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the responses to the staff survey.

Inspection team

Ben Jordan, lead inspector

Her Majesty's Inspector

Darren Preece

Ofsted Inspector

Emma Jelley

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