

Inspection of Fonthill Primary Academy

Ascot Road, Southmead, Bristol BS10 5SW

Inspection dates: 28 and 29 September 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?

Pupils are proud to attend Fonthill Primary Academy. They understand how the school's motto, 'working together, achieving together', helps them to feel part of the school community. Parents and carers are overwhelmingly positive. Many comment on the school's warm and friendly environment and the way in which staff help children settle into school life.

The headteacher and his staff have high expectations for pupils' behaviour and conduct. This starts in the early years, where children learn how to behave well. Pupils are clear about the systems that are in place, both in and outside of lessons. They trust adults to resolve any disagreements that may happen, in a kind and sensitive way.

Pupils feel safe and value the positive relationships they have with staff. They say that adults support them when they need to share or understand their emotions. Pupils say that bullying is rare, and that if it were to happen they are confident that adults would deal with it quickly.

Pupils enjoy the range of clubs that are on offer to them such as football, chess and construction. They value their roles as members of the school council and as librarians. They know how this helps them set a positive example to others.

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 with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. They have carefully considered what pupils need to know and when they need to know it.

Staff and pupils share a love of reading. Pupils read a wide range of texts and plays and do so with increasing fluency and accuracy. Older pupils, in particular, read challenging texts, such as 'Treasure Island' and 'The Lord of the Rings'. They understand how the books they read help them to build their knowledge of issues such as global warming. Children begin phonics as soon as they start school. All staff benefit from the training they receive to teach phonics and reading effectively. If pupils fall behind, they receive the support they need to help them to catch up quickly.

Leaders have put in place a well-structured mathematics curriculum. This starts in the early years. Staff develop children's mathematical vocabulary from an early stage. As a result, children are able to describe patterns in numbers confidently. Teachers routinely check on pupils' learning through the use of 'Flashback 4'. This enables pupils to use their mathematical understanding and knowledge well to tackle more complex problems.

In some wider curriculum subjects, pupils' knowledge is less secure. For example, in history, some pupils can recall what they have learned about different periods and talk about the links between them. However, others struggle. This is because some teachers do not routinely make clear the important knowledge they want pupils to learn, nor do they check what pupils know well enough before moving on to new learning. This slows the progress that some pupils make.

Leaders are ambitious for what pupils with SEND can achieve. Staff know the pupils well and ensure that they receive the support they need. Pupils' plans are precise and well thought out. Consequently, most pupils with SEND are increasingly independent and learn well across the curriculum.

Pupils have positive attitudes to their learning. Children in the early years learn to take turns and to listen carefully to adults. Across the school, disruptions are rare. This enables pupils to get on with their learning.

Leaders support pupils' personal development well. Pupils understand the differences between healthy and unhealthy relationships. They talk confidently about fairness and respect. However, they are less confident when discussing fundamental British values such as democracy.

Governors, including those from the trust, know the school well. They hold school leaders to account appropriately. Staff appreciate the way in which leaders support them and consider their workload. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with detailed and up-to-date safeguarding training. Staff understand their responsibilities well because of this. They know the signs that may indicate a child might be at risk and act quickly. Leaders work well with a range of professionals. This ensures that families and pupils at risk receive the support they need.

Pupils know how to keep themselves safe through lessons and assemblies. For example, pupils learn about how to stay safe online. They understand the importance of having secure passwords and sharing any worries they might have with a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum is not consistently strong across all subjects. Some teachers do not routinely make clear what pupils are expected to learn or help them to develop a depth of knowledge over time. Leaders need to

continue supporting teachers to expertly deliver all aspects of the curriculum so that pupils know and remember more.

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.

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	144892
Local authority	Bristol City of
Inspection number	10241448
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Board of trustees
Chair of trust	Anabel Sexton
Headteacher	Alan Reese
Website	www.fonthill.bristol.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Fonthill Primary Academy converted to become an academy school in July 2018. When its predecessor school, Fonthill Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of The Endeavour Academy Trust.
- The school has provision for three-year-olds.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 headteacher, senior leaders, the special educational needs coordinator, groups of staff and representatives from the trust.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. 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.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- 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 lead to evaluate the effectiveness of safeguarding. The lead 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 staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Debbie Tregellas

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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