

Inspection of Badocks Wood E-ACT Academy

Doncaster Road, Southmead, Bristol BS10 5PU

Inspection dates: 30 November and 1 December 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 receive a warm welcome at Badocks Wood Primary School. Pupils are well cared for and they feel happy and safe at school.

There are strong relationships between pupils and staff. Pupils say behaviour has improved since the new headteacher arrived. Bullying is rare and staff deal quickly with reported concerns.

Pupils enjoy a wide variety of extra-curricular clubs, such as construction, football, chess club and sports activities with a professional rugby club. The clubs are well attended. Pupils participate in a range of activities during breaktime. They enjoy the daily key stage 2 football match with staff.

Pupils are proud to take on leadership roles such as house captains and associate governors. Pupils promote the school values of 'be safe, be kind and try your hardest'. The head pupils act as role models for younger pupils.

Leaders welcome parents to the school. For example, parents attend shared reading sessions with younger children and celebration assemblies. Parents appreciate the communication they receive from leaders and are positive about the recent changes at the school.

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

Leaders have developed a broad and ambitious curriculum. The majority of subjects are well planned and sequenced. Leaders have identified the knowledge they want pupils to learn. As a result, pupils remember more of their learning and know what they need to do next to improve.

Leaders have high expectations for pupils. Pupils learn how different subjects can lead to a range of career opportunities. For example, they learn about the role of scientists in science lessons. In the early years, the curriculum prepares children well for the next stage of their learning. Children begin early reading and mathematics as soon as they start school. Leaders in the early years help children to speak and communicate well. They ensure children hear a wealth of rich vocabulary.

Subject leaders adapt and develop the curriculum to meet pupils' needs. In almost all subjects, pupils gain the knowledge they should. Leaders assess the impact of the curriculum closely. They check the progress pupils are making and quickly identify gaps in knowledge. This means when necessary, leaders provide support so that pupils catch up in a timely way. Pupils who join the school throughout the year are well supported. Teachers quickly identify what newcomers know and can do and fill any gaps in pupils' knowledge.

Pupils learn to read through a well-planned phonics reading programme. This starts in the nursery when children begin to learn the sounds letters make. Teachers check pupils' progress and provide keep-up sessions when pupils need them.

Leaders have high expectations of pupils and there is a culture of respect. Pupils learn routines and expectations from the early years. Pupils are positive about their learning. In lessons, they are calm and concentrate well. Pupils with complex needs are well supported. Staff help them to manage their behaviour and get ready for their learning.

Leaders have developed a well-structured curriculum for pupils' personal development. Pupils learn about relationships and how to look after their health. Pupils understand fundamental British values. They learn about different cultures and religions. However, pupils are keen to learn more about diversity and celebrate it more fully. Leaders provide a range of opportunities to enhance pupils' learning. For example, pupils enjoy visits from authors and 'hands-on' science workshops.

Pupils with special educational needs and/or disabilities receive well-planned help. Leaders make sure pupils get appropriate support when they need it. In early years, teachers identify early on those children who may need more help to learn well. Teachers then intervene quickly.

Following a period of change to school leadership, the school community has stabilised. Leaders have worked hard to build trust and strengthen relationships with parents and the local community. Many parents acknowledge this. Ambassadors from the local community support the school. A community hub within the school provides helpful training and support for families.

Staff are proud of the school. Leaders are mindful of staff workload. Leaders receive strong governance and accountability from the trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. The safeguarding team are highly skilled. They support a range of complex needs. Staff know the pupils well. They are vigilant and report any concerns quickly.

Leaders take effective action. They work with external agencies to ensure vulnerable pupils and their families get the support they need. Leaders respond to local safeguarding concerns. They carry out appropriate employment checks on adults who work with pupils.

Leaders focus on pupils' mental well-being. The 'thrive' room provides support and guidance for pupils. Pupils learn how to keep safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A minority of subjects in the wider curriculum are not sufficiently well planned and sequenced. As a result, pupils do not build a deep understanding of essential subject content. Leaders should ensure important subject knowledge is clearly identified and well sequenced so that pupils learn equally well across the curriculum.

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	144779
Local authority	Bristol City of
Inspection number	10256569
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	228
Appropriate authority	Board of trustees
Chair of trust	Lord Jim Knight
Headteacher	Jonathan Arthur
Website	badockswoodacademy.e-act.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Badcocks Wood E-ACT Academy converted to become an academy school in September 2018. When its predecessor school, Badcocks Wood Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is part of E-ACT. This is a national multi-academy trust of primary and secondary schools.
- The headteacher joined the school in September 2021.
- There is a breakfast club and an after-school club for pupils who attend the school.
- The school uses one unregistered 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, trustees, the chief executive officer, ambassadors and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and science. For each deep dive, 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' works.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector considered key school documentation, including the school development plan, school evaluation and minutes of governors' meetings.
- The lead inspector met with the designated safeguarding lead and reviewed the school's safeguarding documentation.
- An inspector spoke to parents as they dropped their children off at school.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the views of staff and pupils.

Inspection team

Rachel Hesketh, lead inspector

His Majesty's Inspector

David New

Ofsted Inspector

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