

Inspection of Mulberry Park Educate Together Primary Academy

Mulberry Way, Combe Down, Bath BA2 5BU

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, staff and parents are proud of Mulberry Park Educate Together Primary Academy. The 'Learn Together' curriculum underpins the values of this fully inclusive school. Pupils understand the importance of equality and respect. They talk about the impact of inequality and the need to 'stand up for something that you believe in'.

Staff have high expectations of all pupils. The personal development of pupils reflects this. Relationships are strong because staff know the pupils well. Pupils are positive about the support they receive from adults in the school. They value the time staff take to talk through incidents so that any issues are resolved quickly.

Pupils say that bullying is rare. They trust adults to help them if they have any worries or concerns. Parents value the nurturing approach that leaders provide. Pupils from all ages play well together during social times. There are many different activities for pupils to choose from. This means that lunchtimes are harmonious and enjoyable.

Pupils are democratically voted into positions of leadership in the school. They enjoy representing their class in the school council and eco-council.

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

Leaders and staff are ambitious for what pupils can achieve. As Mulberry Park is a new and growing school, leaders ensure that pupils and staff who join the school understand this ambition. Leaders have created an ethos of teamwork in the school. Staff appreciate the support that leaders give them. Leaders promote staff well-being and provide effective staff training.

From the moment children start school, there is a strong emphasis on developing their language and communication skills. Stories are an integral part of each day in Reception Year. This supports children's vocabulary development well. Leaders have recently introduced a new phonics programme. Daily phonics ensures that pupils learn to read sounds and build words well. Teachers check that pupils are keeping up with where they need to be. Pupils at risk of falling behind get help to catch up. However, some pupils who struggle to read do not always have books that match the sounds they know. This hinders their ability to read fluently.

Leaders have designed an ambitious curriculum that builds on knowledge from the Reception Year. In some subjects, leaders have analysed gaps in pupils' knowledge from the COVID-19 pandemic. As a result of this, staff adapt learning for pupils. In mathematics, there is a systematic and effective approach to implementing the curriculum. Leaders prioritise retrieval practice. This means that pupils can use what they already know in different contexts. For example, pupils use their knowledge of number to add two, two-digit numbers using the column method. Pupils with special

educational needs and/or disabilities (SEND) are well supported. Teachers ensure that pupils use a range of resources to help them to learn well.

Leaders have identified the important knowledge that they want pupils to know in the core subjects. However, this is not the case in some wider curriculum subjects. This means that pupils struggle to recall what they have previously learned. For example, in history, pupils cannot confidently draw on their knowledge of chronology to explain the time period for their current topic on ancient Egypt.

Pupils with SEND, and other pupils with additional needs, are fully included in school life. Adults who support the pupils know their individual needs well. Adjustments to learning are made so that pupils with SEND work well alongside their peers. Their specific targets are carefully considered so that pupils achieve success. Staff benefit from the training they receive. In particular, they are able to support pupils who find it difficult to regulate their behaviour and emotions effectively.

Leaders promote pupils' personal development well. One parent commented, 'The ethical curriculum has increased my children's awareness about the wider world.' Pupils enjoy talking about topical issues, including the impact of climate change. They understand the importance of keeping healthy. They say that the daily mile and mindfulness activities support them with this.

Trustees and local governors have an accurate view of the school's strengths and priorities for improvement. They provide appropriate support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that staff are well trained to support them to understand their responsibilities to keep pupils safe. Leaders work closely with external agencies and families to ensure that pupils receive the right support they need. Leaders ensure that recruitment checks are carried out rigorously.

Pupils learn how to keep safe as part of the curriculum. They understand the importance of permission and consent. Pupils understand how to stay safe online through the 'Education for a connected world' curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects across the wider curriculum, the key knowledge that pupils need to learn has not been identified. As a result, pupils have gaps in their subject-

specific knowledge. Leaders need to ensure that the important knowledge pupils need to learn is clearly identified so that they know and remember more.

- Some pupils who struggle to read do not have books that match the sounds they know. This hinders their ability to read fluently. Leaders need to ensure that the books pupils read precisely match the sounds they know so they can read with confidence and fluency.

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	145899
Local authority	Bath and North East Somerset Council
Inspection number	10256595
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	Board of trustees
Chair of trust	Andrew Goodall
Headteacher	Sarah Phillips
Website	www.mulberryparket.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Mulberry Park Educate Together Academy is a new school which opened in September 2018.
- The school is part of the Educate Together Academy Trust, a multi-academy trust of five primary schools.
- The school currently has one class for Reception Year, Year 1 and Year 2, and two classes for mixed Years 3 and 4. It will gradually build up to Year 6.
- 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. The 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 chief executive officer of the trust, the director of education and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. 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 work.
- An inspector also spoke to leaders about the curriculum in some other subjects, including computing and geography.
- The lead inspector listened to pupils in Years 1, 2 and 3 read.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. The lead inspector considered how well the designated safeguarding leads act on concerns about pupils' welfare and safety.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments and responses to the staff survey.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Julie Fox

Ofsted Inspector

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