

Inspection of Brockworth Primary Academy

Moorfield Road, Brockworth, Gloucester, Gloucestershire GL3 4JL

Inspection dates: 28 February and 1 March 2023

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 talk proudly of their school. They notice the changes that are taking place and describe the school as receiving an 'upgrade' from leaders.

Staff teach pupils the behaviours that help them to learn and work well together. Pupils respond positively to this. They concentrate in lessons and are calm and quiet when moving around the school. Staff make sure they notice pupils who are behaving well so that they receive the praise and recognition they deserve.

Pupils say that when they play together, some pupils occasionally fall out with each other. They report that bullying can happen, but it is rare. However, they are clear that senior leaders are always on hand to sort out problems.

Personal, social, health and economic education provides a safe space for pupils to discuss important issues. Pupils say that there are adults to whom they can turn if they have a worry. The pastoral team provides effective extra help to those who need it.

Pupils have a 'Brockworth Passport'. It challenges them to complete activities based on the school values of creativity and bravery. A wide range of after-school clubs enables pupils to further develop their interests and talents.

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

Senior leaders have brought about rapid improvement in the past two years. They are pursuing an ambitious vision with vigour. Leaders have designed an ambitious curriculum.

Children learn English and mathematics proficiently in Reception Year. The curriculum in key stage 1 builds on this. These curriculums are well established. Leaders ensure that learning focuses on the most important knowledge pupils need to learn. Teachers use their strong subject knowledge to ask insightful questions and provide learning that builds pupils' knowledge. They check pupils' understanding to determine when they are ready to move on. As a result, pupils remember important concepts and facts over time.

In a small number of subjects, leaders have only recently implemented a new curriculum. Pupils have not been studying these curriculums long enough to have a significant impact on their learning. In these subjects, the most essential knowledge that pupils need to know and remember has not been clearly identified or prioritised. Where this is the case, some pupils do not build their knowledge as well as they should.

Leaders give a high priority to reading, which is well led. Pupils who are learning to read follow a well-structured curriculum that builds their knowledge step by step. This enables them to progress from learning sounds to reading words and then to reading sentences. Teachers check what pupils know and adjust learning when necessary. As a result, most pupils are learning to read fluently. However, a small number of pupils who need extra help do not practise their reading sufficiently to develop their fluency. This holds them back in learning to read.

Older pupils who are finding learning to read more difficult receive the help they need. Leaders adapt the curriculum so that these pupils focus on the most important knowledge and skills that they need to learn next. Teachers build early writing skills with similar care. Pupils use the sounds they have learned to spell words and write sentences.

Teachers adapt learning for pupils with special educational needs and/or disabilities (SEND) well. This enables pupils with SEND to learn the same curriculum as their peers. Leaders identify key learning targets for pupils with SEND and set them out in small, manageable steps. This helps leaders and teachers to understand how well the needs of pupils with SEND are being met.

Pupils talk about fundamental British values knowledgeably. They know it is important to respect the rights of others who may hold different views to their own. The 'Pupil Parliament' helps pupils to understand this and to develop their concept of democracy. Pupils know the difference between right and wrong. Staff teach pupils to keep themselves safe, including understanding healthy relationships.

Pupils understand that their behaviour can have positive consequences or negative consequences for themselves and for others. They know the importance of caring for each other. Leaders promote the importance of high attendance. Pastoral leaders give effective support to pupils who need help to improve their attendance. As a result, most pupils attend school regularly.

Governors provide effective support to the school. They enable senior leaders to focus on the most important priorities and protect them from issues that could distract them. Staff and leaders work efficiently as a team. Leaders are mindful of staff workload and well-being. They provide support if needed.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders ensure that staff are appropriately trained and know the importance of following systems for reporting and monitoring concerns. Leaders work effectively with families to provide pupils with the help they need. Leaders know when to escalate concerns and seek help from external agencies.

The behaviour policy makes it clear that any form of harassment is not tolerated. The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the most important knowledge that all pupils must know and remember has not yet been identified. As a result, some pupils do not build their knowledge well in these subjects. Leaders need to identify the critical components of knowledge that all pupils need to learn, ensuring that pupils remember this over time.
- A small number of younger pupils who struggle to learn to read need more support to help them to become fluent readers. These pupils are not developing their reading fluency quickly enough, and this will hold back their learning across the curriculum. Leaders need to ensure that those pupils who need further help to learn to read fluently receive sufficient support to catch up swiftly.

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	138674
Local authority	Gloucestershire
Inspection number	10256703
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	Board of trustees
Chair of trust	David Hall
Principal	Rob Hughes
Website	www.brockworthprimaryacademy.org
Date of previous inspection	26 and 27 March 2019

Information about this school

- This school is part of Academies Enterprise Trust. It joined the trust in September 2012.
- The principal, deputy principal and assistant principal started their posts in September 2021.
- The school runs a breakfast club. After-school care is provided on site by a private provider registered with Ofsted.
- 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 school leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, school leaders, other school staff and trust leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and geography. 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' work.
- Inspectors reviewed curriculum planning and pupils' work across other subjects in the curriculum.
- Inspectors talked to pupils, staff and leaders about how the school supports the safety of pupils.
- Inspectors observed pupils' behaviour when arriving at school, in lessons and during breaktimes. Inspectors met senior leaders and staff to discuss the school's approach to behaviour management and how they respond to issues.
- Inspectors reviewed and sampled leaders' checks on the suitability of staff to work with children. They reviewed attendance information, behaviour records, support plans for pupils with SEND and safeguarding records.
- Inspectors considered responses to Ofsted's questionnaire for parents, Parent View, and met with parents on the school playground.

Inspection team

Gareth Simons, lead inspector	Ofsted Inspector
Marcia Northeast	Ofsted Inspector
Nick Sheppard	Ofsted Inspector

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