

Inspection of Begbrook Primary Academy

Begbrook Drive, Stapleton, Bristol BS16 1HG

Inspection dates: 26 and 27 September 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 Good

The headteacher of this school is Vicky Counsell. This school is part of Cabot Learning Federation, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Steve Taylor, and overseen by a board of trustees, chaired by Professor Paul Olomolaiye.

What is it like to attend this school?

Pupils are proud of their school. They talk positively about recent changes at the school. The 'pupil voice group' ensures that pupils feel involved in school improvement.

The school has high expectations of pupils' behaviour. As a result, pupils are respectful to adults and each other. Pupils know the school rules, 'be kind, be safe and show respect'. This means they conduct themselves well around school. Incidents of bullying are rare. When they do occur, the school deals with them effectively.

The school teaches pupils to be well-rounded citizens. Pupils celebrate the diversity of their local community. They learn about festivals that reflect their different cultures and religions. Pupils who make up the eco-committee inform their peers about how to save energy to make a greener planet.

The school is inclusive. Pupils are treated equally. They learn to form healthy relationships. Pupils understand the importance of staying physically and mentally healthy. They learn to stay safe online. Pupils feel safe in school. They proudly talk of the five safe adults they can speak to if they have any concerns.

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

The school has made significant and positive changes to the curriculum. As a result, the curriculum is rich in content and ambitious for all pupils. The curriculum prioritises reading. Carefully selected books cover a wide range of stories and topics. This has led to a culture where pupils love reading.

From an early age, pupils learn the phonics needed to read fluently. Books are well matched to pupils' abilities. When needed, teachers provide effective support for those pupils who fall behind. The sharp focus on reading continues into key stage 2. Teaching develops pupils' communication and language. As a result, pupils learn to use a broad range of vocabulary when speaking to adults. Pupils show respect for one another's views and differences, even when they disagree.

The school has designed a mathematics curriculum that builds learning over time. Pupils mostly learn the intended curriculum. However, at times, the way the curriculum is taught does not always match the ambition of the school. This leads to some pupils becoming confused about what they are learning. As a result, some pupils do not build knowledge and skills well.

The wider curriculum is ambitious. The school has set out the key knowledge it wants pupils to learn. This includes new and ambitious vocabulary, which is regularly introduced to pupils. Pupils are excited about the subjects they learn. They are enthusiastic about different topics. For example, in geography, pupils in key stage 2

are keen to explain the process of volcanic eruptions. They also discuss different cultures and religions.

In some subjects, the school does not have clear systems to assess what pupils remember. As a result, teachers are not aware of the gaps in pupils' knowledge. Teaching does not adapt the curriculum to ensure pupils are secure in what they learn. This means pupils are not always able to recall knowledge in depth.

Children in the early years make a strong start. They concentrate well and enjoy their learning. Adults build positive and caring relationships with children and their families. As a result, children feel safe. Adults support children to manage their feelings and behaviour. As soon as children begin nursery, they learn routines that help them to build independence. Activities are well planned to develop children's listening and speaking skills.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school identifies pupils' needs early. Teaching is carefully adapted to meet the needs of pupils with SEND. Extra adult support is used appropriately. As a result, pupils with SEND learn the curriculum alongside their peers.

Trustees and the academy council hold the school to account. They gather information from different sources, which allows them to challenge the school. Staff appreciate the trust's consideration of their well-being. Staff value the training and time allocated to their development as teachers and subject leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the implementation of the curriculum is not as intended. In these areas, teachers do not assess pupils' learning. This means some pupils do not build their knowledge well. The school does not evaluate the curriculum with enough precision. The trust should ensure assessment is used effectively to check the curriculum is embedded securely and consistently so that pupils develop a deeper understanding over time.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138655
Local authority	Bristol City of
Inspection number	10288188
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	587
Appropriate authority	Board of trustees
Chair of trust	Professor Paul Olomolaiye
CEO of trust	Steve Taylor
Headteacher	Vicky Counsell
Website	www.begbrookprimaryacademy.clf.uk
Date of previous inspection	January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of Cabot Learning Federation.
- The headteacher started in September 2022.
- The school uses alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with the headteacher, the deputy headteacher and the senior leadership team.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography and science. For each deep dive, the 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.
- The inspectors listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before school. The inspectors also evaluated responses to Ofsted's staff and pupil questionnaires.

Inspection team

James Gentile, lead inspector	His Majesty's Inspector
Wendy D'Arcy	His Majesty's Inspector
Ian Robinson	Ofsted Inspector
Sean McKeown	Ofsted Inspector

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