

Inspection of Four Acres Academy

Four Acres, Withywood, Bristol BS13 8RB

Inspection dates: 17 and 18 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Matthew Cave. This school is part of Futura Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrea Arlidge, and overseen by a board of trustees, chaired by Malcolm Broad MBE.

What is it like to attend this school?

Staff are very caring towards pupils at Four Acres Academy. They develop positive, respectful relationships with pupils. The school's values of 'respect, confidence, resilience, independence and articulate' are used to support pupils exceptionally well. Pupils feel safe and happy. They flourish at the school.

Staff have high expectations for every pupil. As a result, pupils achieve well across a range of subjects. Pupils behave well in lessons and around the school. Staff are patient and kind. They help pupils manage their own behaviour and anxieties sensitively. Pupils say that if bullying happens, adults sort it out quickly.

The school prioritises developing pupils' character. This begins in the early years, when children learn rules and routines. The school weaves highly memorable experiences through the curriculum to enrich pupils' learning. Pupils praise the wide variety of clubs on offer, including sports, art and music. Older pupils relish their roles as school councillors and eco-councillors, in which they influence and lead others. Pupils say these experiences make their school special.

The school has established strong relationships with parents. Parents are overwhelmingly supportive of the school. Many say how staff inspire and go the extra mile for their children.

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

Learning to read is at the heart of the curriculum. As soon as children start in Nursery, staff develop their listening and speaking skills. Children in Reception start to learn to read from the very beginning. The school's phonics curriculum is well planned. Staff teach phonics well. They match pupils' reading books to the sounds that have been taught. Staff use assessment effectively to identify pupils at risk of falling behind. These pupils then get extra support to help them to catch up. Pupils listen to and read a wide range of books, including non-fiction, stories and poetry. This helps pupils develop confidence and fluency. Class texts introduce pupils to a range of social issues, such as disability, fairness and racism.

Pupils follow an ambitious curriculum. Teachers set out the important knowledge and vocabulary that pupils need to learn. Subject leaders receive extensive training. They help staff to deliver the curriculum effectively. Staff revisit learning and check pupils' understanding regularly. For example, in mathematics, pupils in Year 2 use their knowledge of place value to help them add larger numbers. In art, teachers deepen pupils' understanding by building on content they have learned before when using chalk and pastels. Pupils understand the styles of particular artists they study.

Pupils with special educational needs and/or disabilities (SEND) take an active part in school life and benefit from its inclusive ethos. Staff work in partnership with parents to meet pupils' individual needs. The school identifies pupils' barriers and

gaps in learning. Pupils with SEND generally get swift support from staff, particularly for their well-being. However, sometimes the work that pupils are given is not adapted well enough to help them. As a result, some pupils with SEND occasionally repeat errors, and misconceptions persist.

Pupils conduct themselves well across the school. This starts in the early years, where consistent routines set the tone. Children follow instructions quickly and learn how to listen well. There are strong classroom routines and expectations across the school. Pupils line up calmly and move around the school sensibly.

The school takes appropriate action to improve pupils' attendance. Staff keep a close eye on patterns and trends. They talk to parents to understand the reasons for absence. This includes for pupils who miss school on a regular basis. Nevertheless, the school has rightly identified that it wants to improve pupils' attendance further.

The school offers an impressive range of experiences to promote pupils' personal development. It weaves these thoughtfully through the curriculum. For example, during 'Enterprise Day', pupils learn about possible future careers. The school celebrates pupils' understanding of other faiths, cultures and beliefs. Pupils say that they know to value everyone and be kind. They learn to challenge unfairness, should it occur. Older pupils are extremely strong role models of how to act for the good of others. This makes a tangible difference to the school.

Trustees fulfil their statutory duties well. The trust and governors are well informed about the school's strengths and next steps for development. They have the right skills to check the effectiveness of the school's actions. Senior leaders set high expectations for everyone. Staff agree that the school supports them to do their job well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND do not have the adaptations they need to successfully learn in some subjects. These pupils do not learn parts of the curriculum as well as they could. Some repeat and deepen misconceptions. The trust needs to ensure that staff adapt learning consistently so that pupils with SEND achieve as well as they should.

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	141706
Local authority	Bristol City of
Inspection number	10288201
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	Board of trustees
Chair of trust	Malcolm Broad MBE
CEO of the trust	Andrea Arlidge
Headteacher	Matthew Cave
Website	www.fouracresacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Four Acres Academy converted to an academy in February 2015. When the predecessor school, Four Acres Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use alternative provision.

Information about this inspection

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior and middle leaders, teaching and administrative staff, governors, a trustee, and leaders from the trust, including the chief executive officer.
- Inspectors carried out deep dives into these subjects: reading, mathematics, art and physical education. They looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- Inspectors observed pupils' behaviour in lessons and around the school. In addition, they met with pupils informally and formally to hear their views.
- The lead inspector listened to pupils read to an adult.
- 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 lead inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View. He also took into consideration the responses to the surveys for pupils and staff.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Caroline Musty	Ofsted Inspector
Tonwen Empson	Ofsted Inspector

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