

Inspection of Brunel Field Primary School

College Road, Bristol BS7 9JT

Inspection dates: 21 and 22 November 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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils live out the school vision 'respect, compassion, commitment and joy.' They are polite and welcoming to all. Adults in school know the pupils well. Relationships across the school are warm. Parents are overwhelmingly positive about the school. They value the pastoral care and the 'kind approach' that adults provide. As a result, pupils are happy and feel safe.

Pupils' behaviour around the school is typically calm and sensible. They behave well in lessons. When low-level disruption happens, adults address it swiftly. At lunchtime, adults and pupils eat together. This creates a sense of community. Pupils of all ages play well together during social times. Older pupils enjoy their role as a buddy to younger pupils during lunchtimes.

The school's curriculum supports pupils to understand the world around them. From Reception Year, children are curious. Pupils use ambitious vocabulary to explain what they know. For example, in history, older pupils can explain the impact of propaganda during World War II. Some areas of the curriculum are further developed than others.

Pupils appreciate the many clubs and enrichment opportunities the school provides. The 'inspiring individuals' club encourages pupils to find out about significant people who achieved great things and influenced others.

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

The school is ambitious for all pupils. It has designed a curriculum that gives pupils the knowledge they need to succeed. Reading is at the centre of it. Carefully selected stories are interwoven throughout the curriculum which helps pupils to understand diversity and cultures.

The school ensures that pupils read books and listen to stories from a broad range of diverse authors. This begins in Reception Year, where children learn stories by heart and repeat them. This love of reading and listening to stories continues throughout the school. Pupils talk about books being 'emotive' which makes them want to read on. As soon as children begin school, they learn to read. Adults teach phonics effectively which supports pupils to segment and blend words and read fluently. The school checks regularly on the sounds that pupils know, so there is no risk of them falling behind. Those who struggle to read, receive the support they need to catch up. Books match the sounds they know, which helps them to develop their confidence.

In some areas of the curriculum, the school has clearly set out what they want pupils to learn. The small steps of knowledge that have been identified help pupils to build on what they already know and deepen their understanding. For example, pupils use a range of mathematical strategies in order to solve column addition and subtraction. They use this knowledge to tackle more complex word problems. Pupils

with special educational needs and/or disabilities (SEND) are supported effectively by adults to access the same learning as their peers. This means they progress well through the intended curriculum.

However, the key knowledge that the school wants pupils to know and remember in some subjects is not precise enough. In these subjects, pupils struggle to remember their learning and have gaps in what they know. In art, for example, pupils learn about primary colours and mark making. However, they do not have opportunities to revisit and apply these ideas to their work over time. Pupils struggle to recall techniques used by the artists they have studied. The school does not remedy these gaps and pupils' knowledge does not build well.

In lessons, pupils are keen to contribute to their learning. They are enthusiastic and most pupils respond well to the high expectations that adults have of them. Where pupils struggle to manage their own behaviour, they are sensitively supported by the adults who know them well. This means that learning is not interrupted.

The school promotes pupils' personal development well. Pupils learn about different faiths and cultures through the curriculum, as well as from each other. Pupils celebrate difference and see themselves as part of the school community. Pupils say that everyone treats each other as an equal. They talk confidently about what makes a positive relationship and understand the importance of respect. Pupils recognise difference but say that we are all the 'same on the inside.' Pupils learn about the dangers that drugs and alcohol can have on your body. They know how to keep themselves safe in person and online. If pupils have a worry or concern, they talk about 'soul birds' to communicate with adults. They are confident that adults will help them.

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 school has not identified the key knowledge they want pupils to know and remember. This means that pupils do not build knowledge on what they already know and can do. The school needs to ensure that the curriculum sets out precisely what pupils should learn and by when.
- In some subjects, assessment is not always effective in checking that pupils remember the small steps of knowledge they need in order to tackle more complex concepts. This means that gaps in pupils learning are not always identified, and pupils do not progress through the curriculum as intended. The

school needs to ensure assessment is effective in identifying what pupils know and can do and adapt the curriculum to address any gaps.

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	108910
Local authority	Bristol City of
Inspection number	10297869
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair of governing body	Alisa Wood and Andrew Bennett
Headteacher	Julie Waldren
Website	www.ashleydownschool.org.uk
Dates of previous inspection	1 and 2 December 2011, under section 5 of the Education Act 2005

Information about this school

- The acting headteacher and deputy headteacher took up their post in September 2023.
- From September 2023, a new leadership team has been established.
- The school does not use an alternative provider.

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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and geography. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also discussed the curriculum in some other subjects, including science and art and design.
- 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 senior leaders, subject leaders and the special education needs coordinator. They spoke to a range of staff, including early career teachers and their mentors. The lead inspector spoke to representatives from the governing body and held a telephone conversation with an officer from the local authority.
- The lead inspector heard pupils from Years 1, 2 and 3 read to a familiar adult.
- Inspectors observed behaviour of pupils in classrooms and around the school.
- Inspectors considered the responses to the online survey Ofsted Parent View, including free-text responses and responses to the staff surveys.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Darren Preece

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