Inspection of Minerva Primary Academy

The Greenway, Fishponds, Bristol BS16 4HA

Inspection dates: 11 and 12 June 2024

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 principal of this school is Jennifer Harvey. 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 (CEO), Steve Taylor, and overseen by a board of trustees, chaired by Paul Olomolaiye. There is also an education director, Kate Richardson, who is responsible for this school.

What is it like to attend this school?

Minerva Primary Academy is at the heart of the community. Pupil mobility is high. The school manages this well and this helps new pupils to settle quickly. The school ethos, 'learning, believing, growing, achieving', is the focus of everything that happens. Pupils, including the high number of pupils who are disadvantaged, have complex needs and speak English as an additional language, are happy and flourish in the nurturing environment.

Expectations of all pupils are high. Pupils from different backgrounds work together in harmony, celebrating each other's cultures and faiths. The school prepares pupils well to understand themselves as global citizens. Parents and local residents bring traditional dress, artefacts, food dishes and music to the school in order to celebrate international days. In addition, the school invests in pupils' successful understanding of diversity through literature, using a range of resources to further promote understanding of inclusion.

Pupils feel safe. Relationships in the school are positive. There is a kind and respectful atmosphere across the school. During lessons, pupils focus well on their learning. They understand the school routines and follow them appropriately. This starts in the early years where children listen carefully and play well together. Consequently, the school is calm and orderly.

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

There is an ambitious trust-wide curriculum in place. In subjects such as English and mathematics the important knowledge the school wants pupils to learn is clearly set out. Children from pre-school onwards build on prior learning well. They become proficient so that they are ready for the next phase in their education. Teachers adapt learning effectively for pupils with special educational needs and/or disabilities (SEND). This helps pupils with SEND to progress well through the curriculum.

In other subjects, such as geography and history, the identification of the key knowledge that pupils need to learn is less clear. As a result, some pupils do not remember their learning over time. For example, in geography, pupils struggle to recall their previous learning about rivers and have a limited understanding of fieldwork.

In English and mathematics, assessment provides precise information about what pupils need to do to improve. Teachers use this information well to identify misconceptions and provide clear, direct feedback to pupils. The school is developing its assessment processes to be more effective in the wider curriculum. Consequently, in these subjects, assessment is not yet used well enough to check on what pupils know and to inform future learning. In history, pupils are unable to remember the important monarchs in the Tudor period, such as Henry VIII and his significance in English history.

Reading is a priority. Every pupil listens daily to stories that engage and check their understanding. They learn new vocabulary and expressions. There is a sharp focus on making sure that all pupils quickly become fluent readers Staff are supported to ensure that they have the expertise to teach phonics effectively. They make sure that pupils who have fallen behind catch up quickly. As a result, those who struggle to read become confident and fluent readers rapidly. Pupils read books regularly, and the school checks that books match the sounds learned for younger pupils. Equally, the school ensures that older pupils' books are suitably challenging.

Learning for the most able pupils is designed so that they read more sophisticated texts and apply their knowledge when solving more complex problems. As a result, current pupils are progressing well in their writing and mathematics.

The school acts quickly and robustly to check and understand the causes for any absence. The diligence of staff ensures that pupils attend regularly. Pupils enjoy their learning. They engage well and low-level disruption is rare.

Pupils benefit from a wide range of well-planned enrichment opportunities. They enjoy their residential trips, visits to the pantomime and clubs. Pupils can apply for purposeful positions of responsibility. These range from school councillors to play leaders. Through this work, pupils support each other and develop their leadership skills.

The school teaches relationships and health education sensitively. Pupils talk knowledgeably about healthy relationships. They show a mature understanding of protected characteristics. Pupils are determined that everyone is welcome at their school and treated equally.

The academy councillors and trustees understand their roles and carry them out effectively. Staff receive relevant training from the trust, which enables them to become more skilled as teachers and 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 wider curriculum subjects, the school has not identified the important knowledge pupils need to learn. Assessment is not used well enough to check pupils' understanding. As a result, pupils have gaps in what they know and remember. The trust needs to ensure that the key knowledge is set out precisely and assessment is used effectively to check that pupils have learned the intended curriculum.

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	138789
Local authority	Bristol City of
Inspection number	10315619
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	Board of trustees
Chair of trust	Paul Olomolaiye
CEO of the trust	Steve Taylor
Principal	Jennifer Harvey
Website	minervaprimaryacademy.clf.uk
Date of previous inspection	5 July 2018, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed in September 2020.
- The school has pre-school provision for three- and four-year-olds.
- The school uses one registered 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. 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 the CEO, the vice-chair of the board of trustees, representatives from the local academy council, the executive principal, the principal, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. 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 also met with other curriculum leaders.
- The lead inspector listened to pupils in Years 1, 2 and 3 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.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors took account of the Ofsted survey for parents, Ofsted Parent View, and staff surveys.

Inspection team

Kathy Maddocks, lead inspector	Ofsted Inspector
Wendy D'Arcy	His Majesty's Inspector
Hester Millsop	Ofsted Inspector

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