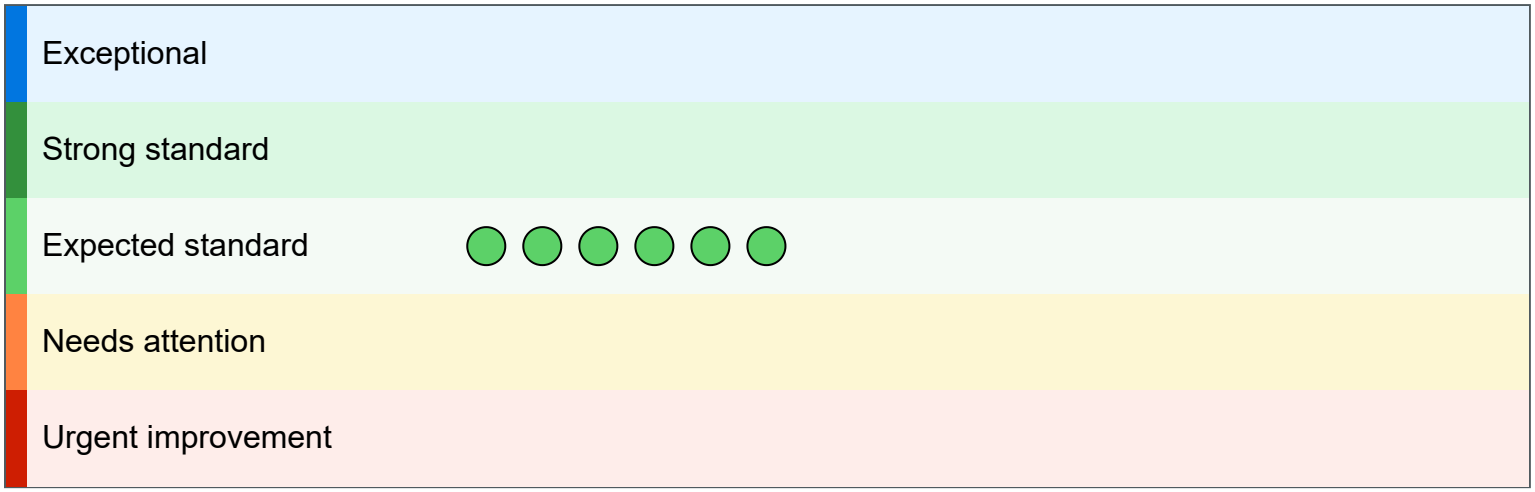
Bristol Metropolitan Academy

Address: Snowdon Road, Fishponds, Bristol, Bristol, BS16 2HD

Unique reference number (URN): 135959

Inspection report: 19 May 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils' attainment across the curriculum is similar to the national average. To achieve this, many pupils make significant progress during their time at the school. It has consistently been the case that disadvantaged pupils make above-average progress overall. However, in 2025 fewer pupils achieved a good or strong GCSE pass in both English and mathematics. This affected disadvantaged pupils too, as the gap between them and non-disadvantaged pupils nationally widened.

The school provides effective support to pupils with any weaknesses in reading, speech and language, and mathematics. Pupils with special educational needs and/or disabilities, and pupils who are at the early stages of learning English, make steady progress as a result. As they approach their GCSE examinations, all pupils benefit from a supportive and aspirational environment which helps to them to do their best and realise their plans.

Attendance and behaviour

Expected standard

Since the previous inspection, there has been a sharp rise in the proportion of pupils with social and emotional difficulties and attendance has declined. Leaders have reshaped their approaches to better support a growing number of pupils who join the school without having developed positive attendance habits before. As a result, the attendance of pupils who are severely or persistently absent is improving steadily. The promotion of regular attendance is built into the school's daily routines. This is leading to improvements for many pupils, including those with more occasional absences, bringing the overall rate of attendance back in line with the national average.

The standard of behaviour around the school and in classrooms is typically high. Leaders act as inspiring role models for pupils, leading to improvements in the behaviour and aspirations of many. The day-to-day life of the school is organised to promote habits that will increase achievement and reduce opportunities for poor behaviour. Staff hold all pupils to the same high standards. However, this is done in the knowledge that many pupils face challenges in their personal lives, for example through illness or other disadvantages. Adaptations are made to support these pupils where appropriate. Pupils readily report any concerns that they have about the behaviour of others, including bullying, to staff. The school stands firm against discrimination in all its forms and does not tolerate this.

Curriculum and teaching

Expected standard

Leaders pay close attention to pupils' achievements in different subjects. Their approach to improving teaching is informed by evidence from educational research. Teachers are trained in strategies to help pupils to sustain their attention and cope with complex tasks. At the time of the inspection, supporting pupils with their language and communication skills was a focus for development. Staff are alert to pupils' individual needs and generally take these into account when planning learning.

Pupils with special educational needs and/or disabilities typically benefit from a mix of responsive teaching and targeted support which meets their needs. However, there remain occasions where pupils do not benefit from the adaptations that they need to learn successfully in class. This can affect pupils with a range of different barriers to their learning, including those who speak English as an additional language.

The curriculum provides ample opportunities for pupils to read widely and develop subject vocabulary. Pupils in the early stages of reading benefit from precise support. Where pupils struggle with mathematics, they receive support in the topics they find the most difficult. Although the curriculum generally helps pupils to become confident writers, the school does not identify pupils who would benefit from different types of targeted support and provide this.

Inclusion

Expected standard

The school prides itself on the welcoming environment it provides to pupils with vulnerabilities that create barriers to learning and success. Leaders and staff challenge all pupils to attend, behave and achieve well. This challenge is provided warmly. It is often the case that pupils succeed due to significant adaptation or specialist support. Pupils who are known to social care, and young carers, are well supported at this school.

Enabling pupils from disadvantaged backgrounds to experience success through education is central to the school's ethos. Additional funding is used to support academic learning and access to wider opportunities. There are well-established arrangements in place to enable these pupils to benefit fully from curriculum experiences. For example, the school provides all ingredients for pupils to use in food lessons, including modifications for families with different cultural beliefs or lifestyles.

Leaders and staff work together to understand pupils' needs and to reduce important barriers such as low literacy and/or poor attendance. The school does this with increasing precision. Leaders intend to widen their checks for gaps in speech, language and communication, as they recognise that targeted work to support these skills can help many pupils with social and emotional difficulties. The school uses alternative provisions of different types to build up or sustain pupils' engagement with education when they experience difficulties.

Leadership and governance

Expected standard

Leaders and governors are committed to securing the best possible outcomes for disadvantaged pupils. Their determination is shared by staff and very often reflected in the routine interactions that help to motivate pupils each day. Leaders work positively within the local area by welcoming pupils in challenging circumstances and helping to provide stability in their lives. They engage well with parents and work in partnership with the police to provide reassurance around community concerns and to manage local risks as they arise.

The trust helps to ensure that staff access high-quality professional training, and networks of other professionals working on similar challenges. Opportunities for staff to collaborate, for example in developing the curriculum, are built into the calendar each year. Staff at all stages of their career feel valued by leaders and have the chance to further their skills.

Governors hold detailed oversight of matters affecting pupils' experiences such as attendance and bullying. They provide regular challenge to the school, helping to sustain improvements. At times, leaders do not show sufficient rigour in their monitoring of how different aspects of school life are impacting on pupils. This is preventing the school from ensuring that each child consistently benefits from and participates in the full richness of the school's wider enrichment programme.

Personal development and wellbeing

Expected standard

Leaders take account of issues arising locally and nationally when planning the curriculum for personal, social and health education. The school arranges 'safety days', where the normal curriculum is suspended so that everyone can focus on an important topic such as online safety. Pupils develop confident knowledge of healthy relationships. This helps them to make sensible choices and identify risks in their personal lives. Pastoral support is a strength of the school. This means that pupils always have someone they can turn to if they get into personal difficulties.

Pupils receive clear messages about the importance of respecting others, no matter their belief, background or lifestyle. They understand the rights of individuals with different characteristics. The curriculum is less focused on the fundamental British values of democracy and aspects of the the rule of law. Pupils do not develop a detailed understanding of some of Britain's important institutions such as the courts or the role of the police.

The school provides a breadth of interesting opportunities. For example, pupils have visited Bletchley Park as part of the computing curriculum and Paris as part of their learning in design technology. They speak enthusiastically about their these experiences. Enrichment activity is built into each pupils' timetable, helping them to overcome any challenges with attending after-school clubs.

Pupils have a working knowledge of different career pathways such as apprenticeships, employment and university routes. Pupils who are not clear about their future plans are identified early and given support. As a result, the rate of pupils who leave the school without an onward placement is below average.

The overall design of the personal development programme means that most pupils benefit. However, leaders do not maintain a detailed oversight that tells them who has participated in what. As such, they are not fully aware of the impact for any pupils who might be missing out on elements of the programme.

What it's like to be a pupil at this school

Bristol Metropolitan Academy welcomes a diverse range of pupils from different communities and backgrounds. Staff endeavour to meet their needs and ensure they are fully included in the life of the school. Pupils follow a curriculum which reflects the value that the school places on learning different languages. French, Spanish and German are offered and pupils are encouraged to gain a qualification in their first language where this is not English. Pupils

have a voice in the school which they use to influence school policies. For example, at the time of the inspection, the school was trialling more varied colours for girls wearing the hijab, recognising their views.

Disadvantaged pupils and those who join the school with low academic starting points make significant progress. Many go on to achieve well across the curriculum. The school's approach to raising achievement in examinations is highly supportive. This helps pupils to develop positive study habits and strive to do their best. Pupils living in challenging personal circumstances, such as those known to social care, are very well supported by inspiring and caring role models among leaders and staff.

The school provides a safe and fulfilling environment in which pupils can be themselves and develop ambitious plans for their futures. Routines and expectations are designed to reduce opportunities for poor behaviour or bullying. Positive relationships with staff mean that pupils readily report any concerns that they have. Most pupils attend well. Many make the most of the school's vibrant extra-curricular programme. There is a strong tradition of basketball, with teams of pupils gaining recognition on the national stage. Pupils enjoy participating in afterschool 'MET adventures', which might involve trying new sports, and 'MET productions' which leads to an annual theatrical and musical show.

Next steps

- Leaders should ensure that pupils with barriers to their learning consistently receive the adaptations that they need to learn successfully.
- Leaders should continue to support pupils with severe absence to build towards a pattern of regular attendance.
- Leaders should further develop pupils' learning and experiences through the personal development programme so that they gain detailed knowledge of fundamental British values and the institutions that uphold them.
- Leaders should increase the rigour with which pupils' experiences are monitored and evaluated with a view to ensuring that all pupils consistently benefit from the full range of opportunities that leaders envision for them.

About this inspection

This school is part of the 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, Sir Steve Taylor, and overseen by a board of trustees, chaired by Professor Yvonne Beach.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, vice principal and other members of the school's senior leadership team, CEO and deputy CEO, other leaders from the trust, one trustee and the chair of the academy council during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Since the previous inspection, a new principal has been appointed.

Principal: Kris Bridgeman

Lead inspector:
Lydia Pride, His Majesty's Inspector

Team inspectors:
William Morgan, Ofsted Inspector
Helen Coulson, Ofsted Inspector
Anna Mills, Ofsted Inspector
Sophie Laing, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 19 May 2026

School and pupil context

Total pupils

1,096
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

945
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

31.02%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

4.84%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

20.99%
Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	39.5%	45.4%	Close to average
2023/24 (final)	46.0%	45.9%	Close to average
2022/23 (final)	35.9%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.9	46.1	Close to average
2023/24 (final)	48.0	45.9	Close to average
2022/23 (final)	45.4	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.54	-0.03	Above
2022/23 (final)	0.31	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	23.2%	25.8%	Close to average
2023/24 (final)	27.3%	25.8%	Close to average
2022/23 (final)	24.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	39.6	34.9	Close to average
2023/24 (final)	40.7	34.6	Above
2022/23 (final)	39.5	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.06	-0.57	Above
2022/23 (final)	0.04	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	23.2%	53.1%	-30.0 pp
2023/24 (final)	27.3%	53.1%	-25.9 pp
2022/23 (final)	24.0%	52.4%	-28.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	39.6	50.4	-10.8
2023/24 (final)	40.7	50.0	-9.3

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	39.5	50.3	-10.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.06	0.16	-0.11
2022/23 (final)	0.04	0.17	-0.13

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	94%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.4%	8.4%	Above
2023/24 (3 term)	9.5%	8.9%	Close to average
2022/23 (3 term)	8.5%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	30.6%	23.4%	Above
2023/24 (3 term)	30.6%	25.6%	Above
2022/23 (3 term)	26.7%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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