

# Fishponds Church of England Academy

Fishponds Road, Fishponds, Bristol, BS16 3UH

**Inspection dates** 1–2 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The principal's strong leadership and determination to provide all pupils with the best chances while at Fishponds Church of England Academy is leading to rapid improvement. He has made some big changes to improve both the teaching and the achievement of the pupils attending the academy.
- Children enter Nursery and Reception with basic skills below those expected for their age. They make good progress and this provides them with a good start to their school career.
- Improvements in teaching, which is now good, have led to pupils making good progress, especially in reading and writing. The progress is good in mathematics, but not as rapid as in reading and writing.
- The teachers provide a range of interesting and demanding tasks which help pupils use their literacy skills in other subject areas.
- Pupils report the academy is a safe and caring place and they know who to talk to should they have any concerns.
- Pupils' behaviour is good. Pupils have positive attitudes and enjoy their work. They are respectful to each other and to staff at the academy.
- The senior leaders, including governors, have created a staff team that are working together well to raise the pupils' performance.
- A strong and effective working partnership between the Diocese of Bristol Academies Trust and Cabot Learning Federation has helped support the improvements made.
- Governors care deeply about the academy. They provide both challenge and support, with a determination that all will have access to a good experience at Fishponds Church of England Academy.

### It is not yet an outstanding school because

- There are occasions when teachers' marking in mathematics does not give pupils enough guidance on how to improve their work and the next steps in their learning.
- Pupils do not have time to develop their mathematical skills in other subject areas.

## Information about this inspection

- Inspectors observed 22 lessons or part-lessons taught by 14 teachers, several of which were joint observations with members of the leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants. Inspectors also observed two assemblies.
- Inspectors heard pupils from Years 2 and 6 reading and also held meetings with two groups of pupils including the school council.
- Inspectors spoke to four academy governors, including the Chair of the Governing Body, the Chief Executive Officer for Cabot Learning Federation (CLF) and School Effectiveness Officer from Diocese of Bristol Academies Trust (DBAT), and staff including senior and middle leaders.
- Inspectors looked at a range of documents, including academy improvement plans, achievement records on pupils' current progress and records relating to behaviour, attendance and the safeguarding of children, and the academy's arrangements for spending the additional sports and pupil premium funding.
- Questionnaires were analysed from 31 members of staff.
- Inspectors took account of the responses of 28 parents and carers to the online Parent View questionnaire. During the inspection, two letters were received from parents, and inspectors also used the start of the day to talk to parents and carers.

## Inspection team

Sarah Jones , Lead inspector

Additional Inspector

Ken Bryan

Additional Inspector

Matthew Cottrell

Additional Inspector

## Full report

### Information about this school

- Fishponds Church of England Academy is larger than the average primary school.
- The school converted to become an academy in September 2012 when its predecessor school, St Matthias and Dr Bell's Church of England Voluntary Aided Primary School, was last inspected, it was judged as satisfactory.
- The large majority of pupils who attend Fishponds Church of England Academy are from minority ethnic backgrounds, with a large proportion whose first language is not English.
- The proportion of pupils who need extra help identified as school action is above average. Those supported by school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals, for whom the school receives additional income (pupil premium), is above average.
- The academy did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in 2013.
- The academy has achieved the Bristol Standard Early Years Quality Mark and it is a Heritage School.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, especially in mathematics, by ensuring that:
  - all pupils know how well they are doing and understand what they must do to improve their work
  - pupils have time to use their mathematical skills in different subjects.

## Inspection judgements

### The achievement of pupils is good

- Attainment on entry is well below expected age-related levels with a significant number of pupils at the early stages of learning English. Children make a very settled start to their schooling in both Nursery and Reception where routines are well established. They make good progress, and move onto Key Stage 1 with a significant improvement in their communication and language skills.
- Pupils are now making good progress in all areas. The academy has good systems for tracking the progress of pupils and it is clearly evident from the academy's records that the attainment at the end of Year 2 and Year 6 has improved. Current evidence provides proof of further improvements at the end of Key Stage 2 in 2014.
- Most pupils from minority ethnic backgrounds and those who speak English as an additional language make rapid progress in Key Stage 2. This is as a result of targeted support both within lessons and through small-group work. There are a few pupils who are not making the same progress due to interruptions to their learning through extended periods of time abroad.
- The improvement in the pupils' learning is best in reading and writing. This reflects the new and effective approach to teaching literacy in different subjects. However, pupils are not always given the time to use their mathematical skills in different subjects.
- The progress of pupils who are known to be eligible for additional funding is improving. Their progress is particularly good in reading and writing. As a result of well-focused support, the gap between the performance of these pupils and their peers in reading writing and mathematics is closing. More-able pupils generally make good progress because teachers and teaching assistants make sure the work is challenging.
- Disabled pupils and those who have special educational needs achieve well. This is because the staff have a very clear awareness of the precise needs of these pupils and put support in place that helps these pupils achieve, especially in reading, writing and mathematics.
- The learning needs of pupils who move to the academy from elsewhere are rapidly assessed and responded to, and this helps them to settle quickly. As a result, they achieve at a good rate of progress in line with others.

### The quality of teaching is good

- The teaching has improved considerably as a result of the action by the leadership and management team, to ensure all teaching is good or better. This is evident from both the school's monitoring records and observations during the inspection.
- Teachers use assessment information well to make sure that pupils' work is tailored to their needs and different abilities. Teachers provide a varied range of interesting and demanding tasks that motivate pupils to want to achieve.
- Teachers work closely with teaching assistants and keep them well informed about what pupils should be achieving in the lesson. This helps teaching assistants plan for individuals, both within the class and, on some occasions, when pupils work outside the main classroom.
- Teachers have very positive relationships with the pupils. There is a good atmosphere in all classrooms with praise and encouragement used well to motivate pupils.
- In the best lessons, staff use their sound subject knowledge well to question pupils to deepen their thinking.
- Pupils are not always given enough help or time to act on the advice given when their work is marked. This restricts how well their work improves, particularly in mathematics.
- Pupils make good use of the displays in the classroom, including the 'learning walls', to help them when working on individual tasks, building on their earlier learning and moving on to the next steps.

- Careful thought is given to how to engage younger pupils in learning. In Reception, children talked enthusiastically about the work on 'The Hungry Caterpillar' and have, for example, the chance to grow plants and seeds in the school grounds as part of their work on life cycles.

### **The behaviour and safety of pupils are good**

- The behaviour of the pupils is good. This is because the academy has effectively implemented policies and procedures to ensure that pupils' learning, safety and well-being are not compromised.
- The behaviour, both in and out of lessons, is good or better. As a result, there is a positive climate in both lessons and about the academy.
- The views of parents and carers, and the academy's records over time, confirm that behaviour has improved in the school since becoming an academy. Parents and carers who took part in the online survey agreed behaviour is now good.
- The academy's work to keep the pupils safe and secure is good. Pupils know how to keep themselves safe, including an awareness of internet safety and the impact cyber-bullying can have on someone.
- Pupils have a good understanding of the different types of bullying, such as name-calling. They report few incidents and say that, if there are any, they know who to talk to and any issues are dealt with effectively.
- Attendance is improving. This is because the academy has worked hard to raise the levels of attendance and, for example, includes class attendance certificates that are awarded in assembly each week. Punctuality remains an issue with a few pupils. The attendance officer continues to work with families to address this.

### **The leadership and management are good**

- The principal, middle and senior leaders and governors have taken important steps to make the necessary improvements to improve pupils' progress. The strong, effective leadership has brought about rapid changes to the teaching and, in turn, the progress that pupils make. As a result, any gaps in the progress are closing. All staff, including those who have recently joined the school, are committed to the academy's ongoing improvement. The effective partnership with DBAT and CLF supports the academy well and includes regular meetings with senior leaders as well as training opportunities for staff and governors within the partnership of other local academies.
- The academy's development plans are thorough. Senior leaders have a very clear understanding of what needs to be done to continue this improvement. These plans are shared and understood by middle leaders and all members of staff, with all wanting to improve the experience pupils have. One member of staff who responded to the staff questionnaire said, 'When I joined the school, I received full support from all of the staff. I was welcomed into the school team straight away and I am very proud to be here.'
- The academy is held in high regard by parents and carers, who report the academy is well led and managed. Parents and carers feel that should they have any concerns, teachers are very approachable. In a letter sent to the inspection team, a parent wrote, 'The headteacher and his team deserve recognition for the hard work and development that occurs each day in this school.'
- The academy uses tracking data for reading, writing and mathematics effectively to monitor the progress of different groups of pupils, including those supported by the additional funding. As a result, the gap between pupil premium pupils and others is now reducing.
- The curriculum is exciting, and pupils enjoy the topic approach to their learning which includes

opportunities for pupils to develop their literacy skills when learning in different subject areas. For example, in a Year 4 science lesson, pupils were learning about liquids and solids, and could accurately use words such as viscosity and density in their descriptions.

- The additional sports funding is being used to give pupils opportunities to experience some more unusual sports such as fencing. It is also being spent on external coaches to work alongside pupils and their teachers, to help develop teachers' skills in physical education.
- The academy makes good provision for the pupils' spiritual, moral, social and cultural education. In an assembly on 'courage', links were made between the academy values and Judaism with reference to the courage of prisoners during the Second World War.
- The management of teachers' performance has been used well to raise standards with clear links to the progress pupils make. Targets are also linked to priority areas on the academy development plans and teachers' areas of responsibility. Staff appreciate the training that is available to support this process.
- The arrangements for safeguarding of pupils meet statutory requirements and demonstrate good practice.

■ **The governance of the school:**

- The governing body has a clear understanding of the academy's performance and the strengths and areas for development within the context of the community it serves and the needs of the pupils. The governing body has a clear understanding of the priorities for the academy and both challenges and supports it to make sure the improvement continues, recognising that pupils only have one chance 'and it is important to get it right'. Governors make sure that statutory responsibilities are met, such as safeguarding requirements which are fully in place and effective. Governors know about the standards of the quality of teaching. They have a good understanding of the management of teachers' performance and implementation of the national 'Teachers' Standards' in relation to tackling any underperformance. Governors monitor spending carefully and are aware of how the school is using both the pupil premium and additional sports funding to improve pupils' overall achievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138794
<b>Local authority</b>	Bristol
<b>Inspection number</b>	440111

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	All-through
<b>School category</b>	Academy alternative provision sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Mumford
<b>Principal</b>	Mike Eatwell
<b>Date of previous school inspection</b>	not previously inspected
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