

Henbury Court Primary Academy

Trevelyan Walk, Henbury, Bristol, BS10 7NY

Inspection dates

10–11 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent across the school. Consequently, pupils' achievement, although improving, is too variable. In Year 6, attainment is above the national average in some areas, but below in others.
- Not all pupils are ready to start Year 1 when they leave the Early Years Foundation Stage. Some have not reached a good enough level of development in their basic skills.
- The most-able pupils do not always achieve the standards they are capable of reaching.
- Teaching does not always gain the interest of all pupils, or have high enough expectations of what they can achieve. As a result, some pupils do not always make as much progress in lessons as they could.
- Feedback from teachers does not always give pupils enough guidance on how to improve their work. Not all pupils complete their improvements, and occasionally mistakes are not addressed.

The school has the following strengths

- The headteacher has already introduced a number of effective improvements and is committed to ensuring all pupils achieve the best possible outcomes.
- Senior leaders and governors clearly demonstrate the capacity to continue the upward journey of the school.
- Strong teamwork and a determination to improve from all staff have provided a solid platform for this school to further improve.
- Pupils behave well in lessons and are very positive about the improvements to their school. They are proud of their school and know that the adults are working hard to make it even better.
- The school works effectively with parents by arranging open days, demonstration lessons and courses to support families. Parents are now very supportive of the school.
- Disadvantaged pupils and those with special educational needs, including pupils who attend the hearing impaired resource base, are well provided for and make progress at least as well as other pupils.
- Effective work with a range of external organisations ensures pupils' safety and supports pupils' understanding of how to stay safe.
- Assemblies and the curriculum provide good opportunities to develop pupils' spiritual, moral, social and cultural education.

Information about this inspection

- Inspectors observed 22 lessons or part lessons, including examples of teaching in every year group and the hearing impaired resource base. Two lesson observations were carried out jointly with the headteacher.
- The inspection team looked at pupils' books in a range of subjects to establish their progress and the quality of their work over time.
- Inspectors talked with groups of pupils as well as individual pupils during their lessons and at playtimes to find out their views about the school. Inspectors also met with the school council.
- Inspectors listened to pupils read and observed their behaviour in lessons and around the school.
- Inspectors talked informally with parents to gauge their views of the school, took account of 78 responses to the online questionnaire (Parent View) and analysed 10 responses from the staff questionnaires.
- Meetings were held with the headteacher, deputy headteacher and members of the senior leadership team, governors and the executive headteacher of the Little Mead Academy Trust.
- Inspectors looked at a range of documents, including the school's plans for improvement, external monitoring reports, records of checks made by leaders and information on pupils' attainment and their progress. They also scrutinised records relating to behaviour, attendance and safeguarding.

Inspection team

Stuart Bellworthy, Lead inspector

Seconded Inspector

Lesley Voaden

Additional Inspector

Howard Dodd

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- The background of most pupils is White British.
- The school runs its own nursery provision and breakfast club on site.
- Children in the Reception classes attend full time and children in the nursery provision attend part time.
- The headteacher started her role when the school converted to an academy on 1st April 2013. When its predecessor school was last inspected by Ofsted in February 2012, it was judged to be inadequate overall. The school is sponsored by The Little Mead Academy Trust.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average, with more pupils qualifying than not. This is additional government funding for children in the care of the local authority and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- There is an 18-place hearing impaired resource base at the school. Fifteen pupils currently attend and are usually integrated and supported in mainstream classes.
- The school currently meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is consistently good or better, and raise achievement by ensuring that all teachers:
 - provide all pupils with work that will interest them and challenge them to achieve more
 - routinely provide constructive feedback when marking and ensure that pupils respond correctly to this
 - increase their expectations of all groups of pupils, especially the most able, so that more pupils achieve higher standards.

Inspection judgements

The leadership and management are good

- The headteacher's vision and determination have been critical to improving teaching and pupils' achievement. She has developed effective teamwork and strong determination amongst all staff and governors to improve the school at all levels further.
- Middle leaders have clearly defined roles and are supporting whole school improvement well. Leaders' regular, detailed checks on teaching, assessments and marking are linked to teachers' performance targets. These checks have been used effectively to support teachers to improve their practice, although teaching is not yet consistently good across the school. As a result of the support provided both within the school and across the trust, there have been improvements in planning, teaching, marking and pupils' achievement.
- The executive headteacher of the trust works very closely with the school to help bring about improvements in teaching and pupil achievement. Joint work with the executive headteacher's school has led to developments in subject leadership and accurate assessments of pupils' progress.
- School leaders make good use of school improvement plans to set clear priorities. They maintain regular and rigorous checks on whether actions taken have been effective or not. These plans are extensive and appropriately focused on the areas which will secure improved pupil achievement.
- The early years provision is increasingly well led and resourced by the newly-appointed leader. Children are making better progress in Reception as a result of improved teaching and focused support to meet their individual needs. However, the proportion of children achieving a good level of development has decreased slightly and is still below the national average by the time they complete the Early Years Foundation Stage.
- The school's newly implemented curriculum provides a wide range of learning experiences for pupils. The teaching of English and mathematics is complemented by a well-organised whole-school approach in all other subjects. A local heritage project has been used effectively to promote historical understanding and British values. Consequently, pupils develop a good attitude to learning, work together and respect one another's differences.
- Pupil premium funding is used very effectively. Additional teachers, teaching assistants and pastoral support focus well on improving learning and supporting the emotional needs of disadvantaged pupils. The progress of eligible pupils has improved, with this group achieving standards in line with other pupils in the school. Additional reading intervention has led to particularly good progress for disadvantaged pupils across the school.
- Assemblies provide very good opportunities to develop pupils' spiritual awareness and to celebrate their personal achievements. Pupils learn about democracy and equality of opportunity through the election of the school council. This has helped to develop pupils' understanding and respect for others and supported their preparation for life in modern Britain.
- Safeguarding arrangements are very effective. The well-managed procedures in place meet statutory requirements and are a strength of the school. A range of external agencies is appropriately involved when needed. All adults are regularly trained and individual cases of concern are followed up thoroughly to ensure pupils are kept safe.
- The school works closely and effectively with parents. Regular open days, demonstration lessons and information sessions have helped developed a closer working relationship with nearly all parents. Leaders hold individual meetings with parents which have helped to promote and improve pupil attendance. The school organised a very successful Families and Schools Together course for parents, led by a national children's charity. The evaluation report shows a number of significant improvements, including a sharp increase in how often children volunteer to help others both at home and in school.
- Additional government money to improve pupils' participation and ability in sport has been used effectively to enhance teaching and learning in physical education. Specialist coaches lead high quality sport sessions during the school day, at lunchtimes and after school. The coaches also deliver tailored sports coaching for pupils with special educational needs.
- **The governance of the school:**
 - Governors have strongly supported the developments made by the headteacher, which have led to improved teaching and achievement. Governors know the school well and hold leaders to account when checking on the progress of school improvement plans and pupil achievement.
 - Governors have a very good understanding of how performance management is used to tackle underperformance, improve teaching and how this links to teachers' pay progression.
 - Governors ensure school finances are well directed to ensuring improvements in teaching and learning

are being made. Several new members have strengthened the governing body and supported its statutory duties. Governors also work alongside the board of directors from the trust.

- Governors check on how the pupil premium is spent and they are kept regularly informed by detailed information about the progress of eligible pupils.
- The Chair of the Board of Governors meets with the staff responsible for safeguarding and checks that all statutory requirements are met.
- Governors have a good understanding of how well the school is performing in relation to other schools nationally. They use the high-quality detailed information provided by the headteacher to ask challenging questions about improvements to teaching and pupils' achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their conduct in lessons is good and they have positive attitudes towards each other. Pupils show great respect for, and enjoy, assemblies.
- Staff promote good behaviour and manage most pupils' needs well. Consequently, lessons are very rarely disrupted by poor behaviour. All staff and the majority of parents are positive about the improvements made to the management of behaviour in the school.
- Pupils say they enjoy learning at school and they know what the school is trying to improve. They enjoy lessons and respond well to adults' questions and prompts. Pupils move sensibly between activities in lessons and work thoughtfully during group work, considering each other's views and ideas.
- Pupils are well informed about most types of bullying. They clearly recognise that behaviour has improved and are confident that they can go and speak with any adult if there is a problem. New equipment and sports coaches have helped to improve behaviour and the range of activities on offer at lunchtimes.
- School leaders analyse behaviour logs carefully. Records show that exclusions have fallen rapidly and are now very rare. The number of warnings issued to pupils by staff are falling every term as a result of improved expectations and pupils' better self-management skills. Although a small number of pupils display challenging behaviour, effective and appropriate measures are in place to manage this.
- A very well developed system of nurture and pastoral support provision is in place. Staff work very closely with both parents and outside agencies to support pupils' emotional, social and behavioural needs. Where pupils' needs could be better met in other settings, the school has worked effectively with parents to ensure pupils are in the right school.

Safety

- The school's work to keep pupils safe and secure is good. Safe practices are emphasised and highly embedded in aspects of the school's work. An example of this is the effective management of, and improvement in, pupils' behaviour.
- Pupils are aware of how to keep themselves and others safe. They are knowledgeable about the dangers associated with the internet and what to do to keep safe online. Pupils say they feel safe at school because they trust the adults in school and the staff are there to help when needed.
- Improvements have made the playground surface much safer. Pupils appreciate this space and make good use of it, persevering to complete challenges on the play equipment.
- Safeguarding procedures are robust. The management of safeguarding is effectively organised and all staff are appropriately trained. Key staff provide effective communication with parents and work closely with outside agencies to ensure individual pupils are kept safe. Pupils understand why visitors to the school wear badges.
- The school promotes high attendance and any absences are quickly followed up. Pupil attendance rates are below the national average, but improving rapidly. Senior leaders work closely with parents and outside agencies to improve attendance. Pupils are keen to come to school because they enjoy learning and feel safe.

The quality of teaching requires improvement

- The quality of teaching is too variable across the school. In particular, younger pupils do not make enough progress to ensure that they achieve in line with the national average at the end of Year 2. Improved expectations and stronger teaching further up the school have enabled pupils' achievement to be close to the national average at the end of Year 6, although uneven across subjects, with writing and mathematics above average, reading below.

- Teaching is typically stronger in Years 3, 4, 5 and 6. In these year groups, teachers set high expectations of what pupils can achieve and use good subject knowledge to engage them throughout lessons. Teachers promote good relationships so that pupils are motivated to build confidence and learn.
- Teaching does not always sufficiently challenge pupils. Consequently, attainment for the group of most-able pupils at the end of Year 2 and Year 6 was below the national average in 2014. Leaders have already put appropriate plans in place to increase teachers' expectations, although it is too early to assess the full impact of these improvements.
- Senior leaders give constructive, frequent and detailed feedback to teachers on how to improve their teaching. As a result, teachers have a clear understanding of what they need to do to improve and what should be required from each group of pupils in their class.
- In weaker lessons, pupils do not make sufficient progress. Teachers do not set work that meets pupils' learning needs or challenges pupils enough to develop their knowledge. As a result, pupils' misunderstandings are sometimes left unchecked and their progress is not good.
- Where teaching is stronger, teachers have high expectations of pupils. Teachers check assessment information carefully and use this to plan additional support for groups carefully. For example, in a mathematics lesson, adults worked effectively with groups of pupils and adjusted the lesson as required. As a result, pupils of all abilities were able to confidently round numbers to the nearest 10.
- The teaching of mathematics is improving and leaders are taking effective action to raise standards of achievement in this subject. However, senior leaders and inspectors agree that teachers' planning in mathematics needs further development.
- The teaching of writing is well structured and is helping pupils write accurately. As a result, all pupils make good progress in writing from Year 2 to Year 6 and the most-able pupils attained higher-than-average levels by the time they left the school in 2014. Pupils enjoy reading and a whole-school focus on improving the teaching of reading is leading to better pupil outcomes.
- Pupils' books are always marked by teachers. The school has introduced a new marking policy where pupils are given next steps to improve their work. However, teachers' comments do not always lead to better learning because the next steps are not always completed and mistakes are not addressed. The quality of presentation in pupils' books is good.
- The school employs a large number of teaching assistants who are deployed effectively throughout the school. Many work with disadvantaged pupils and those with special educational needs, who make good progress. They use detailed questioning, both in lessons and with small groups, to maintain pupils' concentration and challenge pupils to solve problems.
- The school promotes good relationships, including respect for different faiths and cultures. The school's positive ethos and links within the locality enable pupils to develop an understanding of the value of belonging to a mixed community. Pupils' experience and understanding of democracy has been deepened by the election of the school council.
- Pupils reflect thoughtfully and sensibly discuss social issues. In an assembly based on 'What can our hands do to be kind?', links were made with sharing equipment, good manners and the pupils were asked to think about how they could be kind today. Assemblies are also used to celebrate achievement in mathematics and personal development.

The achievement of pupils

requires improvement

- Standards of attainment in English and mathematics are rising overall. At the end of Year 2, pupils attain levels that are below the national average in mathematics and writing. The proportion of pupils reaching the expected level in reading at the end of Year 2 is rising and was just above the national average 2014. At the end of Year 6, attainment has risen in all areas and is now broadly in line with national averages, except for the mostable pupils.
- The achievement of disadvantaged pupils is well monitored. The additional support given to these pupils has reduced the attainment gap between them and other pupils at the school. Disadvantaged pupils achieve in line with their peers in the school, but below other pupils nationally. At the end of Year 6, disadvantaged pupils are on average two terms behind other pupils nationally.
- The most-able pupils are not always sufficiently challenged. The work they are given in mathematics and reading is sometimes too easy and teachers' expectations of them are too low. Expectations and attainment in writing for the mostable pupils, however, is stronger. Few pupils who re-took the Year 1 phonic check caught up. In Year 2, these pupils were not given sufficient teaching to enable more of them to catch up securely and achieve the expected standard. This continues to be a focus area and leaders have introduced additional phonics sessions for these pupils to support their progress in reading as they

go through the school.

- Provision for pupils with special educational needs and disabilities is effective and their needs are met. They make good progress and achieve in line with other pupils as a result of good teaching and well-directed support.
- The hearing impaired resource base is very well resourced and effectively supports pupils' learning. These pupils are securely integrated into mainstream classes and are effectively supported by well-trained adults, both in the resource base and mainstream classes. Consequently, these pupils achieve the same standards as other pupils in the school.

The early years provision

requires improvement

- Children start in Reception with skills that are below those typical for their age. This is particularly the case with their personal and social development. Children's skills develop in the early years and the attainment gap between those pupils eligible for pupil premium funding and their peers has reduced slightly.
- Teaching requires improvement. Better leadership has led to improved provision in early years, but teaching is still inconsistent. Children need encouragement to engage in counting and writing opportunities during times when they can choose activities. The proportion of children who have reached a good level of development and are therefore well prepared for Year 1 at the end of Reception is below the national average.
- The newly-appointed leader has a clear vision for the early years, but it is too early to measure the full impact of recent developments. Staff are well trained and successful in providing a stimulating learning environment that captures the imagination of most children.
- Children begin the school day confidently and happily. This is due to the established routines that are reinforced by all adults working in this area. All adults ensure children learn in a safe and caring environment and check daily the provision to make sure it is safe to use. Children have access to a well-resourced outdoor learning area and move sensibly between the indoor and outdoor provision.
- Teachers make good use of opportunities to reinforce listening and numeracy skills. A good example of this was seen during snack time when the teacher asked the children, 'We have two apples from the tray and there are still three left. How many apples do you think were in the tray?' The children were able to successfully work out how many apples were originally in the tray.
- All adults set clear learning expectations that children understand. Consequently, children are enthusiastic and behave well. They develop a good sense of how to keep themselves and others safe and are keen to join in the learning activities.
- Children make a good start to school in the nursery provision. Effective use of music and engaging activities lead to a high level of response from the children and good progress in all areas of development. Additional adults have a good knowledge of individual children and provide effective support in a range of activities.
- The support for disadvantaged pupils and those with special educational needs is effective. These children are nurtured well and they make good progress in line with others. Adults ensure that children are provided with challenges to develop their understanding and make good progress.
- Parents are positive about the start their children are making to school. They confirmed they are kept regularly informed of their children's learning and progress through newsletters, open mornings, formal meetings and demonstration lessons with teachers and other adults.

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

Unique reference number	139116
Local authority	Bristol City of
Inspection number	449819

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	Julia Skinner
Headteacher	Jo Rice
Date of previous school inspection	Not previously inspected
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