

# Inspection of Easton Church of England Academy

Beaufort Street, Easton, Bristol BS5 0SQ

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Inspection dates: 27–28 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Easton Academy provides a warm welcome to all. It is clearly an important part of the community. Staff form very supportive relationships with pupils and treat them with the utmost respect. Pupils feel safe and happy because adults look after them very well.

Pupils thoroughly enjoy their learning. Their positive attitudes strongly reflect the school's values, 'Equity with Excellence. Endeavour with Enjoyment.' They persevere because they want to do well.

Leaders' work to support pupils' personal development is exemplary. Adults provide an impressive range of stimulating opportunities to nurture pupils' talents. For example, pupils work together to cook meals for their family and the community. Pupils learn to develop a competitive spirit when they play hockey and basketball. They try rock-climbing and abseiling.

Adults have consistently high expectations of pupils' behaviour. Most pupils behave well in and out of class. They are very polite. Pupils understand that their actions affect others. They learn the importance of treating each other fairly. Pupils confirm that adults do not tolerate bullying. They are confident that bullying would be sorted out quickly if it occurred. Most parents and carers are very happy with the school. They typically talk about the 'brilliant education' and 'excellent head and staff'.

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

Leaders and governors have a good understanding of the school's strengths and weaknesses. They are dedicated to creating an extensive and exciting curriculum that inspires pupils to learn. Adults strive to overcome barriers to pupils' learning. The school's work with parents is commendable. Parents appreciate the 'tea and chat' sessions. Staff listen sensitively to their views.

Staff regularly check how pupils are doing. Adults provide highly effective help for pupils who need to catch up, particularly pupils with special educational needs and/or disabilities (SEND). The school provides a range of support to meet pupils' academic, social and emotional needs, for example mentoring through boxing and play therapy. Such activities provide pupils with strategies to reduce their anxious behaviours.

The school prioritises the development of pupils' communication skills. This is particularly important for the large proportion of pupils who are learning to speak English. Leaders know that reading is essential for pupils' learning in all subjects. Phonics is taught well. Pupils regularly practise reading to help them to become confident, fluent readers. They love listening to stories and choosing books to read for themselves.

Adults treat pupils fairly and explain what they expect of them. Pupils are respectful and listen carefully, because they want to learn. Most pupils settle to work with the minimum of fuss. This helps them to achieve. Over time, pupils make strong progress, particularly in writing and mathematics. Pupils apply what they have learned in mathematics to solve problems. They can give reasons for their answers. Pupils can communicate their ideas in writing in a range of subjects.

The school is focusing on further improving pupils' progress in reading, writing and mathematics, so that all pupils achieve their full potential. Leaders have improved teaching in subjects such as science and geography. For example, they ensure that pupils learn important facts and vocabulary. Pupils' enthusiasm for science is ignited when they learn about Darwin's theory of evolution and get the chance to 'graduate' from the University of Bristol. Some leaders are new to their role and are in the early stages of developing sequences of learning in subjects such as design technology, history and music.

Leaders provide pupils with an extensive variety of exciting experiences. For example, pupils explore the SS Great Britain when they learn about Brunel. They visit the Seven Saints of St Paul's mural to find out about the Windrush generation. They enjoy making costumes to wear at St Paul's Carnival.

Pupils' spiritual and cultural development is enhanced when they visit the church, mosque and synagogue to reflect on different forms of worship. They celebrate festivals such as Eid, Diwali and the Chinese New Year. Pupils understand the hurtful effects of discrimination and value each other's differences. A pupil showed great maturity when she commented, 'When we are put together, we are like a rainbow.'

In early years, adults are caring and supportive. They sensitively encourage children to learn. Reading, writing and mathematics are taught effectively. Children listen intently to instructions and behave well. Children are happy and safe. They love playing with their friends. For example, children enjoy cycling round the race track and using the climbing frame. They develop their imagination when they visit the role-play café and supermarket.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults care deeply about pupils and understand their needs well. Staff provide high-quality pastoral support for a minority of pupils who find it difficult to manage their own behaviour. Leaders seek advice from external agencies when pupils need extra help.

Leaders check that all staff are safe to work with children. They provide updates to safeguarding training. Staff are vigilant and know it is their responsibility to refer concerns. The school teaches pupils how to manage risks. For example, pupils learn about the possible dangers of becoming involved in gangs.

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

### (Information for the school and appropriate authority)

- Leaders have prioritised the development of teaching in reading, writing, mathematics and science. They have improved teaching in other subjects, such as geography. This is improving pupils' achievement. Leaders are in the process of planning more challenging sequences of lessons in history, design technology and music. Leaders must fully embed improvements to teaching in these subjects, so that pupils develop the depth of knowledge and skills they need to achieve their full potential.
- Some subject leaders are new to their roles. They are in the early stages of developing their monitoring of teaching. Therefore, they are not yet fully able to influence what pupils learn. Senior leaders must develop subject leaders' capacity to devise and implement a demanding 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141110
<b>Local authority</b>	City of Bristol
<b>Inspection number</b>	10111485
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	464
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Lynda Fisher
<b>Headteacher</b>	Peter Overton
<b>Website</b>	<a href="http://www.easton-ce.academy">www.easton-ce.academy</a>
<b>Date of previous inspection</b>	12–13 July 2017

## Information about this school

- Easton Academy is a Church of England school. The school was graded good in the last Statutory Inspection of Anglican and Methodist Schools (SIAMS) on 14 November 2017. The next SIAMS inspection is due in 2022.
- The school provides a breakfast club.

## Information about this inspection

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

- We held several meetings with the headteacher and three assistant headteachers, one of whom is the special educational needs coordinator (SENCo). We also had meetings with the early years leader. I met with a group of governors, including the chair of governors. I had a separate meeting with three representatives of the multi-academy trust, including the chief executive officer.
- The inspection focused deeply on reading, mathematics, science and geography. We met leaders of these subjects and reviewed pupils' learning in books and lessons. Most lesson visits were carried out jointly with leaders. We talked to pupils and teachers to gain their views about the quality of education. We also

looked at subject plans for history and design technology and met with leaders of these subjects. All other subjects were considered as part of the inspection.

- We reviewed leaders' checks on the suitability of staff to work with children. We checked attendance information, behaviour logs and safeguarding records. We held discussions with senior leaders about safeguarding.
- We spoke informally with pupils and observed their behaviour at various times of the day, including breakfast club, assembly and lunchtime. We also observed extra-curricular clubs.
- We met parents at the beginning and end of the day. We reviewed 14 responses to the online survey, Parent View and eight additional free-text comments. We considered over 100 responses to the school's most recent parent survey. We took account of 27 responses to the Ofsted online staff questionnaire and 11 responses to the pupil survey.

### **Inspection team**

Catherine Beeks, lead inspector	Ofsted Inspector
Emma Jelley	Ofsted Inspector
Marion Borland	Ofsted Inspector

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