

Wallscourt Farm Academy

Address: Long Down Avenue, Stoke Gifford, Bristol, South Gloucestershire, BS16 1GE

Unique reference number (URN): 139694

Inspection report: 28 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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.

Strong standard

Inclusion

Strong standard 

Inclusion is a defining strength of the school. Pupils are known well and welcomed warmly, whatever their background or starting point. The culture is one, where difference is understood and valued, and where vulnerable pupils grow in confidence and independence. Staff take time to understand each pupil's needs, and this shapes the support they provide.

Leaders identify pupils' needs with care and precision. They act early, drawing on a wide range of information to ensure that support is closely matched to what each pupil requires. This leads to thoughtful and effective use of resources, including pupil premium funding, which is making a clear difference to disadvantaged pupils' progress and wellbeing. Staff work closely together so that academic and pastoral support is coherent and purposeful. Leaders monitor the impact of this work carefully and refine provision so that pupils continue to make good progress.

Partnerships with external agencies are well established and used to good effect. Leaders are persistent in securing the right help for families, and this joined-up approach has had a marked impact on pupils' attendance and sense of belonging. Vulnerable pupils participate fully in the wider life of the school and move through the school with growing confidence and ambition.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, achieve well. This is evident in published key stage 2 outcomes that are consistently above the national average. Reading is taught with consistency. Pupils develop the phonics knowledge they need to read with growing accuracy and confidence. Across the school, pupils develop a secure grasp of key vocabulary and ideas, which supports steady progress in a range of subjects. Pupils with special educational needs and/or disabilities also achieve well because their needs are identified early and supported thoughtfully. Pupils are well prepared for the move to Year 7.

For a small number of pupils, however, these outcomes are not fully reflected in the quality of their written work. Gaps in letter formation, spelling and sentence accuracy are occasionally left unaddressed. This slows the development of a fluent writing style. Leaders are taking steps to strengthen this so that pupils' writing improves.

Attendance and behaviour

Expected standard 

Pupils come into school ready to learn. Attendance continues to improve because leaders keep a close, steady watch on it. They notice patterns early and act before concerns take hold. This is making a clear difference for pupils who need more support. Staff also use small, thoughtful approaches to help pupils feel positive about coming to school, such as

drawing attention to moments in the week that pupils look forward to. Practical help, including a walking bus for some families, reflects the school's commitment to removing barriers and supporting positive attendance.

Around the school, pupils behave well. They listen, cooperate and settle quickly to learn. This results in a calm and purposeful atmosphere in lessons, with most pupils focusing well on their learning. Staff respond with consistency and care, adapting approaches, when needed, while keeping expectations fair. Leaders pay attention to how pupils experience these adjustments and work to ensure everyone feels respected. Pupils say that if any form of bullying does occur, staff take it seriously and deal with it promptly. They feel confident that staff will listen and help them resolve concerns. As a result, pupils feel safe, and relationships across the school are positive and supportive.

Curriculum and teaching

Expected standard 

The curriculum has been shaped with curiosity and ambition at its core. Leaders want pupils to think like subject specialists, and this is reflected in the way learning is organised. Pupils respond well to the active, collaborative approaches used across subjects. Prior learning is revisited in a way that helps pupils deepen their understanding and hold on to important ideas. Oracy is woven through lessons, giving pupils the confidence to explain their thinking and listen to others.

Leaders keep a close eye on how well the curriculum is taught. Their understanding of classroom practice guides the professional development they offer, which is practical and rooted in what teachers need. Coaching is used thoughtfully to refine practice. Most teachers explain new content clearly and choose approaches that help pupils grasp tricky concepts. Visual prompts and simple rhymes, for example, support pupils' understanding of mathematical ideas, such as parallel and perpendicular lines. Staff know their pupils well and adapt learning so that everyone, including pupils with special educational needs and/or disabilities, can take part.

Leaders recognise that assessment is not as secure as it needs to be in a small number of classes. Where this is the case, some pupils do not develop their writing skills as well as they could.

Early years

Expected standard 

Children in the early years experience a calm and welcoming start to school life. The environment is organised thoughtfully so that children can explore, talk and learn with increasing confidence. Staff know the children well and use this understanding to establish routines that help them feel settled and secure. As a result, children develop positive relationships and have a clear sense of belonging.

The curriculum is planned carefully and reflects the school's enquiry-led approach. Staff introduce new ideas in a way that builds on what children already know, encouraging them to think, talk and make connections. Communication and language are prioritised. Adults model clear, rich vocabulary and create regular opportunities for children to express themselves. Early reading is taught with care and consistency, and children develop secure phonics knowledge that supports their early reading behaviours.

Children with additional needs are identified promptly. Staff work closely with families and external agencies to ensure that support is well matched and enables children to take part in all aspects of learning. The outdoor spaces are used appropriately to extend learning and promote independence. By the end of Reception, most children are confident, curious and ready for the next stage of their education.

Leadership and governance

Expected standard 

Leadership at Wallscourt Farm Academy is thoughtful and effective. Leaders act in the best interests of pupils. Leaders know the school well and use this understanding to shape decisions that support pupils' academic and personal development. They have designed and implemented a rich curriculum that reflects the school's enquiry-led ethos and the needs of the community it serves. Leaders maintain careful oversight of systems and ensure that staff understand their responsibilities.

The trust provides effective layers of support, guidance and challenge. Regular reviews and close links with the academy council help leaders stay focused on the right priorities. Governors and trust representatives ask considered questions and maintain a clear focus on pupils' wellbeing, safety and readiness for their next steps.

Leaders prioritise staff wellbeing. As a result, staff, including early career teachers, feel valued, well supported and able to contribute positively to the school. Leaders model high expectations and professionalism, creating a culture where staff feel trusted and able to carry out their roles with confidence.

Leaders monitor and evaluate their work with care. They build an effective team of teachers and support staff, who understand the school's aims and work together to meet them. Where practice does not meet the high expectations that leaders set, leaders recognise this accurately and put in place appropriate plans for improvement. This measured, reflective approach helps the school continue to strengthen its provision.

Personal development and wellbeing

Expected standard 

Leaders take a thoughtful and well-sequenced approach to pupils' wider development. The curriculum sets out clear knowledge for pupils to build over time in areas, such as health, relationships, citizenship and safety. This sits naturally alongside the school's enquiry-led ethos, where pupils are encouraged to notice, question and reflect. Whole-school gatherings, classroom learning and enrichment opportunities all contribute to this steady development. Pupils learn how to look after their physical and mental health. Regular physical education lessons, movement breaks, outdoor learning and opportunities to cook with nutritious ingredients help them understand how daily choices support wellbeing. Sessions focused on mental health help pupils recognise what helps them feel calm, confident and ready to learn.

Pupils talk confidently about staying safe online and in the community. They understand risks linked to misinformation, substance misuse and unhealthy relationships. They can describe what makes a good friend and recognise behaviours that may be unkind or unsafe. Their understanding of consent is appropriate for their age. Pupils know the protected characteristics and understand that discrimination is against the law. Learning about a range

of faiths, cultures and celebrations promotes respect for diversity, even if some pupils do not recall key features with complete accuracy.

Relationships sit at the heart of the school's work. Staff respond sensitively when pupils have difficulty managing their emotions, offering choices that help pupils to manage their behaviour. Pupils say they feel cared for and well supported. A wide range of clubs, trips and leadership roles broadens pupils' experiences and helps them develop new interests. Visits such as the Year 5 trip to Caerleon, the exploration of maritime attractions in Bristol and the upcoming residential camp give pupils memorable opportunities to learn beyond the classroom. Roles such as school council, eco-leaders and digital leaders help pupils understand their influence within the school and wider community.

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

Pupils thrive at this school. A real sense of belonging is evident in the way children talk about their daily experiences. The school community is welcoming and staff know pupils well. This helps pupils to feel safe, valued and supported. Staff take time to understand individual needs, including those of pupils with special educational needs and/or disabilities (SEND). Adaptations are planned thoughtfully so that all pupils can take part in learning. In Reception, for example, opportunities for children to move and explore before phonics teaching begins, helps them settle and focus.

Pupils enjoy coming to school and attend well. Warm, nurturing relationships contribute to a calm and settled atmosphere. Expectations are clear and pupils learn to understand right from wrong. Consideration for others is encouraged and this is reflected in the respectful conduct seen throughout the school. When friendship issues arise, staff respond quickly and fairly, which helps pupils feel secure.

Learning is engaging and purposeful. Teachers spark pupils' curiosity and encourage pupils to see themselves as writers, musicians, scientists and creative thinkers. Stories and high-quality texts are celebrated across the school, and pupils speak enthusiastically about the books they enjoy. Clear routines help pupils to feel confident and ready to learn.

Pupils achieve well because support is well matched to their individual needs. Vulnerable pupils benefit from approaches that enable them to participate fully and make progress. A positive contribution to school life is evident in pupils' kindness, cooperation and sense of responsibility. Effort, resilience and positive attitudes are recognised and celebrated. Pupils enjoy the opportunity to earn a turn on the school's 'special slide' as a memorable and motivating reward that acknowledges their hard work and positive choices.

Next steps

- Leaders should ensure that assessment, particularly for pupils working below age-related expectations, is used consistently to guide teachers in selecting tasks that address gaps

in knowledge, so that these pupils can produce higher-quality work in writing and across the curriculum.

About this inspection

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 senior leaders, including the principal. Inspectors also met with the education director, the chief executive officer and vice-chair of trustees during the inspection.

This school is part of the Cabot Learning Federation (CLF), 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.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Principal: Charlotte Black

Lead inspector:

Tonwen Empson, Ofsted Inspector

Team inspectors:

Catherine Beeks, Ofsted Inspector

Tracey Porter, 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 28 April 2026

School and pupil context

Total pupils

404

Above 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: 272

School capacity

420

Above 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: 300

Pupils eligible for free school meals (FSM)

18.81%

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: 26.3%

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

2.48%

Close to 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: 3.5%

Pupils with special educational needs (SEN) support

12.38%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	61%	Above
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	83%	61%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (final)	83%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	72%	Above
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	89%	72%	Above
2022/23 (final)	77%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	92%	73%	Above
2022/23 (final)	79%	73%	Close to average

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	46%	Above
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	80%	46%	Above
2022/23 (final)	40%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	62%	Above
2024/25 (final)	75%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	87%	62%	Above
2022/23 (final)	55%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	59%	Above
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	87%	58%	Above
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	60%	Above
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	93%	59%	Above
2022/23 (final)	70%	59%	Close to average

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	68%	-12 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	80%	67%	13 pp
2022/23 (final)	40%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	80%	-9 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	87%	80%	7 pp
2022/23 (final)	55%	78%	-23 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	78%	-10 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	87%	78%	9 pp
2022/23 (final)	55%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	93%	79%	14 pp
2022/23 (final)	70%	79%	-9 pp

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)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	Below

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)	7.3%	13.0%	Below
2023/24 (3 term)	12.3%	14.6%	Close to average
2022/23 (3 term)	13.3%	16.2%	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.

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