

Inspection of St Mary Redcliffe Church of England Primary School

Windmill Close, Windmill Hill, Bristol BS3 4DP

Inspection dates: 16 and 17 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school's vision of 'Rooted in love' is central to life at St Mary Redcliffe. The school's Christian values underpin its welcoming approach to diversity. Pupils gain a secure understanding of life in modern Britain. Staff make it a priority to create an inclusive learning environment. There is a strong sense of community and belonging at the school.

Pupils are safe, enjoy coming to school and attend regularly. Parents and carers are overwhelmingly positive about improvements leaders have made to the school. They recognise the care and support staff give to their children so they are ready to learn.

Pupils study a broad range of subjects. They receive a good-quality education. Pupils meet the high expectations that staff set for them. Staff encourage pupils' wider development through a range of opportunities and experiences. These include links to a city farm, residential trips and a range of extra-curricular clubs. Pupils say that staff inspire them to try new things.

Pupils behave well. Bullying is rare. Should any bullying occur, pupils trust adults to deal with it swiftly. Relationships between pupils and their teachers are warm and respectful. Pupils listen well in lessons, let others learn without disruption and help create a positive, calm environment.

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

Leaders have designed an ambitious curriculum for pupils. Staff deliver this with consistency across different year groups and classes. Curriculum plans contain important content and pupils know more and remember more as a result. Teachers use assessment to find out the gaps pupils have in their learning and they address these quickly. As a result, pupils learn effectively in a wide range of subjects.

There is a strong reading culture in the school. Pupils enjoy reading and talk confidently about their favourite stories, genres and authors. Leaders have prioritised training for teachers and teaching assistants. There is a clear and consistent structure to phonics lessons. In early years and Years 1 and 2, teachers ensure that reading books match the sounds that pupils know. Leaders use a range of effective approaches to enable pupils to gain an understanding of what they read. As a result, pupils enjoy reading.

Leaders are knowledgeable about the subjects for which they are responsible. They know how their subjects are delivered in Years 1 to 6 and how well pupils are learning. Leaders are turning their focus to checking how well staff implement the early years curriculum. Nevertheless, this work is at an early stage.

Teaching in early years enables children to use a wide range of vocabulary from their previous learning to explore the world around them. Children interact successfully with their peers and engage in imaginative play. However, they do not

have rich enough experiences to consolidate their understanding of number well. By contrast, in other year groups, the mathematics curriculum is very well sequenced. Teachers model and encourage pupils to use mathematical vocabulary and high-quality resources to support their learning. This enables pupils to develop their fluency and reasoning skills effectively.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff have been trained effectively to make sure that learning is adapted where needed. Plans for pupils with SEND are matched appropriately to their specific needs and include pupil and parent voice. Pupils with SEND have their social, emotional and academic needs met well.

Pupils explore many aspects of the wider curriculum. For example, pupils learn to accept differences by learning about significant people and studying diverse texts. Pupils talk confidently about their learning of different faiths and beliefs. They remember an assembly led by the local imam in detail. Pupils are enthusiastic in their recall of their learning of life skills. Pupils explore and extend their strengths and interests through a range of extra-curricular opportunities. Pupils can talk about democracy, but their understanding of other fundamental British values is still developing.

Leaders have successfully created a school where everyone feels supported and valued. Staff model clear expectations for pupils' behaviour. Pupils show high levels of engagement in their learning and are keen to do well. Their attitudes to learning are consistently positive.

Leaders, including those responsible for governance, have an accurate view of the school's strengths and areas for development. They understand the school's work on improving the wider curriculum. They recognise that this starts with pupils understanding and appreciating the diversity of their own community. Leaders are considerate of staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding in the school. Procedures for keeping children safe are clear. Staff use and apply their ongoing training well. As a result, they are confident to act promptly should a safeguarding issue arise. All staff know that safeguarding is their responsibility. Staff are quick to report any concerns.

The team of designated safeguarding leads work effectively together. They work closely with external agencies to signpost pupils and their families to support and help as appropriate.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have a comprehensive overview of how well pupils learn the curriculum in key stages 1 and 2. However, they do not have the same insight into how well the curriculum is being delivered in early years. As a result, children do not learn as well as they should, for example in number. Leaders need to ensure that their checks in early years are of the same quality as they are for the rest of the school.
- Some learning sequences are not supporting children in early years to develop their knowledge and skills sufficiently. As a result, some children in early years are not engaging with the full breadth of the early years curriculum. This is limiting some aspects of their development. Staff need to ensure that the early years curriculum provides sufficient opportunities for children to deepen their learning. This will help children prepare for the next stage in education.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	144724
Local authority	City of Bristol
Inspection number	10201007
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Board of trustees
Chair of trust	Rachel Clark
Headteacher	Kevin Fry and Meg Stacey
Website	www.stmaryredcliffeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- St Mary Redcliffe Church of England Primary School converted to become an academy in July 2017. At this time, it joined the Diocese of Bristol Academy Trust. When its predecessor school, St Mary Redcliffe Church of England Primary School, was last inspected by Ofsted, it was judged to require special measures.
- The school is a voluntary-controlled Church of England school. The most recent section 48 inspection took place in June 2018. The date of the next section 48 inspection is likely to be in 2023.
- The school uses one registered alternative provider.
- There are currently 33 recorded languages spoken by pupils attending the school.

Information about this inspection

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

This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- During the inspection, inspectors met with the heads of school, assistant headteacher, special educational needs coordinator, family liaison worker, chief executive, school improvement partner and other leaders and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, personal, social and health education, and art and design. Inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. It was not possible to visit art lessons, so inspectors reviewed a wider range of pupils' work.
- Inspectors met with those responsible for governance, including members of the academy council.
- Inspectors scrutinised a range of documentation provided by the school, including improvement plans, leaders' self-evaluation, and documentation relating to behaviour and attendance.
- Inspectors examined safeguarding records, checked staff's safeguarding knowledge and spoke with pupils. An inspector met with the designated safeguarding leads.
- Inspectors considered 110 responses to the online survey, Ofsted Parent View, and 122 free-text comments. They took into consideration 23 responses to the staff survey and 22 responses to the pupil survey. The pupil survey was carried out during breakfast club and collected the views of pupils from a range of backgrounds from Year 2 to Year 6.

Inspection team

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