

# St Mary Redcliffe Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109147
<b>Local authority</b>	City Of Bristol
<b>Inspection number</b>	385390
<b>Inspection dates</b>	14–15 March 2012
<b>Lead inspector</b>	Linda McGill HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	402
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Bob Sommers/Vinita Nawathe
<b>Headteacher</b>	Emma Payne
<b>Date of previous school inspection</b>	26–27 May 2010
<b>School address</b>	Windmill Close Windmill Hill Bristol BS3 4DP
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	14–15 March 2012
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## Introduction

Inspection team

Linda McGill

Her Majesty's Inspector

Gail Robertson

Additional inspector

This inspection was carried out at no notice. The inspectors observed 16 parts of lessons, taught by 15 teachers. Meetings were held with the headteacher, deputy headteacher and middle leaders, a group of teachers, two groups of pupils, a group of parents and carers, the vice chair of the interim executive board and a representative of the local authority. There were no responses to the on-line questionnaire (Parent View) and questionnaires for parents and carers were not distributed as part of this inspection. The inspectors took account of the school's recent surveys of the views of parents, carers and pupils. The inspectors observed the school's work, and looked at a range of documents including the school's self-evaluation, information about pupils' attainment and progress, curriculum information and policies for ensuring that pupils are protected and safe. Inspectors also listened to pupils reading and looked at samples of their work in English and mathematics.

## Information about the school

St Mary Redcliffe is larger than the average primary school. It admits pupils of all faiths. Pupils join the school in the Early Years Foundation Stage in either the Nursery or Reception Year. The pupils come from a wide range of ethnic backgrounds, with the largest groups being those of White British and Black African heritage. About a quarter of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly in line with that found nationally, as is the proportion who have special educational needs or who are disabled. Pupils' particular needs relate to speech, language and communication, behaviour and autistic spectrum disorder. The school exceeded the government's expected minimum for pupils' attainment and progress in 2011.

When the school was last inspected in May 2010, it was judged to require special measures. One of Her Majesty's Inspectors has visited the school on four occasions since then to check the progress it was making in dealing with areas of weakness.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- St Mary Redcliffe is a good school. The decisive and concerted efforts of senior leaders and the interim executive board have re-established the school as a purposeful, welcoming and inclusive community, in which pupils thrive in their learning and in their spiritual, moral, social and cultural development. Teachers have been effectively supported in improving their practice and systematic arrangements for managing their performance have been implemented. Self-evaluation is rigorous, thorough and accurate and the approach to collecting and analysing information about pupils' attainment and progress is exemplary. Staff at all levels and members of the interim executive board are proud of what has been achieved so far. They know that further improvements to teaching are needed in order to realise their ambition of becoming an outstanding school. Morale is high and there is a clear vision for the future. The school is well placed to continue to improve.
- Good teaching and a stimulating curriculum mean that pupils thoroughly enjoy their learning. Teachers know the pupils very well and make sure that activities are closely matched to their needs. Individual pupils receive 'bespoke' support to help them with their reading and writing, or to help them overcome barriers to learning.
- This has led to all groups of pupils, including those who have special educational needs or who are disabled, making progress at a faster rate than pupils nationally. They have rapidly made up for ground lost earlier, and attainment in reading, writing and mathematics is rising quickly. Pupils are well prepared for the next steps in their education and the wider world. Their achievement is good.
- Pupils' behaviour is typically good both in lessons and at breaks and lunchtimes. Pupils of all backgrounds get on well together and look out for one another. They say they feel safe at school and their parents and carers agree that they are looked after carefully and well.

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

- In order to boost pupils' achievement still further, strive to improve the quality of teaching so that all is good and the majority is outstanding, by:
  - sharpening teachers' skills in assessing pupils' understanding during lessons so that they move learning on quickly and no time is lost
  - ensuring resources are always suitable and appropriate, readily accessible and fully checked before the lesson so that pupils waste no time in getting started
  - ensuring teachers' subject knowledge in English and mathematics is fully secure and accurate.

## Main report

### Achievement of pupils

When they start school, pupils' knowledge and skills vary widely, but overall are below what is typical for their age. Across the Early Years Foundation Stage, children are making good progress in all of the areas of learning and their attainment is on track to be close to what is expected by the end of the Reception Year. The progress of all groups of pupils, including those who have special educational needs or who are disabled, has accelerated markedly across Key Stages 1 and 2. Gaps in performance between different groups of pupils are narrowing quickly. All pupils in Year 6 have made excellent progress in their reading from their starting points at the end of Year 2, and their attainment is already higher than expected for the end of the key stage. Their attainment in writing and mathematics is not far behind and is in line with national expectations. Notably, pupils of Somali and other Black African heritage have made outstanding progress in reading, writing and mathematics and their attainment is high. Pupils who speak English as an additional language have also made particularly swift progress. In Year 2, pupils' attainment in reading is in line with what is expected for their age and they have made particularly good gains in writing and mathematics. The following examples from lessons illustrate why this is happening.

In a Year 2 class, the teacher held a counting stick and pupils counted quickly and confidently forwards and backwards along it in twos, fives and tens. Her skilled questioning targeted individual pupils at precisely the right level. For example, some pupils were challenged to include negative numbers and count below zero, others to visualise what number a stick twice as long would reach. This work led smoothly into the next part of the lesson on multiplication. Expectations were high, tasks were closely matched to pupils' abilities and the teacher was quick to move pupils on to more challenging work once they had fully grasped what they were doing. 'I am a maths machine!' said one boy as he speedily multiplied one- and two-digit numbers.

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'You need harder work!' responded the teacher, who then challenged him with problems involving three-digit numbers.

In Year 6, pupils' understanding of reflective and rotational symmetry was deepened as they completed tasks at exactly the right level. Pupils of all abilities were effectively challenged. Those who needed practical support used mirrors or placed objects on a grid to help them, discussing what they were doing with adults. Higher-attaining pupils worked confidently on tasks involving symmetry in four quadrants, work which they were proud to say was at a level expected of much older pupils.

In discussion with inspectors, pupils said how much they enjoy their lessons and that they learn a lot. Parents and carers, too, hold positive views, and said that their children are making good progress. They know this because their children are keen to talk about what has been happening at school, and the regular curriculum afternoons give a good insight into what they have been learning. 'It is great to see the children having fun and so obviously enthusiastic about their learning,' commented one parent. Inspectors agree that pupils are making good progress.

### **Quality of teaching**

Much of the teaching is good and some is outstanding. Teachers have an excellent knowledge of the attainment and progress of individuals and groups of pupils in their classes. They use this information to make sure work is matched well to pupils' particular needs and that pupils have support when they need it. Teaching assistants make a good contribution to pupils' learning, either through one-to-one support that helps individual pupils with particular needs or through work with small groups in lessons.

There is a positive climate for learning in lessons. At its best, teaching is confident, assured and relaxed. Teachers have high expectations of what pupils will do and how they will behave and the pupils rise to them. A judicious mix of praise, encouragement and challenge enables pupils to gain confidence and achieve success. Phonics (the sounds letters make) are taught confidently and well, and pupils use their skills effectively to help them work out how to read or spell unfamiliar words. Teachers mark pupils' work regularly and thoroughly, and, importantly, pupils respond to comments at daily 'RAR' (read and respond) time. Teachers use their particular talents to good effect. For example, one class has an internet 'blog', which was created and is carefully managed by the teacher. This has captured the pupils' interest and enthusiasm. From home, they post stories and other items related to work they are doing in class. They have had feedback on their work from a headteacher as far away as Bradford.

There are some remaining weaknesses in teaching. Not all teachers are skilled at knowing exactly when to intervene and move pupils on, or present ideas in a different way. Teachers' subject knowledge, for example of technical terms or of grammar, is not always as precise as it should be. There are also occasions when resources do not fully support learning, for example being too small to be seen

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clearly from the back of the class.

The pupils commented how much the curriculum has improved. Inspectors agree. Stimulating topics link subjects well, include rich and varied experiences and put learning into context. A detailed plan shows that a wide range of opportunities to promote pupils' spiritual, moral, social and cultural development is included in each topic. Books are carefully chosen both to link with the topic and deepen pupils' love of reading. Children in the Early Years Foundation Stage are learning about bears. Nursery children were excited by the prospect of a 'bear hunt' and thought carefully about what they would need for the hunt and how to carry it. The adults gave the children plenty of scope to explore and experiment, making bags of different shapes and sizes and then working out what to do when the bag was not strong enough.

Parents and carers who spoke to inspectors were keen to point out that teaching has improved a great deal. The school's survey showed that a large majority of parents and carers believe that teaching is good. In discussions, the pupils agree with them. The findings of this inspection endorse that positive view.

### **Behaviour and safety of pupils**

Pupils and their parents and carers have no concerns about behaviour. The school's records show that incidents of poor behaviour are few and far between and that disruptions to learning happen very infrequently. The school's systems for managing behaviour are clear and well understood, but seldom need to be applied, because pupils are usually engrossed in their learning and keen to get on. Pupils of all ages behave well. The oldest pupils are confident, sensible and mature. Children in the nursery class are enthralled by their learning and show delight in their new experiences. Across the school, pupils listen well to their teachers and each other, respond quickly to instructions and work well independently, in pairs or in small groups. Behaviour is not yet outstanding, however, because there are occasions when pupils' concentration lapses or where noise levels rise, usually because the pace of the lesson has slowed. In discussions, pupils recalled incidents of bullying but when questioned further, said that these had happened in the past and had been dealt with. They were sure that should bullying happen again, adults would sort it out quickly. Pupils were keen to point out the posters they had designed to support one other in dealing with teasing and behaviour they do not like. The pupils were also very confident that they would be safe when using the internet, because they have been taught what to do.

The school's efforts to raise rates of attendance have been successful; currently, attendance is just above the national figure for last year. The proportion of pupils whose attendance falls below acceptable levels has steadily diminished.

### **Leadership and management**

Considerable strengths in leadership have been the driving force behind the school's improvement. Leaders have worked well with external partners, including the local

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authority and other schools, to bring about a complete change in the school's culture and ethos. The pupils' needs are firmly at the centre of everything that is done, and the drive to improve their progress and raise attainment is unremitting. This is exemplified in the approach to assessing pupils' attainment and progress. Attainment in reading, writing and mathematics is assessed every six weeks. The outcomes are collected and analysed in a number of different ways. This means that leaders have information about the rates of progress of year groups, classes and different groups of pupils at their fingertips; indeed, the outcomes are posted on the wall of the headteacher and deputy headteacher's office. The information is then used to work out the next steps; for example should pupils known to be eligible for free school meals be seen to be making satisfactory rather than good progress in one class or year group, swift action will be taken to tackle the situation. In discussions, teachers and leaders decide what to do to boost the progress of those in danger of falling behind. The teachers relish the professional challenge of these discussions, and the impact shows in the good progress that pupils are making. Pupils of all backgrounds get on well together and there is a high degree of racial harmony; discrimination is not tolerated. Because of this, and the attention given to making sure that every pupil does as well as possible, equality of opportunity is promoted very well.

The school no longer needs the support of external partners. This is because there is considerable expertise within school and the systems for monitoring and evaluating provision and outcomes are detailed, thorough and robust. Leaders and the interim executive board know exactly what needs to be done next. The school's plans for the future show how they will tackle remaining weaknesses in teaching and raise achievement further in the drive to become an outstanding school.

The interim executive board provided continuity and stability in times of great change. Its unswerving support, coupled with a sharp eye for detail and the right amount of challenge, has contributed greatly to the school's improvement. The board has maintained close links with parents and carers, who have also remained firm in their support for the school. It has also made sure that procedures for protecting pupils and keeping them safe are robust and meet statutory requirements.

Effective steps have been taken to deal with the areas for improvement highlighted at the previous inspection. In particular, the curriculum has been transformed. The curriculum meets pupils' needs very well, providing breadth, balance and depth, but also interest and enjoyment. The range of visits, visitors, clubs and activities is impressive. These not only promote pupils' learning, but make a strong contribution to their spiritual, moral, social and cultural development.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 March 2012

Dear Pupils

**Inspection of St Mary Redcliffe Church of England Primary School, Bristol  
BS3 4DP**

I would like to thank you for making my colleague and me so welcome when we inspected your school recently. It was good to see you at work and at play and we found what you had to tell us very helpful when we were making our decisions.

Some of you might remember that I have visited your school five times now. That was because I have been checking on how well things were improving. I am sorry to say (but I am sure your teachers are quite pleased) that I will not be visiting again. It will not surprise you when I say that we judged your school no longer needs 'special measures' because it is providing you with a good education. Your headteacher, the other staff and the interim executive board have worked hard to make your school a better place for learning and they have been successful. Here are the headlines of my report.

- You are making good progress in your learning and standards are rising.
- This is because lessons are interesting and exciting. The topics you learn about are fun but your teachers also make sure you are challenged and made to think.
- You are well behaved and sensible and you look out for each other when you are playing and in lessons.
- Your headteacher, the other staff and the interim executive board are good leaders. They are happy that your school is good but they want it to be outstanding. They are already planning how to do this. I have included a few things in the report that I hope will help them.

You can all help, too, by continuing to do your best in lessons. I will look at your blogs from time to time to see how you are getting on.

Yours sincerely

Linda McGill  
Her Majesty's Inspector

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