

Cathedral Primary School

College Square, Bristol, BS1 5TS

Inspection dates 21–22 April 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The leadership of the headteacher is inspirational and has been pivotal in the success of this new school.
- All staff share the passion and drive of the headteacher. They are determined to provide the best education and wider experiences for all children.
- The quality of teaching is good, with some practice that is outstanding. The school makes effective use of its links with Bristol Cathedral Choir School in using specialist teachers to further enhance high-quality teaching.
- Pupils are making at least good progress in reading, writing and mathematics as a result of consistently good teaching.
- The curriculum is outstanding. It is complemented by an extensive range of additional activities and enrichment opportunities to which all children have access.
- Behaviour and safety are outstanding. The school provides a safe and nurturing environment in which all children thrive.
- Children in the Reception class quickly settle in school and get off to a good start with their education. They are well taught in a supportive, caring environment and make good progress.
- Pupils have a love of learning and enjoy school. This is reflected in the school's above-average attendance.
- Pupils' spiritual, moral, social and cultural development is threaded throughout the school and is rooted in the school's ethos. The school welcomes and celebrates the diversity of the pupils.
- Governance is strong. Governors know the school well, are supportive and appropriately challenge leadership.
- The school has quickly fostered strong relationships with parents. The overwhelming majority of parents are delighted with the school and are pleased with the education and care their children receive.
- The headteacher works closely with the Executive Principal in all aspects of the work of the school. The headteacher has had a particular impact on the quality of teaching and learning within the school.

It is not yet an outstanding school because

- Teaching is not yet outstanding; consequently not all pupils make the very best progress in their learning.
- Teachers do not check often enough to ensure pupils have a secure understanding of learning before introducing the next level of challenge.
- Not all pupils improve their work as well as they could, despite high-quality feedback from their teachers.

Information about this inspection

- The inspector visited ten lessons or part lessons, of which nine were joint observations with senior leaders.
- The quality of work in pupils' books was scrutinised by the inspector with the headteacher.
- The inspector talked with groups of pupils to seek their views about the school, and listened to the views of many other pupils during lessons, playtimes and lunchtimes. The inspector listened to pupils read.
- Meetings were held with the headteacher, Executive Principal, staff and governors. Telephone conversations were taken with a DfE education adviser and an independent school improvement adviser. The inspector took into consideration the responses of eight questionnaires completed by staff.
- A wide range of documentation was scrutinised during the inspection, including: the school's development plan; the school's evaluation of its own performance; data relating to pupils' attainment and progress; governors' minutes; records about behaviour and safeguarding; and school policies.
- The inspector considered 51 responses to the online Parent View survey, three meetings with individual parents at their request, and spoke with parents at the start and end of the day.

Inspection team

Jen Southall, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Cathedral Primary School was opened in September 2013 as part of the government's free school programme.
- The school is smaller than the average-sized primary school.
- Bristol Cathedral School Trust is the sponsor organisation for the Cathedral Primary School and the Bristol Cathedral Choir School.
- The first Reception class children were admitted in September 2013. Currently there are pupils in Reception and Year 1. Year-on-year admissions have increased since the opening and applications are oversubscribed for September 2015.
- The large majority of pupils are White British. A small minority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. This is additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Children in the early years are taught in one class on a full-time basis.
- The school runs a breakfast club which is managed by the governing body and was evaluated as part of this inspection.
- There are, as yet, no public examination results to allow the school's performance to be measured against floor standards.
- The school currently operates between several buildings which pupils move between during the day.

What does the school need to do to improve further?

- Improve teaching so that achievement is outstanding by ensuring teachers:
 - check regularly that pupils demonstrate a secure understanding of learning, particularly in mathematics, before introducing the next level of challenge
 - enable pupils to rapidly improve their work and deepen their learning as a result of the feedback they are given.

Inspection judgements

The leadership and management are outstanding

- 'The headteacher is exceptional and has been vital to the ethos of our school.' This is one of the many comments from staff and parents about the outstanding leadership of the headteacher which is integral to the work of this new school.
- The vision, passion and high aspirations of the headteacher are shared by all members of staff. This was clearly articulated in completed staff questionnaires and confirms what the inspector saw.
- The school self-evaluation and development plans are accurate and identify priorities to improve pupils' achievement. Monitoring, tracking and evaluation of school performance by leaders is outstanding. Where issues are identified, swift action is taken, resulting in the school making good progress since its opening.
- As a small school all teachers take on leadership responsibilities. They are passionate about the education they provide and work closely together to ensure pupils receive the best. Together, they actively identify areas of weakness and implement detailed action plans to support each other in improving these areas.
- Leaders systematically check the quality of teaching and learning through regular lesson observations, book checks and pupil progress meetings. They meet frequently with teachers to review their work. Teachers are provided with a good balance of challenge and support, and receive appropriate training and development. As a result, the quality of teaching is never less than good.
- Leaders direct the use of pupil premium funding to good effect, such as by deploying additional teaching assistants to focus on improving communication skills and reading. As a result, disadvantaged pupils achieve as well as, or better than, their peers both nationally and in school.
- The curriculum is outstanding. Listening to the interests of pupils is an essential feature in the planning of topics. Consequently, activities excite, motivate and inspire, resulting in pupils developing a love of learning and achieving well. The school makes best use of the locality with visits to museums and other local attractions to heighten those 'Wow!' learning moments for pupils. For example, pupils were inspired following a trip to the SS Great Britain. This led to them producing high-quality writing and art work. Close work with the Bristol Cathedral Choir School provides pupils with increased opportunities to develop and harness talent in subjects such as music, French, art and sport. As a result, high proportions of pupils receive individual music tuition and some are making exceptional progress.
- Spiritual, moral, social and cultural development is a significant strength of the school. Diversity is celebrated. Pupils are able to talk with some knowledge about faiths and cultures other than their own. For example, pupils learn about how people in Russia celebrate Christmas. Pupils who speak a language other than English at home are encouraged to share their language, customs and traditions with their peers. As a result, pupils have a good understanding of what it means to be different and are respectful of cultures and religions other than their own.
- Pupils have a growing awareness of what it means to live in modern Britain. The inspector joined a Year 1 discussion during breakfast club about government and politics. They were very aware of current issues. This is because the school has a weekly focus on world events and encourages pupils to have an understanding of what is going on around them. Pupils clearly understand the difference between right and wrong. They know bad language or acts of unkindness, such as discrimination, are not tolerated in the school. Pupils understand the concept of equality; for example, they know that although everyone is different, all should be treated equally.
- The school meets its statutory requirements for safeguarding pupils. There is a secure and robust culture of safeguarding in the school, which is meticulously monitored by leaders, ensuring the safety of pupils both in and beyond the school environment.
- The school makes good use of the support it receives from external advisers, such as the Department for Education and a consultant headteacher. They understand the school well and provide highly effective support and challenge to ensure the school continues to progress. The school works closely with Bristol Cathedral Choir School. The Executive Principal was instrumental in setting up this free school. Additionally there is an effective and consistent line management structure. The Executive Principal and headteacher work closely with governors, parents and staff challenging and developing the school vision. Consequently, he knows the school well and works with the headteacher in ensuring pupils receive a high-quality all-round education.
- **The governance of the school:**

Governors share the ambition and drive of the headteacher. Governors have a good and accurate understanding of the strengths and weaknesses of the school. They know how well children in the early years are performing in relation to other schools nationally and within the local authority. Through visits to classes, talking to pupils and meeting with leaders, governors have a good understanding of the

quality of teaching and the impact on learning. Governors understand how good teaching is rewarded and would also support the withholding of pay awards if performance was not good enough. Governors ensure the financial stability of the school by close monitoring. For example, they have a good knowledge of how pupil premium funding is spent and the impact it has on the achievement of disadvantaged pupils. Monitoring by governors ensures that the school meets its statutory duties.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Parents and staff talk positively about all aspects of behaviour. Parents fully approve and are strong advocates for the policies in place to promote and ensure that children learn how to behave well in and out of school. Children know what is expected of them as a result of high expectations of the staff. Rules are consistently applied to ensure children behave well and keep themselves safe. For example, the inspector observed Reception children at Failand, the location of the 'forest school'. Children were able to explore independently within the boundaries set by the teacher. When instructed to return to the base, they did this quickly and safely demonstrating their exemplary behaviour and their understanding of the potential risks of working in an out-of-school location.
- Pupils show a caring sensitivity to the needs of others. They share and take turns from an early age. They listen carefully to each other and wait patiently to answer questions.
- Pupils show excellent attitudes to their learning. This is because learning excites the pupils and they are eager to learn. Books demonstrate the consistently high expectations of teachers in the presentation of pupils' work. Pupils with specific behavioural needs are extremely well supported by adults. They know and understand what is expected of them and demonstrate high levels of positive behaviour.
- Pupils have a good awareness of bullying, appropriate to their age and stage of development. They know the difference between right and wrong. The inspector viewed a wide range of evidence, including behaviour logs, talking to pupils and parents, to show that bullying is extremely rare.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safe practices are embedded in all aspects of the school's work. The school is acutely aware of the challenges the premises present to the safe movement of pupils between lessons, playtimes and lunchtimes. As a result, robust risk assessments are in place and fully adhered to by staff and pupils. For example, all pupils and adults wear high-visibility jackets to walk from the main school to the Cresswell building for lunch. There are clear procedures which are understood and followed by pupils. The number of staff watching the pupils during this time to ensure their safety is maintained; as a result, pupils are never put at risk.
- Pupils know how to keep themselves safe. They receive outstanding guidance through lessons and assemblies in developing skills that will keep them safe. For example, they learn about not approaching or talking to people they don't know, and about road safety. The school communicates effectively with parents on safety through newsletters and the school blog.
- Pupils enjoy coming to school and this is reflected in the attendance levels which are above the national average.

The quality of teaching is good

- Inspection evidence, strongly supported by the school's own very detailed monitoring records, confirms that teaching is consistently good, with some aspects that are outstanding. Consequently, pupils enjoy their learning and make at least good progress in reading, writing and mathematics.
- Teachers have good knowledge in all subjects. They use this knowledge to plan activities that excite pupils and promote good learning and sustained progress. For example, children in the Reception class were learning about people who help them. Specifically, they were looking at the work of a vet and relished the activity of cleaning wounds and bandaging their injured patients. They clearly understood the importance of health and safety such as the wearing of rubber gloves, knowing these protect vets from infection.
- Teachers' marking and feedback to pupils is regular and detailed. However, not all pupils improve their work or learn from their mistakes as effectively as they could.
- The teaching of mathematics is good. However, there are occasions where teachers do not always check that pupils have a secure understanding of learning before introducing the next level of challenge.

Consequently, pupils cannot always apply their learning to other areas of mathematics.

- Pupils talk enthusiastically about reading. They told the inspector that teachers encourage them to read at school and home. This results in pupils' high achievement in reading. However, not all pupils, especially the more able pupils who are fluent readers, have a good enough understanding of the texts they read.
- The teaching of writing is good and is well developed. Pupils are given opportunities to write across a variety of subjects. Books viewed show that pupils are confident writers and enjoy writing about a wide range of topics. As a result, pupils make good progress in their writing.
- Teaching assistants and other adults are well deployed. They provide effective support, helping pupils to learn through targeted questioning and well-planned activities.
- Pupils identified as having special educational needs receive work appropriate to their needs. As a result, pupils are making good progress in reading, writing and mathematics. The headteacher ensures that interventions and one-to-one sessions are helping pupils quickly gain the skills they need in English and mathematics. This gives pupils confidence to try activities in other areas of their learning.
- The use of specialist teachers from the Bristol Cathedral Choir School enhances the quality of provision. For example, the inspector observed a Year 1 French lesson. The pupils were immersed in French vocabulary throughout the lesson. As a result of effective teaching, pupils made good progress, demonstrating their impressive skills in French pronunciation.

The achievement of pupils

is good

- Children enter the Reception class with knowledge and skills broadly typical for their age. As a result of good teaching, children make at least good progress. By the time they leave the early years, the proportion of children achieving a good level of development is above the national average.
- Pupils enjoy reading. The majority are confident in using their knowledge of letters and the sounds they make to read unfamiliar words. Consequently, current predictions indicate that a high proportion of pupils will achieve the expected standard in the end of Year 1 phonics check.
- Pupils' early writing skills are well developed and teachers provide pupils with a range of opportunities to practise these skills across a wide range of topics. Letter formation and sentence construction are accurate and books show an expectation of high quality work. Books show that pupils make at least good progress in their writing.
- Most pupils achieve well in mathematics and are making good progress. Pupils are currently on track to make better than expected progress by the end of Year 1.
- Most-able pupils are challenged and make good progress in reading, writing and mathematics. However, teachers do not always check that pupils have a good understanding of concepts taught before progressing to the next level of challenge, particularly in mathematics.
- The very small number of pupils eligible for additional funding make good or better progress compared to pupils nationally. In 2014, the percentage of disadvantaged pupils achieving a good level of development exceeded pupils nationally in all areas of learning with particular strengths in reading, writing and mathematics.
- The progress of those pupils identified with special educational needs is good. Well-targeted support and planned activities which match the needs of the pupils enable them to achieve well over time in their reading, writing and mathematics.
- The overwhelming majority of parents agree that teaching is good and their children make good progress. Parents told the inspector 'this school is just brilliant; staff are unashamedly high in their expectations of all children.'

The early years provision

is good

- The majority of children in the Early Years provision are eager to learn and show well-developed learning behaviours. For example, children are able to sit independently and complete activities, demonstrating a high level of motivation, concentration and resilience, such as when they concentrated on writing simple sentences, reinforcing earlier learning on the role of the vet.
- The strength of relationships between staff and children enables children to thrive and develop a real love for learning from the start. Children settle quickly into school life, grow in confidence and make good progress in developing the skills they need to become good learners. The high-quality care and nurturing by staff allow children to thrive in this environment.

- The early years provision is well led and managed. Inside and outside, areas of learning are well organised despite the many restrictions of the building and outdoor facilities. There is a range of exciting activities to make links in learning and stimulate children's creativity. For example, three boys were thoroughly engrossed in perfecting a dance routine to music. They demonstrated a good sense of rhythm and spoke of the need to practise to improve what they were doing.
- In 2014, children made at least good progress from their starting points because of good teaching. Most leave the Reception class with skill levels above the national averages in all areas of learning. This ensures they are well prepared as they move into Year 1.
- Children are exceptionally well behaved. Routines are well established and are consistently applied by all staff in and outside of the classroom. There can be occasions when children become overexcited but this is quickly and effectively dealt with by staff without crushing children's enthusiasm. The safety of children is outstanding. This is imperative as the building provides many challenges for these children, with many steps to use in order to access 'the learning zones'.
- Parents are delighted with the education and care their children receive. Parents told the inspector that their experience of the school is 'brilliant' for many reasons, including the dynamic leadership of the headteacher who is a 'wonderful role model for the younger staff', friendly and approachable staff and the many varied and exciting opportunities their children receive. Parents feel involved in their children's learning as a result of the high levels of communication between home and school.

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	139828
Local authority	City of Bristol
Inspection number	450164

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

Type of school	Primary
School category	Academy free
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	The governing body
Chair	Stephen Parsons
Headteacher	Sara Yarnold
Date of previous school inspection	Not previously inspected
Telephone number	0117 3532052
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