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1 April 2021

Denise Fannin  
Headteacher  
St Pius X RC Primary School  
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Bristol  
BS13 9AB

Dear Mrs Fannin

### **Additional monitoring inspection of St Pius X RC Primary School**

Following my inspection with Karl Sampson, Her Majesty's Inspector (HMI), of your school on 23 and 24 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require special measures.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, most of Ofsted's monitoring inspections are being carried out remotely. This inspection, however, took place on site due to concerns about safeguarding that had been identified at the last inspection.

The inspection took place because the school was judged to require special measures at its previous section 5 inspection. The school's most recent section 5 inspection was in June 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

**Safeguarding is effective.**

Leaders and those responsible for governance should take further action to:

- prioritise the most essential learning for pupils so they are as well prepared for their new schools as possible
- make the best use of assessment to provide teaching that supports pupils to take their next steps in learning.

### **Context**

- There have been a number of staff changes since the last inspection. A deputy headteacher was appointed in November 2018. An interim executive board (IEB) replaced the governing body shortly after the inspection in June 2018. The IEB remains in place.
- The school is closing on 31 August 2021.
- At the start of the term, when the school was closed to most pupils, around 70% of pupils were educated at home. Around 80% of vulnerable pupils and those with education, health and care plans were educated on site.
- When this inspection took place, around one quarter of pupils were attending on site. Three classes were being educated remotely due to COVID-19.
- At the time of the inspection, four members of staff were absent due to COVID-19.

### **Main findings**

- Safeguarding was judged ineffective at the last two inspections in 2018. The school's culture did not promote pupils' welfare well enough. Pupils were at risk of harm.
- The culture of safeguarding is strong now. Pupils' well-being is at the heart of the school's work. Staff keep a close eye on pupils and report concerns quickly. Detailed records show that leaders take appropriate action promptly to help keep pupils safe. Members of the IEB hold leaders to account effectively for this work.
- Since the last inspection, leaders have made some important changes to the curriculum. There is a stronger emphasis on reading, including phonics and vocabulary. Leaders have a clearer understanding of what they want pupils to know and remember in each subject. They ensure that staff make regular checks on pupils' learning. However, assessment does not always provide the most accurate information. It is not used well enough to identify exactly what pupils need to learn next.

- Leaders have ensured that pupils learning at home and at school during the most recent lockdown, and those currently isolating at home, are able to follow their usual timetable. Teachers have made some changes to the curriculum to cover learning that was missed during the first lockdown and to ensure that activities are better suited to remote teaching.
- Reading, including vocabulary and phonics, has rightly remained a key feature of each day, for those learning remotely and in school. The younger pupils have continued to benefit from daily phonics sessions. Across the school, teachers have continued to read challenging and interesting books to their classes. The whole-school story time has enabled everyone to share in this learning together.
- When all pupils returned to school in early March 2021, teachers checked pupils' learning. Most pupils need help to catch up. Sensibly, teachers are now turning their attention to thinking about what pupils should learn before they leave the school at the end of July. However, there is more to do to plan carefully the most urgent learning that will prepare all pupils to move confidently to their new schools in September.
- Vulnerable pupils and those with special educational needs and/or disabilities (SEND) were invited to attend school during the third lockdown. Staff remain in close contact with those at home. Pupils with SEND have continued to receive effective help. Teachers provide similar support to pupils and their parents at home to that offered in school. The special educational needs coordinator (SENCo) has ensured that teachers have checked regularly that pupils' individual plans continue to meet their needs. Staff are well focused on ensuring that vulnerable pupils and those with SEND return to school confidently and move to their next schools successfully.
- The IEB has a good understanding of the school's effectiveness. Its members hold leaders to account well and this has had a positive impact, particularly on safeguarding. The headteacher provides the IEB with detailed updates about the education provided to pupils in the current circumstances. Members have ensured that pupils receive a suitable education whether at school or at home.
- The local authority has provided valuable support to strengthen leadership and ensure that safeguarding is effective. It has also enabled subject leaders to learn from staff in other schools. As a result, subject leaders have made improvements to curriculum planning and assessment.

## **Evidence**

This inspection was conducted on site as safeguarding was judged ineffective at the last inspection.

We spoke to you and the deputy headteacher, subject leaders, the special educational needs coordinator, the pastoral care leader, three members of the IEB and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown and improve safeguarding.

We reviewed documents and records, including those relating to safeguarding and the curriculum. We considered responses to Ofsted's online questionnaire, Ofsted Parent View, including four free-text responses. We also took into account nine responses to the staff questionnaire and two letters from a parent.

I am copying this letter to the chair of the IEB, the director of education for the Diocese of Clifton, the regional schools commissioner and the director of children's services for Bristol. This letter will be published on the Ofsted website.

Yours sincerely

Caroline Dulon  
**Her Majesty's Inspector**