

Inspection of Ss Peter and Paul RC Primary School

Aberdeen Road, Redland, Bristol BS6 6HY

Inspection dates: 28 February and 1 March 2023

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	Outstanding

The school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the past inspection.

What is it like to attend this school?

Pupils enjoy attending Ss Peter and Paul Roman Catholic Primary School. They are polite and welcoming. Pupils describe the school as a place where everyone is kind and valued for who they are. Parents and carers speak highly of the school's inclusive approach and the care and attention that staff show to pupils.

Staff have high expectations for pupils' behaviour and conduct. Pupils understand these expectations and respond to them well, both in and outside the classroom. This starts in the early years, where children listen to instructions, are respectful and behave well.

Pupils feel safe. They value the positive relationships they have with staff. Pupils trust adults to help them with any worries they have or to resolve any disagreements. They say that bullying is rare and, if it were to happen, are confident that adults would deal with it quickly.

Pupils enjoy the wide range of clubs that are on offer to them such as gymnastics, dance and choir. They value becoming playground leaders, members of the chaplaincy team and house representatives. Pupils say that these roles make them feel proud and responsible.

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

Leaders have created a broad and ambitious curriculum to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Staff are proud to work at the school. They appreciate the training they receive and the way in which leaders consider their workload.

Leaders prioritise reading. Staff and pupils share a love of reading. Pupils read a range of texts with increasing fluency and accuracy. They say that reading helps them to learn new words and takes them 'away to a different place'. Pupils enjoy listening to adults read stories. They talk enthusiastically about how teachers build suspense in their reading sessions.

The school's phonics programme is effective. All staff benefit from the training they receive to teach phonics and reading. Children begin learning phonics as soon as they start school. They learn new sounds well. Books that pupils read match the sounds they learn, which helps them to gain confidence. Leaders routinely check on pupils' progress. As a result, if pupils fall behind, they receive support to catch up quickly.

Leaders have designed and sequenced the mathematics curriculum well. Staff increase pupils' mathematical vocabulary effectively. This starts in the early years. Children use their early knowledge well to describe number patterns. Teachers ensure that pupils use their mathematical knowledge to explain their thinking. This

enables pupils to secure and deepen their understanding as they move through the school.

In some wider curriculum subjects, pupils' knowledge is less secure. For example, in history, pupils can recall what they have learned about ancient Egypt or the Victorians. However, they struggle to make links between concepts such as legacy and civilisation. This is because leaders have yet to make clear enough the precise knowledge and concepts they want pupils to learn and revisit. This hampers the progress that some pupils make.

Leaders are ambitious for what pupils with SEND can achieve. Staff work well together to support pupils, particularly those who need help to manage their emotions. Planning for pupils' learning is precise and well thought out. As a result, most pupils with SEND learn well across the curriculum.

Pupils are positive about learning, including in the early years. Children take turns and play well together. They learn enthusiastically. For example, a pupil explained in detail the importance of regular teeth brushing and eating a healthy diet. Pupils build on this strong start. Disruptive behaviour is rare, which enables pupils to get on with their learning.

Pupils' personal development is a strength of the school. Leaders plan the personal development curriculum well. Pupils know what it means to be a good friend. They talk confidently about equality and why it is important in their modern world. Pupils develop their sense of character by raising money for charities. They say that this helps them to show kindness to others.

Governors understand the school's strengths and areas for improvement well. They hold leaders and staff to account and ask the right questions on the quality of pupils' education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. They know their vulnerable pupils and their families well. Leaders provide staff with up-to-date safeguarding training. Staff understand how to identify any signs of concern and to report them quickly. Leaders work well with external agencies to help vulnerable pupils and their families. They carry out appropriate checks on the suitability of staff to work with pupils.

Pupils know how to keep themselves safe in the real and online world. They understand the importance of consent and of ignoring scams.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not made clear enough the precise content they want pupils to know and revisit. As a result, pupils do not build their knowledge securely. Leaders should identify the knowledge and concepts that pupils need to learn and to revisit in all subjects as they follow the curriculum.

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.

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	109245
Local authority	Bristol City of
Inspection number	10256652
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Anthony Palmer
Headteacher	Carol Burns
Website	www.sspeterandpaulprimary.co.uk
Date of previous inspection	19 May 2009

Information about this school

- The school is a voluntary-aided Roman Catholic school that is part of the Diocese of Clifton. The last section 48 inspection took place in December 2021, where the school was judged to be outstanding.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, representatives from the governing body, staff, pupils and representatives from the local authority. The lead inspector also held a telephone discussion with a representative from the Diocese.

- Inspectors carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Wendy Marriott

Ofsted Inspector

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