

# Inspection of Holy Cross RC Primary School

Dean Lane, Bedminster, Bristol BS3 1DB

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Inspection dates: 16 and 17 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Pupils are proud to attend Holy Cross RC Primary School. They are polite and welcoming, greeting visitors with a smile. Pupils talk confidently about the way in which the school's values help them to be kind and accepting of others. Parents and carers speak highly of the role the school plays in the local community and the care and attention that staff show towards pupils.

Leaders have high expectations for pupils' behaviour. Pupils respond well. They understand the school rules and follow them well, both in and outside the classroom. This starts in the early years where children follow instructions, play well and respect each other.

Pupils feel safe. Parents agree. Pupils value the positive relationships they have with staff. They say that staff listen to them and are there for them if they need to share any worries.

Pupils enjoy a wide range of clubs, such as football, art, forest school and cartoon club. They value becoming sports captains, eco-warriors and members of the school council. Pupils say that these roles help them to act as role models to others.

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

Leaders have high expectations for what all pupils can achieve, particularly those with special educational needs and/or disabilities (SEND). They have created an ambitious curriculum that identifies precisely what pupils need to know and when they need to know it, from the early years to Year 6.

Leaders prioritise reading. Pupils read a wide range of texts with increasing fluency and accuracy. They understand that reading helps them to learn new things. Pupils enjoy listening to adults read stories and developing their understanding of new words. Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Staff benefit from the training they receive to teach phonics effectively. If pupils fall behind, they receive the support they need to help them to catch up quickly.

Leaders have put in place a well-structured mathematics curriculum. This starts in the early years. Teachers skilfully provide clear explanations and develop children's mathematical vocabulary well. As a result, children confidently understand number patterns. As they move through the school, pupils build their knowledge well. For example, older pupils confidently use their knowledge of multiplication to solve more complex problems involving percentages.

Pupils learn well in most of the wider curriculum subjects. In history, for example, pupils confidently recall what they have learned about ancient Rome and fit it into a

broader chronology. Teachers routinely check on what pupils have remembered before moving on to new learning. However, this is not the case in some other areas of the curriculum. The systems that leaders have put in place to check on what pupils know and remember are not yet used well enough to identify gaps in pupils' knowledge and to plan future learning. This slows the progress that some pupils make through the curriculum.

Leaders are ambitious for what pupils with SEND can achieve. Staff know these pupils well and identify their needs accurately. Pupils' plans are precise. Leaders work closely with parents and external agencies to ensure that pupils with SEND receive the help they need. All pupils with SEND learn a broad and balanced curriculum.

Pupils have positive attitudes towards their learning. The environment in classrooms and around the school is calm and productive. Children in the early years settle into school routines quickly. They are eager to take part in their learning. Children get off to a successful start because of this.

Leaders ensure that the school's values underpin its approach to pupils' personal development. Pupils know what it means to be a good friend. They have a good understanding of fundamental British values, such as respect and tolerance. They develop their character through the 'citizen of the week' award and by raising money for charities. This makes them feel proud and enables them to help others in their community.

Governors are ambitious for the school. They understand the school's strengths and areas for improvement well. They hold leaders to account. They ask the right questions to check on the quality of pupils' education. Staff are proud to work at the school. They value the support they receive from leaders, particularly with regards to their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of safeguarding across the school. Leaders provide staff with up-to-date safeguarding training. Staff use this well to spot the signs that may indicate a pupil is at risk and act quickly. Leaders work well with a range of professionals to ensure that vulnerable pupils and their families receive the help they need. Leaders make the right safeguarding checks during recruitment.

Pupils know how to keep themselves safe in the real and online world. They understand the importance of not sharing personal information online.

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

### (Information for the school and appropriate authority)

- In some subjects, assessment is not yet used well enough to check that pupils have remembered the knowledge they have been taught and to decide next steps in learning. As a result, some pupils do not build their knowledge well enough over time. Leaders need to ensure that teachers use assessment effectively across all subjects and use this information to inform the planning of future learning.

## 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

<b>Unique reference number</b>	109244
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10268639
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Angela Serjeant
<b>Headteacher</b>	Jo Kingston
<b>Website</b>	<a href="http://www.holycross.bristol.sch.uk">www.holycross.bristol.sch.uk</a>
<b>Date of previous inspection</b>	14 and 15 November 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Clifton. The last section 48 inspection took place in March 2017, where the school was judged to be good.
- The school uses one registered and three unregistered alternative providers.
- There is a before- and an after-school club managed by the governing body.

## 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, staff, pupils, representatives from the governing body and a representative 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

Caroline Musty

Ofsted Inspector

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