

Inspection of The Kingfisher School

Lichfield Road, St Anne's Park, Bristol BS4 4BJ

Inspection dates: 11 and 12 July 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	Requires improvement

What is it like to attend this school?

Pupils benefit from the high expectations that leaders and staff have of them, both academically and socially. Pupils meet these and are positive in their attitudes towards their learning. They strive to succeed and recognise that everyone should receive the support they need to do so.

School leaders have raised their expectation in recent years of how pupils should behave. Pupils understand this, so disruption to learning is rare. Relationships among pupils and with staff are positive and respectful. Pupils say that bullying is uncommon and that, if it occurs, adults deal with it quickly and effectively. Pupils know that they can report any worries to a trusted adult who will act.

Pupils understand that difference should be celebrated, and they show respect and care towards others. For example, they read carefully chosen books which reflect the diversity that exists within society.

Pupils have a strong sense of belonging to both the school and their local community. As part of the curriculum, they visit places in the local area to find out about its history and geography. Pupils attend scientific and cultural events and learn from experts who visit the school. They take part in a range of extra-curricular clubs and activities.

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

Leaders, including those from the multi-academy trust, are relentless in their ambition to improve the work of the school. They have a clear vision for the curriculum, and they ensure that it meets the needs of all pupils. In most subjects, staff have the knowledge and expertise they need to teach the curriculum well.

All pupils follow an ambitious curriculum. Leaders have outlined clearly the knowledge that is important for pupils' future learning and the order in which they learn it. Staff understand the barriers to learning that some pupils have, and they support them to overcome these. For example, staff make appropriate adaptations to the curriculum to remedy gaps in knowledge that have resulted from COVID-19.

However, in some subjects, teaching does not break down learning into small enough steps so that pupils build on what they already know and prepare for what comes next. At times, pupils struggle to recall prior learning and to make connections within and between subjects. Furthermore, subject leaders' expertise to check on how well pupils learn over time is underdeveloped.

Leaders prioritise reading. Children learn to read as soon as they start school in the Reception Year and usually engage well in their reading. Staff use the phonics curriculum to support children to quickly gain the knowledge they need to become

confident, fluent readers. Teachers use assessment well to adapt the curriculum in response to how successfully pupils learn what is intended.

Pupils with special educational needs and/or disabilities (SEND) are well supported, both pastorally and academically. Leaders identify the needs of children as soon as they begin in the early years foundation stage. Staff are helped to provide suitable support so that pupils with SEND learn the curriculum successfully.

Children in the early years learn well. Adults model how to speak in full sentences. This contributes positively to children's language development and their ability to share how they feel. Children are prepared well for their next steps in key stage 1.

Leaders consider the school's context carefully when developing the personal, social and health education curriculum. Pupils have a secure understanding of how to form healthy relationships and how to keep themselves safe. For example, they learn about road safety, how to stay safe around water and what to be mindful of when they are online. They have a detailed understanding of the protected characteristics and what discrimination might look like for others. Pupils are clear that this is not acceptable.

Staff, including those new to the school or in the early stages of their teaching career, are well supported. They are proud to work at the school and are positive about the support they receive from leaders, including those from the multi-academy trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that they, along with staff, receive regular safeguarding training and updates. This supports staff to recognise pupils who may be at risk of harm. They report concerns in line with the school's procedures. Where needed, leaders work with external agencies to provide the support that pupils need.

They make robust checks to check that staff appointed to work at the school are suitable to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the important knowledge that pupils need to learn has not been broken down into small enough steps. Therefore, pupils do not always have secure prior knowledge before they move on to new concepts and ideas. Leaders need to ensure that teaching supports pupils to build securely on what they already know so that they are well prepared for what comes next.

- In some subjects, subject leadership is underdeveloped. Where this is the case, leaders do not have sufficient oversight of the impact of the curriculum on the development of pupils' learning. Senior leaders should ensure that all curriculum leaders develop the expertise they need to drive improvement in their areas of responsibility.

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	139247
Local authority	Bristol, City of
Inspection number	10284080
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	Board of trustees
Chair of trust	Gail Bragg
Principal	Kirsteen Craig
Website	www.kingfisherschoolbristol.org
Dates of previous inspection	11 and 12 September 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Venturers Trust.
- The school does not use 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 principal, assistant principal and the special educational needs coordinator. The lead inspector met with multi-academy trust leaders: the chief executive officer, deputy chief executive officer, executive headteacher and executive lead for school improvement. He also met with the chair of the trust board and others responsible for governance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors considered the curriculum in some other subjects.

- The lead inspector spoke with the designated safeguarding leader to discuss the school's procedures for keeping pupils safe. He considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies. The inspectors spoke with staff and pupils throughout the inspection to gauge their views of the school.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, including free-text responses. Parents and carers spoke to an inspector at the start of the day. Inspectors also considered responses to the staff survey.

Inspection team

Ian Robinson, lead inspector	Ofsted Inspector
Donna Tandy	Ofsted Inspector

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