

Inspection of an outstanding school: Redcliffe Children's Centre and Maintained Nursery School

Spencer House, Ship Lane, Redcliffe, Bristol BS1 6RR

Inspection date:

12 July 2023

Outcome

Redcliffe Children's Centre and Maintained Nursery School continues to be an outstanding school.

What is it like to attend this school?

Children flourish at Redcliffe Nursery School. The ambitious curriculum gives children the strongest start to their education. Leaders and staff have a deep understanding of every child's needs. They make learning memorable and interesting. Children's excitement and love of learning shine through. They concentrate exceptionally well on their tasks. Children with special educational needs and/or disabilities (SEND) thrive and achieve highly alongside their peers.

Children are happy and safe at school. Their behaviour and attitudes to learning are exemplary. Children settle to learning quickly and move calmly between activities. They learn self-control and to treat others with kindness. Staff have high expectations. They resolve any lapses in children's behaviour quickly. Children experience close and nurturing relationships with adults. This gives them the confidence they need to excel.

Leaders provide a rich range of experiences to develop children's interests. Visits and visitors enrich the curriculum. For example, children visit a local theatre and take part in musical performances.

Parents and carers are unanimous in their praise for the school. One parent said, 'Each child's individual needs are considered. Their interests are encouraged with an enormous variety of activities.'

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

Leaders are highly ambitious for every pupil, irrespective of their starting points. The curriculum is broad. Leaders have thought carefully about the key knowledge they want children to learn and when. They ensure that staff have strong subject expertise to deliver the curriculum. For example, in mathematics, staff use their knowledge to build in

challenging learning opportunities at the right time. Consequently, children can talk about numbers and perform simple calculations with confidence. Staff are meticulous in checking how well children learn the curriculum. They use this information to address any gaps in learning. The curriculum builds on children's needs and strengths. Children build their knowledge and skills in increasing depth.

The teaching of early reading is very effective. Children learn to recognise sounds in the environment and in their names. This prepares them well to learn phonics. Songs and rhymes are integral to the school's daily routine. Children broaden their knowledge and vocabulary through singing. They are enthusiastic during story times. Staff bring books to life. Children love to join in with repeated words and phrases. Staff question children skilfully about characters and events. Children build strong understanding of the texts that staff read to them. As a result, children love reading. They select books from the well-resourced library and book corners to read for pleasure.

Leaders are exceptionally ambitious for children with SEND. They identify children's needs with precision. Leaders work well with parents and professionals to provide adaptations, resources and support. They continually review what is working well. Leaders work with staff to establish what children need to learn next. Children enjoy the same curriculum as their peers.

Children's behaviour and attitudes to learning prepare them exceptionally well for the next stage. Relationships with adults are caring and encouraging. This helps children to feel secure. Children learn social skills through daily routines. Snack times and lunchtimes are opportunities to talk and listen to other children. Adults are excellent role models. They help children to manage any difficulties calmly. Leaders make sure that children who struggle with their own behaviour are well supported. The school environment is an exciting place for children to learn. Children keep going when tasks are challenging.

Leaders have developed a wide-ranging curriculum to develop children personally. Children learn about the world beyond school by visiting farms, the theatre and a local music shop. They prepare and cook healthy food in the school's cookery room. Children join in with performances by professional actors and musicians. They take responsibility by helping adults set up lunchtime equipment. Children learn about different faiths and cultures in their own community and beyond.

Staff are proud to work at the school. They feel valued. Staff appreciate leaders' consideration of their well-being and workload. Governors know the school extremely well. They provide strong support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and updates. They know the children and their families well, including the challenges that some families face. Staff meet regularly to discuss children at risk. Leaders employ staff to support pupils with their emotional well-being.

Staff know how to report concerns. Records are thorough. Leaders take swift action to pass on their concerns if children might be at risk of harm. They work well with external agencies to secure the help that children need. Children understand healthy and safe relationships in an age-appropriate way.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in July 2014.

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	108904
Local authority	City of Bristol
Inspection number	10256804
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Corrie Bell
Headteacher	Sam Williams
Website	www.redcliffenurseryschool.co.uk
Date of previous inspection	26 September 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up his post in September 2022.
- Leaders provide care and education for two-year-olds.
- The nursery school does not use any alternative provision.

Information about this inspection

- 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 and teaching and support staff.
- The lead inspector met with members of the governing body, including the chair.
- Inspectors carried out deep dives in early reading, mathematics, and personal, social and emotional development. For each deep dive, inspectors spoke to leaders and staff, visited lessons with leaders, and spoke with children and looked at their work.
- An inspector spoke to parents at the start of the day.

- Inspectors reviewed documentation and spoke with leaders and staff to evaluate the effectiveness of safeguarding. Inspectors reviewed attendance records and the school's behaviour and bullying records.
- The lead inspector considered responses to the online questionnaire, Ofsted Parent View, including 22 free-text comments. The lead inspector also took into account the 18 responses to the staff survey.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

Sandra Woodman

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023