

# Inspection of Parson Street Primary School

Bedminster Road, Bedminster, Bristol BS3 5NR

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Inspection dates: 9 to 10 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The principal of this school is Laurie Munro. This school is part of Trust in Learning (Academies), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sue Elliott, and overseen by a board of trustees, chaired by Gerry Rice.

## **What is it like to attend this school?**

Pupils enjoy attending school. They feel safe. Pupils know that they can talk to an adult if they have any worries. Staff know pupils well and provide care and support when they are facing difficulties.

Pupils' diverse cultures and backgrounds are celebrated by the school. This creates an inclusive culture in which all pupils feel valued. Staff welcome parents into school. The school provides parents with useful advice and support to help children to develop socially and academically.

The school has high aspirations of what all pupils can achieve and how they should behave. Pupils value the 'gem powers' that help them to learn, and to develop their characters. For instance, pupils proudly explain how they use their 'sapphire' powers to maintain their concentration on learning or how they have shown 'opal' powers by helping others. Pupils are increasingly achieving well.

Pupils learn to be confident speakers and understand how to be good citizens. The student council helps pupils to understand the importance of democracy. Visits from organisations such as the uniformed services help pupils to understand the roles of British institutions and to build their trust in them.

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

The school has a new ambitious curriculum that reflects the high aspirations that the school has for all pupils, regardless of their starting points. Learning is logically sequenced so that pupils build their knowledge across all subjects. However, the new curriculum does not take account of the gaps in knowledge that some pupils retain from the previous curriculum. Consequently, not all learning is well matched to what pupils know and can do.

The 'gems' system supports children in Reception Year to develop their resilience and confidence. Staff model early language and communication skills well. Children are enthused by the way they learn mathematical concepts. This builds a strong start for key stage 1.

Teachers check that pupils understand new learning. Teaching ensures pupils have plenty of practice so that they can apply what they have learned and connect it to what they already know. Staff choose activities that reflect the ambitious curriculum that is now in place. This helps pupils to learn well.

All staff have the knowledge they need to teach early reading. Pupils read books that are matched closely to the sounds they know and those they need to practise. Pupils who have fallen behind with reading get help to catch up. However, the legacy of a weaker curriculum is that some older pupils do not read well enough.

Pupils with special educational needs and/or disabilities (SEND) are identified promptly. Staff understand pupils needs and ensure they meet them. As a result, pupils with SEND learn well.

Pupils behave well. The school's 'gems' system is used effectively to celebrate good behaviour and to remind pupils of what is expected and why it matters. Pupils who do not consistently meet leaders' high expectations are well supported so that most improve their behaviour rapidly. Disruption to learning is rare as a result.

Pupils know how to stay healthy. The school reinforces the importance of healthy eating and staff encourage pupils to try new foods, for example providing bowls of different fruits at break times. Play time activities help pupils to get active. For instance, pupils eagerly join in with dance sessions in the school playground.

The school ensures that pupils develop socially. Pupils understand what it means to be part of a team, to cooperate with others and to act responsibly. This ensures that play times and group activities are harmonious and mutually supportive.

Pupils learn about people of different faiths and backgrounds. They remember the experiences they have when visiting local places of worship. Pupils demonstrate tolerant and respectful attitudes to others.

The school has developed its clubs and enrichment offer with pupils' needs firmly in mind. Pupils' interests have also been considered. For instance, a German club has been started at the request of pupils. However, the school does not monitor who takes part in these activities. Consequently, it does not know whether all pupils, including those with SEND or who are disadvantaged, are getting a wide rich set of experiences.

Governors and the trust provide support and challenge. However they do not always have a secure view of what is going well and where further development is needed. Staff feel well supported. The training they receive helps them to continue to develop their professional skills and knowledge.

The arrangements for safeguarding are effective.

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

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

- The new curriculum is not always well matched to what pupils know and can do. When pupils have deficits from the previous curriculum these are not always identified and closed. Consequently, some pupils continue to have gaps in their knowledge. The school must ensure that gaps in pupils' knowledge are identified and rectified.
- The school's monitoring and evaluation of the quality of some aspects of its work is not always well developed. This means that the school and trust do not always

have an accurate view of what is going well and where further development is needed. The school needs to make sure that it knows the result of its actions and adapt approaches when needed in order to bring about improvement.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138904
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10322261
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gerry Rice
<b>CEO</b>	Sue Elliott
<b>Headteacher</b>	Laurie Munro
<b>Website</b>	<a href="http://www.parsonstreet.com">www.parsonstreet.com</a>
<b>Dates of previous inspection</b>	2 and 3 March 2022

## Information about this school

- The school uses five unregistered alternative provisions.
- The school admits three-year-olds to the nursery.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic. Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: Early reading, mathematics, English and geography.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector/inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector met with the Chair of Trustees and a local Governor and with staff from the multi academy trust, including the CEO.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.
- An inspector contacted some of the alternative provisions used by the school.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
David New	Ofsted Inspector
Richard Vaughan	Ofsted Inspector

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