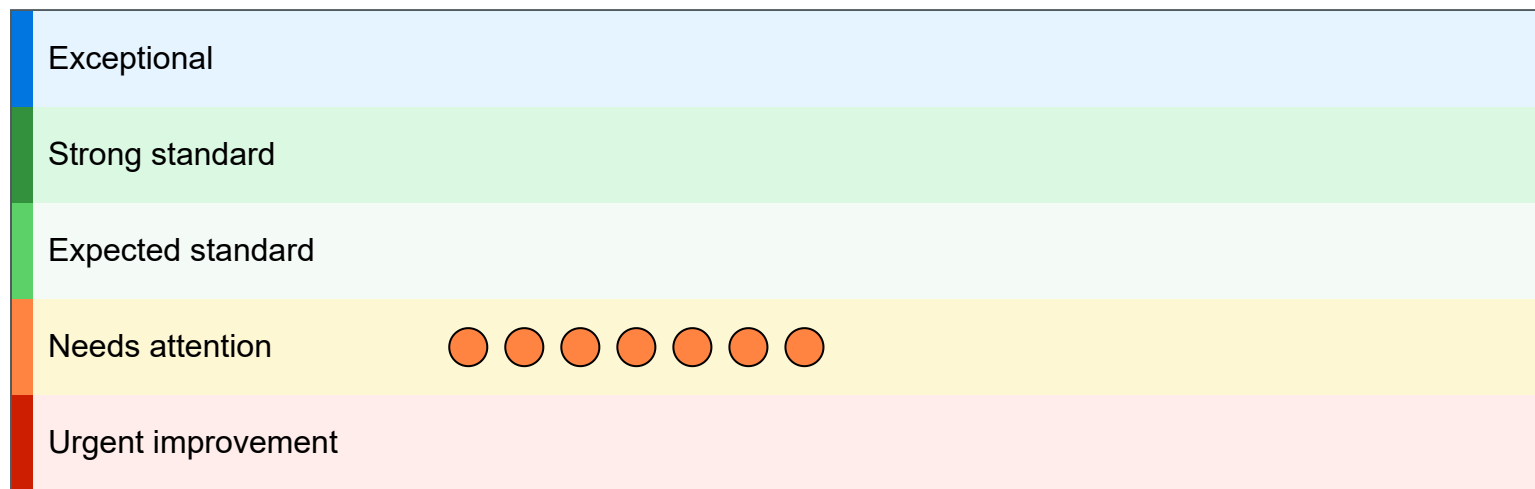


# St Mary Redcliffe Church of England Primary School

**Address:** Windmill Close, BS3 4DP

**Unique reference number (URN):** 144724

## Inspection report: 6 January 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Needs attention

### Achievement

Needs attention 

Pupils do not achieve as highly as they should. This is reflected in outcomes in national tests, which remain below national averages. Pupils who face barriers to their learning, including those with special educational needs and/or disabilities, do not make sufficient progress from their starting points. The school does not identify and address pupils' gaps in learning from early years and Year 1 swiftly or effectively enough. As a result, these gaps persist as pupils move through the school, and widen over time. Consequently, many pupils are not well prepared for the next stage of their education. Ongoing weaknesses in pupils' knowledge and skills impede their ability to build securely on what they have already learned.

There are emerging strengths. Leaders' recent work to strengthen pupils' mathematical knowledge is having a positive impact, particularly in developing pupils' understanding of multiplication. However, this work is not embedded or consistent across the school. More broadly, pupils do not reliably develop the knowledge and skills they need to succeed, including language and communication skills.

### Attendance and behaviour

Needs attention 

Behaviour and attendance are not yet at the standard leaders expect. Attendance remains below national expectations, particularly for those pupils with special educational needs and/or disabilities and disadvantaged pupils. This limits these pupils' opportunities to learn and contributes to gaps in their achievement over time. Leaders recognise that attendance and behaviour require further attention to improve.

The behaviour policy is not implemented consistently by all staff. Therefore, pupils do not consistently demonstrate positive behaviour. Although lessons are generally calm, some pupils become disengaged and do not secure their learning. This is because the way the curriculum is taught does not meet the needs of all pupils.

Despite these weaknesses, leaders demonstrate appropriate ambition to improve pupils' behaviour and attendance. They have strengthened the behaviour policy so that expectations are clearer, and there are early signs of improvement. Morning routines now support a more orderly start to the school day. Leaders have also developed a clearer, more strategic approach to improving attendance. The school has communicated expectations to parents. Leaders support pupils and families to develop positive attendance habits. Higher expectations for punctuality have resulted in more pupils arriving at school on time.

### Curriculum and teaching

Needs attention 

The quality of education that pupils receive falls short of the expected standard. Weaknesses and inconsistencies in the way that pupils are taught mean pupils are not supported to build up their subject knowledge in an incremental way. Staff expertise is unevenly developed across the school. For example, in writing, leaders have not ensured

that pupils consistently develop the basic skills they need, with important knowledge in reading, writing and mathematics. This means that pupils face barriers to demonstrating and recording their learning in wider subjects. Opportunities to address misconceptions are too often missed, meaning gaps in learning persist. Teachers do not adapt lessons for pupils who would benefit from this, including those with special educational needs and/or disabilities and disadvantaged pupils.

Leaders' ambitions for the curriculum and teaching are appropriately ambitious. With the support of the trust, the school has made significant changes to the curriculum. It is now well sequenced, setting out the important knowledge and skills pupils need from Nursery to Year 6. Leaders have implemented a training programme designed to ensure that all staff have a shared understanding of the approach to teaching and assessment. Currently, it is too early to see the impact of these actions on the quality of education pupils receive.

## Early years

Needs attention 

The quality of education in the early years is inconsistent and does not ensure that all children develop the knowledge and skills they need for their next stage of education. Leaders' work to strengthen provision is at an early stage. There remains variability in staff expertise, which results in inconsistent implementation of the curriculum. Opportunities to assess children's learning and address gaps in knowledge are not routinely addressed. Consequently, children, including disadvantaged pupils and those with special educational needs and/or disabilities, do not build securely on prior learning and are not well prepared for Year 1.

Leaders' actions to strengthen the way the curriculum is taught has resulted in a sharper focus around supporting children in their language development and vocabulary. Children enjoy listening to staff read books and joining in with well-known rhymes. The teaching of phonics is now prioritised. Pupils learn to read books that match the sounds they know. However, it is too early to see the impact of this in children's learning.

Children receive a warm and welcoming start to the school day. Care practices meet children's individual needs and promote their wellbeing effectively. Relationships between adults and children are positive and supportive, helping children to feel safe and secure.

## Inclusion

Needs attention 

Support for pupils who face barriers to their learning, including those with special educational needs and/or disabilities (SEND), is not consistent across the school. While some pupils receive the right support to help them learn well, this is not always the case. Teachers do not always adapt learning precisely enough to meet pupils' individual needs. Sometimes, pupils starting points and gaps in learning are not known or understood. As a result, some pupils do not make the progress they should.

Leaders have recently strengthened systems to identify and assess pupils' needs. Their approach is now based on evidence of what works well to raise achievement. They have introduced strategies to monitor and review the impact of support. Funding to support the needs of eligible pupils is now planned carefully and linked to the school's wider

improvement priorities. This is beginning to have a positive effect. For example, the school's work to reduce social, emotional and mental health barriers means pupils are increasingly able to manage their behaviour and engage with learning. However, leaders recognise that further staff training is required so that staff can anticipate the needs of pupils and adapt teaching more effectively. As yet, further work is required before leaders' work to remove barriers results in improved learning outcomes.

## **Leadership and governance**

**Needs attention** ●

Although leaders' actions are focused on appropriate priorities, many of the improvements have not yet gained sufficient traction to have an impact on pupils' learning, and pupils' outcomes have not improved quickly enough. Leaders have not ensured that all staff consistently hold high expectations of what pupils can achieve.

The programme of professional learning for staff has been strengthened. It is now high quality and evidence informed. However, this work is in its early stages and the impact on the quality of teaching and pupils' learning is not yet evident. Leaders have improved the identification of needs for pupils with special educational needs and/or disabilities and disadvantaged pupils. Staff have begun to develop greater expertise in this area. Nonetheless, leaders have not yet ensured that all pupils receive the timely and consistent support they need to access the curriculum successfully.

In the previous academic year, the school had significant changes in leadership and staffing, with a new head teacher and the transfer to a new Trust. With the support of the trust, leaders have now secured greater stability. They have established a clear and ambitious vision. They have an accurate understanding of the school's context and strengths and areas for improvement. Leaders' actions are guided by a clear commitment to acting in pupils' best interests. Trust leaders provide effective support and challenge. They assure themselves that they have an accurate view of the school's performance and meet their statutory duties.

Communication with staff has been strengthened along with systems to support staff workload and wellbeing. Most parents appreciate the school's efforts to work in partnership with them. They value the schools' welcoming and nurturing atmosphere.

## **Personal development and wellbeing**

**Needs attention** ●

The school's personal development and wellbeing provision is inconsistent and does not yet prepare pupils well for life beyond school. Pupils have a superficial understanding of protected characteristics and fundamental British values. Their knowledge of different faiths and cultures is underdeveloped. This limits pupils' preparedness for life in modern Britain.

Opportunities to develop pupils' social skills are uneven. Pupils have some leadership opportunities; however, these are limited in scope. Pupils indicate that they would value greater responsibility and more meaningful leadership roles to develop confidence, character and a stronger pupil voice. Pupils benefit from a range of educational visits, clubs and careers-related experiences appropriate to their age. These activities help to broaden pupils' interests and aspirations. However, leaders do not yet maintain a strategic overview

of pupil participation. Consequently, they are unable to evaluate the impact of these experiences on pupils, including pupils with special educational needs and/or disabilities and disadvantaged pupils.

Leaders recognise the weaknesses in the personal development and wellbeing offer and have begun the process of strengthening it. For example, pupils have developed a deep understanding of online safety and risks to their health. Leaders have also established external partnerships to contribute positively to pupils' wider experiences, such as increasing sporting opportunities through links with a local provider.

## **What it's like to be a pupil at this school**

Pupils do not receive the quality of education they should. This is because the way the curriculum is taught does not help pupils to know and remember important information. Consequently, pupils are not well prepared for their next stage of education. Some pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those facing other barriers to learning do not receive the support they need to progress well from their starting points.

Not all staff implement the behaviour policy consistently. Therefore, not all pupils understand behaviour expectations. Leaders have only recently begun to improve attendance and punctuality. Consequently, not all pupils attend as well as they should. The school's programme for personal development and wellbeing does not prepare pupils well enough for life in modern Britain. Not all children in early years are well prepared for their next stage of education. This is because those children who have gaps in learning are not supported well enough to catch up.

The school has been through a period of change. Leaders within the trust have begun to stabilise the school. They have an accurate view of the school. They have begun to strengthen many areas and have made a positive start. However, this is in its early stages. There is still significant work to do to ensure pupils fully benefit from this.

Despite these weaknesses, pupils are safe, happy and welcoming. They live out the school's distinctive vision, 'rooted in love', in the warm friendships they make. Bullying is rare and pupils trust staff to help them if they have any worries. Many pupils join at different points in the school year. Some speak English as an additional language. Leaders have developed a coherent support programme to help them settle in. Staff spend time getting to know new pupils. This helps pupils to become part of the school and local community.

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## Next steps

- Leaders should ensure that staff understand the range of barriers pupils may face to their learning and ensure that the curriculum is well matched to their needs.
  - Leaders should ensure that teachers teach the curriculum as intended to support pupils to build up their subject knowledge in an incremental way.
  - Leaders should ensure that teachers identify and address gaps in pupils' learning to help them to develop the foundational knowledge, language and communication skills they need.
  - Leaders should ensure that the strengthened attendance policy is implemented consistently to raise pupils' attendance rates.
  - Leaders should ensure that the behaviour policy is consistently implemented by staff and understood by all pupils.
  - Leaders should ensure that pupils develop a clear understanding of the diversity of modern Britain to prepare them for life beyond school.
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## About this inspection

This school is part of the Lighthouse Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Lewis, and overseen by a board of trustees, chaired by Adele Haysom.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders, the chair of the board of trustees, the chief executive officer of the trust, the director of primary education and other leaders within the trust.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection took place in October 2022.

The school does not use any alternative provision.

The school has undergone significant changes in staffing and leadership since the last inspection.

Headteacher: Christina Brugger

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**Lead inspector:**

Liz Geller, His Majesty's Inspector

**Team inspectors:**

Tonwen Empson, Ofsted Inspector

Darren Preece, Ofsted Inspector

**Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

**School and pupil context****Total pupils**

**398**

Above average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**420**

Above average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**36.84%**

Above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**1.76%**

Below average

### What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### Pupils with special educational needs (SEN) support

**17.59%**

Close to average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### Location deprivation

**Below average**

### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### Resourced Provision or SEND Unit (if applicable)

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	61%	Below
2024/25	30%	62%	Below
2023/24	40%	61%	Below
2022/23	47%	60%	Below

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	74%	Below
2024/25	61%	75%	Below
2023/24	62%	74%	Below
2022/23	68%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	55%	72%	Below
<b>2024/25</b>	37%	72%	Below
<b>2023/24</b>	65%	72%	Close to average
<b>2022/23</b>	63%	71%	Below

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	54%	73%	Below
<b>2024/25</b>	59%	74%	Below
<b>2023/24</b>	50%	73%	Below
<b>2022/23</b>	54%	73%	Below

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	20%	46%	Below
<b>2024/25</b>	11%	47%	Below

Year	This school	National average	Compared with national average
2023/24	38%	46%	Close to average
2022/23	16%	44%	Below

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	62%	Below
2024/25	37%	63%	Below
2023/24	50%	62%	Below
2022/23	37%	60%	Below

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	59%	Below
2024/25	21%	59%	Below
2023/24	50%	58%	Close to average
2022/23	32%	58%	Below

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	39%	60%	Below
<b>2024/25</b>	47%	61%	Below
<b>2023/24</b>	50%	59%	Close to average
<b>2022/23</b>	21%	59%	Below

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	20%	68%	-47 pp
<b>2024/25</b>	11%	69%	-59 pp
<b>2023/24</b>	38%	67%	-30 pp
<b>2022/23</b>	16%	66%	-51 pp

## Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	41%	80%	-39 pp
<b>2024/25</b>	37%	81%	-44 pp
<b>2023/24</b>	50%	80%	-30 pp
<b>2022/23</b>	37%	78%	-41 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	33%	78%	-44 pp
<b>2024/25</b>	21%	78%	-57 pp
<b>2023/24</b>	50%	78%	-28 pp
<b>2022/23</b>	32%	77%	-46 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	39%	80%	-41 pp
<b>2024/25</b>	47%	81%	-33 pp
<b>2023/24</b>	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	21%	79%	-58 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	7.1%	5.2%	Above
2023/24	6.0%	5.5%	Close to average
2022/23	6.7%	5.9%	Above

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	19.5%	13.3%	Above
2023/24	23.3%	14.6%	Above
2022/23	18.1%	16.2%	Close to average

# Our grades explained

## Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

## Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

## Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

## Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

## Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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