

St Mary Redcliffe Church of England Primary School

Inspection report

Unique Reference Number	109147
Local Authority	Bristol City of
Inspection number	337230
Inspection dates	26–27 May 2010
Reporting inspector	Joyce Cox

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	Alan Beake
Headteacher	Emma Payne
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 16 teachers, visited 20 lessons and scrutinised pupils' work. They held meetings with governors, staff and pupils and looked at the school development plan, assessment information, teachers' planning and safeguarding procedures. They also analysed 182 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all groups of pupils are making at least satisfactory progress, with particular focus on those with special educational needs and those who have English as an additional language
- the impact of the actions taken to improve the quality of teaching and learning throughout the school
- how successfully staff use assessment information to meet the various learning needs of all pupils
- the impact of leaders at all levels on raising achievement.

Information about the school

St Mary Reddiffe is much larger than the average-sized primary school and pupils come from a diverse range of minority ethnic backgrounds. A quarter of the pupils are known to be eligible for free school meals. Over a third of the pupils speak English as an additional language, although none is at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the proportion with statements of special educational needs. The school has a Nursery and two Reception classes for children in the Early Years Foundation Stage.

Although some staff are long serving, there has been a high turnover of teachers since the last inspection. A new headteacher was appointed in January 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvements.

Pupils' attainment at the end of Year 2 and Year 6 is too low. Too many pupils underachieve in relation to their capabilities and starting points. Children have a satisfactory start in the Early Years Foundation Stage but pupils' learning and progress are inadequate in Key Stage 1 and their attainment at the end of Year 2 has been well below the expected levels for the last three years. Pupils' achievement is inadequate overall in Key Stage 2, although progress accelerates in Years 5 and 6. Not all the school's leaders implement effective strategies to raise pupils' attainment and achievement, and the curriculum is not well planned to build on pupils' knowledge and understanding. In addition, not all teachers have high expectations of what pupils can achieve. As a result, teaching does not challenge or interest pupils enough. Although there is some satisfactory practice in individual lessons, the impact of teaching on pupils' progress over time is unsatisfactory. Added to these weaknesses is the inconsistent use of assessment information to plan pupils' learning. Consequently, pupils' individual learning needs are not met. As well as shortcomings in the school's provision, low attendance rates are a factor preventing adequate achievement.

Not all leaders and managers, including the governing body, have been effective in tackling weaknesses and securing improvement. Although the headteacher has taken good steps to improve systems and planning and has an accurate view of the many areas that require improving, few leaders and managers are taking sufficient responsibility for school improvement. The management team is in the process of being restructured to enable senior and subject leaders to play a much fuller part in school improvement. However, apart from a brief rise in Year 6 pupils' attainment in the national tests in 2009, the impact of actions to improve attainment and achievement has not been sustained. Improvements in outcomes for pupils since the last inspection have been too slow and, consequently, the school's capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

- Improve teaching and learning and the curriculum in order to accelerate pupils' progress and raise their achievement by:

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- ensuring teachers have high expectations and challenge all pupils
- improving the balance of lessons so that there is less teacher talk and more pupil involvement in practical activities
- providing activities that engage and motivate pupils.
- Improve the use of assessment information so that teachers can take responsibility for the progress of pupils in their care by:
 - assessing pupils' attainment levels accurately
 - making sure staff use assessment information to tailor activities to meet the full range of pupils' needs.
- Embed ambition and accelerate the pace of school improvement by ensuring that leaders and managers at all levels, together with the governing body, play a full part in:
 - monitoring the school's work, especially teaching and learning
 - identifying improvement priorities
 - evaluating the impact of their actions to raise attainment and achievement.
- Raise attendance.

Outcomes for individuals and groups of pupils**4**

Pupils' attainment is low in Year 2 and Year 6 and, although it improved in 2009, in Year 6, current assessment data show that it remains well below average. Pupils throughout the school do not make adequate progress. Progress is particularly slow in Key Stage 1 and has been so over the last three years. There is significant underachievement among all groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language. Although most pupils said they liked school, in lessons observed, pupils were not always engaged or inspired by their learning. In a minority of lessons, pupils sit passively and are given the same work to do. As a result, pupils of different abilities are not challenged or supported. Consequently, some finish quickly and do not move on in their learning while others find the work too difficult to understand.

Pupils' behaviour is satisfactory and they make a good contribution to school life. They have a good understanding of how to lead a healthy life. Pupils take on a wide range of responsibilities in school and in the local community, and they are consulted about school life. For instance, school councillors have been involved in improving lunches, which has included looking at their impact on health. They have also devised anti-bullying advice and improved the school grounds. Pupils' behaviour in lessons is satisfactory but some say their teachers talk for too long and they get bored; they feel they learn most by being actively involved. Pupils' spiritual, moral, social and cultural development is satisfactory and most pupils are polite and friendly to visitors. Although pupils develop sound personal and social skills, they are not developing the knowledge, skills and understanding required for their future learning. The school is taking rigorous steps to improve attendance, and has had success with some targeted individuals, but

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as yet, overall levels remain too low.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Some teachers are unsure of pupils' levels of ability, and do not use the assessment information they have well enough to match work to pupils' abilities. In some lessons observed, teachers talked for too long without engaging pupils practically or actively, so pace of learning was too slow. Good teaching was observed in Year 5, where the teacher conducted lessons at a smart pace and had high expectations for all pupils. Assessment information was used effectively to plan the next steps in learning and consequently, pupils made better progress. The headteacher, working in close collaboration with an advanced skills teacher, has provided good support to improve teaching and the use of assessment to develop planning. In some classes, such as in Years 5 and 6, this collaborative work is beginning to have a marked impact, resulting in significant improvements to the structure and pace of pupils' learning. However, this good practice is not yet evident in all classes. Teachers' marking does not always extend or develop learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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A range of partnerships have been established to provide interesting and real contexts for pupils' learning. For example, Year 3 pupils have worked with archivists at Bristol Museum to research and record the history of the school. However, too few activities really motivate and engage pupils and the interesting partnerships established are not yet impacting significantly to improve all pupils' achievement. Information and communication technology is not given prominence in the curriculum and so, opportunities are missed to motivate pupils and help them prepare for their future lives. There are few links between subjects to make learning relevant and memorable. Additionally, there are not enough after-school clubs to extend pupils' learning.

Satisfactory systems are in place to support individual pupils who are vulnerable, including those with social, emotional and behavioural difficulties. Staff make sure these pupils are included in all activities and enjoy coming to school. They also ensure pupils know where to go to receive care and support.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher is highly ambitious for the pupils and is determined to accelerate the pace of improvement. She has a good understanding of the school's strengths and its many weaknesses. However, other senior leaders and managers and the governing body are not having sufficient impact on the quality of provision and pupil outcomes. Although the headteacher receives good support from the advanced skills teacher, weaknesses are not being tackled quickly enough by other senior leaders and staff to secure rapid improvement. The headteacher has introduced a sound system for tracking pupils' progress but this is not used effectively by all teachers to chart pupils' progress or to plan learning.

The monitoring of teaching and learning is inadequate because, although it is well organised and carried out regularly and rigorously by the headteacher, it has only succeeded in improving teaching in a small number of classes. There is little evidence of all staff being totally committed to school improvement or sharing the vision, motivation and ambition of the headteacher. Other leaders do not generally identify improvement priorities or evaluate how well strategies have worked. Furthermore, the governing body is not effective in either supporting school improvement or in holding senior leaders to account for the quality of the school's provision.

The school has a positive relationship with parents and carers, who say they feel much

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more involved in school life since the headteacher's appointment and can see many improvements. Several have attended reading courses at the school so they can support their children. There are appropriate strategies for tackling any discriminatory behaviour between groups of learners. However, equal opportunities are not promoted effectively as most teaching does not take sufficient account of the learning needs of groups of pupils, for example those who speak English as an additional language or those with special educational needs and/or disabilities.

The school meets safeguarding requirements, and has appropriate child protection procedures in place. Staff work satisfactorily to promote community cohesion within school and have established useful links with a school in north Somerset. The school has begun to evaluate the effectiveness of this development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children start in the Nursery class with skills and abilities that are slightly below the levels expected for three-year-olds in most areas of learning. The majority of children make satisfactory progress in all areas of learning and develop skills that are just below average on entry to Year 1. There is good provision for children in the Nursery and satisfactory provision for those in the Reception classes. Nursery children make good progress because of well-planned activities and enthusiastic adults who are skilled at developing children's language. Nursery staff are good play partners, happily becoming characters such as Percy the Park Keeper, who helps the children to plant seeds and learn new words such as 'compost'. Interesting activities such as making fruit milkshakes excite children and make learning fun.

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A wide range of activities are provided outdoors, but it is not easy for Reception children to move freely between the indoor and outdoor accommodation. Staff in Reception diligently observe and record children's learning and development but there are occasions when all the staff do this and there is not a clear schedule to ensure that other adults can interact with groups of children to accelerate their learning and play. The Reception staff, who are at an early stage of analysing their observations and note taking of children playing, receive effective support from consultants to improve the progress of all children. The headteacher works closely with the Early Years Foundation Stage leader to improve the provision, and this is evident in the attractive outdoor and garden area which has been transformed by staff and parents.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

All parents and carers who responded to the inspection questionnaire feel their children are kept safe in school. Inspectors endorse this. A small number wrote to express concerns about the large number of supply teachers in school. Inspection evidence supports this concern. Inspectors found that not all teachers have high enough expectations of what pupils can achieve. A small minority of parents and carers expressed concerns about the way the school meets their children's particular needs, about how it manages behaviour and the way it keeps them informed about their children's progress. Inspection evidence supports the first of these concerns which has been identified as an area for improvement. However, during their time in the school, inspectors judged pupils' behaviour to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary Reddiffe Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 182 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	59	72	40	3	2	0	0
The school keeps my child safe	113	62	69	38	0	0	0	0
The school informs me about my child's progress	69	38	91	50	20	11	1	1
My child is making enough progress at this school	60	33	104	58	12	7	4	2
The teaching is good at this school	74	41	96	53	6	3	0	0
The school helps me to support my child's learning	63	35	105	58	11	6	2	1
The school helps my child to have a healthy lifestyle	86	47	87	48	7	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	33	96	53	5	3	1	1
The school meets my child's particular needs	52	29	104	58	15	8	2	1
The school deals effectively with unacceptable behaviour	64	35	77	42	17	9	4	2
The school takes account of my suggestions and concerns	54	30	106	58	11	6	0	0
The school is led and managed effectively	84	46	82	45	8	4	2	1
Overall, I am happy with my child's experience at this school	91	50	84	46	6	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 May 2010

Dear Pupils

Inspection of St Mary Reddiffe Church of England Primary School, Bristol BS3 4DP

Thank you all for welcoming the inspection team on our recent visit. I am writing to tell you what we found out about your school. We saw that your behaviour is satisfactory. Most of you told us that you feel safe in school. Your teachers are good at helping you to lead healthy lives and you help a lot around the school, for example by being school councillors. Nursery children have a good start to school life. While most of you are keen to learn, you do not make as much progress as you could by the time you get to the end of Year 2 and Year 6. To help you make better progress, we have asked your headteacher and the other staff to:

- make sure the work is challenging enough for you and get you more involved in interesting activities
- make sure that teaching and the curriculum meet your different needs
- involve more staff in carefully checking up on how well you are doing and making improvements quickly when they are needed.
- improve attendance.

We judged that your school needs 'special measures'. This means that other inspectors will visit your school to see how well it is getting on. You can all help by attending school regularly, behaving well and always trying hard with your work. We wish you all the very best for the future.

Yours sincerely

Joyce Cox

Lead inspector

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