

St Mary Redcliffe Church of England Primary School

URN: 144724 | Inspected: 06 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.

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.

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.

St Mary Redcliffe Church of England Primary School

URN: 144724 | Inspected: 06 January 2026

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.

St Mary Redcliffe Church of England Primary School

URN: 144724 | Inspected: 06 January 2026

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

St Mary Redcliffe Church of England Primary School

URN: 144724 | Inspected: 06 January 2026

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.

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.

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.

St Mary Redcliffe Church of England Primary School

URN: 144724 | Inspected: 06 January 2026

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/st-mary-redcliffe-church-of-england-primary-school-bristol>