

Inspection of Frenchay Church of England Primary School

Alexander Road, Frenchay, Bristol BS16 1UZ

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their school. The school's vision of 'Believe, Belong, Become' helps everyone to feel part of the school community. Pupils build strong relationships with each other and adults. They are kind and helpful. The school is a happy and welcoming place.

Pupils are polite and show respect to each other and adults. They move around the school in a safe and orderly manner. The dining hall and playground are calm places. Pupils follow routines well. Pupils feel safe at school. They know adults will help them if they have any concerns.

The school is ambitious for all pupils to achieve well. In most subjects, pupils remember the important knowledge they need and use it to build new knowledge. This means that most pupils achieve well and are ready for the next stage of their education.

Pupils are proud of the leadership roles they hold as house captains, school councillors and eco-leaders. These develop their character and a sense of responsibility. Pupils enjoy taking part in fundraising events to help the school and national charities. This helps them to contribute and make a difference to the community beyond their school.

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

In most subjects, the school has designed a carefully sequenced curriculum. This helps pupils to build their knowledge gradually. For example, in science, pupils in Year 4 learn about the structure of the digestive system and in Year 6, they develop their knowledge of the human body by learning about the structure of the heart and circulatory system. In some subjects, however, the school has not defined the knowledge that pupils should learn. This makes it difficult for pupils to build their knowledge well in these subjects. Added to this, some pupils forget important knowledge that they have learned before. This is because the lack of clarity in the curriculum hinders staff from checking that pupils have secured this knowledge.

The school prioritises early reading. It has implemented an effective phonics programme which starts early in the Reception Year. Adults are well trained to deliver this programme. Most pupils move through the phonics programme and keep up. The checks that the school uses identify pupils who have gaps in their knowledge. These pupils receive additional support to help build their knowledge.

Pupils are enthusiastic to read. They build their understanding of stories and make predictions about what might happen next. Pupils who find reading more difficult get the help they need to build their fluency. Adults help them to blend sounds into words accurately.

The school understands how to support pupils with special educational needs and/or disabilities (SEND). They identify and assess these needs thoroughly, and then plan activities to support these pupils to learn the curriculum. However, sometimes adults do not check how well all pupils, including those with SEND, are learning the curriculum. This

is because some pupils do not participate well in activities or answer questions. Some pupils have gaps in their knowledge which are not addressed.

The school has implemented an effective personal, social and health education curriculum. This starts in the Reception Year where children begin to develop their understanding of themselves and others. Pupils learn to be safe, including online and in the wider community. In addition to this, the school plans wider opportunities for pupils to develop an understanding of the world beyond the school. They learn about social issues, for example that clean water isn't something all people have. Pupils lead worship and have regular opportunities through this to reflect on their own lives and those of others.

Most pupils engage well with their learning. In the Reception Year, children learn to cooperate and share. Pupils build positive relationships with each other and with adults. Most pupils are enthusiastic and keen to share their ideas. When pupils need reminders from adults to settle down and listen, they follow these well.

The school has high expectations of pupil attendance. This is communicated to parents. The school tracks and analyses the attendance of all pupils. When pupils' attendance starts to fall, the school takes appropriate action. This is leading to pupils coming to school more often.

Governors check the impact of the school's work. They have an accurate understanding of the school's strengths. Governors challenge the school to ensure it continues to improve. Staff appreciate the care and support they receive from the school to manage their workload and well-being. They value the training they undertake which helps them to develop their subject knowledge.

Many parents and carers are positive about the school. They value the positive relationships between staff and children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not fully identified the knowledge that pupils should learn. This hinders pupils from building their knowledge well. The school should ensure that the curriculum in these subjects provides staff with clarity about the knowledge that pupils need to learn.
- In some subjects, the school does not have an accurate understanding of what pupils know and remember. This means, at times, gaps in pupils' knowledge go unaddressed. The school should ensure that assessment strategies accurately identify any gaps that pupils have and that staff use this information to inform future learning.

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

Unique reference number	109178
Local authority	South Gloucestershire
Inspection number	10344446
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	David Williams
Headteacher	Nicola Dawson
Website	www.frenchayprimary.co.uk
Date of previous inspection	26 March 2019, under section 8 of the Education Act 2005.

Information about this school

- The school is an Anglican school in the Diocese of Bristol. The most recent section 48 inspection, for schools of a religious character, took place in April 2024. The school's next section 48 inspection will be within five school years.
- The school uses one registered and one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. 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.
- Inspectors also looked at samples of work in other subjects.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- An inspector spoke to some parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, including the free-text comments, and Ofsted's survey for staff.

Inspection team

Caroline Musty, lead inspector

Ofsted Inspector

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