

# Inspection of Two Rivers Church of England Primary

35 Fairfield Way, Keynsham, Bristol BS31 1GE

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Inspection dates: 14 and 15 June 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Pupils flourish at Two Rivers Church of England Primary School. They describe the school as a welcoming place, where everyone is kind and respectful. Staff give pupils the courage and confidence to try new things. All pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well.

Pupils consistently meet the high expectations adults have of them. They behave extremely well, both in and outside the classroom. As a result, the school is a calm and purposeful place to learn. This starts in the early years, where children show high levels of independence by listening, sharing and being thoughtful of one another.

Relationships between staff and pupils are warm and respectful. Pupils understand how their 'friendship mending charter' helps them to resolve any issues that may occur. They trust adults to listen to them and help them with any worries they may have.

Pupils enjoy the wide range of clubs on offer, such as cricket, art and computing. They relish the opportunities they have to become eco councillors, spiritual and sport leaders and members of the school council. They say leaders listen to their ideas. These roles make them feel part of shaping the growing school.

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

Leaders and staff have the highest ambitions for every pupil. They have created a curriculum that is designed exceptionally well. Starting in the early years, leaders have carefully considered precisely what pupils need to know and when they need to know it.

Leaders, including those from the trust, support teachers to ensure that they have the subject expertise to teach the planned curriculum effectively. From the early years onwards, teachers expertly check on what pupils know and can do. They use this information skilfully to adapt future learning. They help pupils to remember the important content, so they can use it for more complex learning. As a result, pupils learn exceptionally well across the curriculum. For example, in computing, pupils in Year 1 learn how to create a simple computer programme. In Year 2, pupils build on this well. They develop their programming skills when creating an electronic quiz.

Reading is a priority at the school. Pupils read a wide range of texts with increasing fluency and accuracy. They say reading 'helps their brains to learn new things' and enables them to build their knowledge of concepts, such as tolerance and fairness.

Children begin learning phonics as soon as they start school. All staff benefit from the training they receive to deliver the school's phonic programme expertly. Books that pupils read match the sounds they learn, which helps them to gain confidence.

Leaders track pupils with precision. If pupils fall behind, they rapidly receive support to enable them to catch-up quickly.

The mathematics curriculum is equally ambitious. Teachers break down learning into small steps. They present new information clearly and model mathematical vocabulary well. This starts in the early years. Children use words such as 'straight' and 'curved' confidently when describing shapes. As pupils move through the school, they build on this strong start. They confidently use their knowledge of fractions when solving more complex problems.

Leaders are ambitious for what all pupils with SEND can achieve. They expertly identify pupils' additional needs. Staff know pupils well and ensure that they receive the support they need. Pupils' plans are precise and well thought out. As a result, pupils with SEND show high levels of independence and learn the same ambitious curriculum as their peers.

Pupils' attitudes to learning are excellent. Children learn the routines of school quickly and are eager to learn. Across the school, pupils demonstrate high levels of respect for each other, staff and visitors.

Leaders prioritise the wider development of pupils. They provide pupils with a wide range of opportunities, which align to the school's values. Pupils know what it means to be a good friend. They have a mature understanding of tolerance and equality. Pupils develop their character by organising events, such as litter picking and recycling. This makes them feel proud and enables them to help others in the community.

Trustees and governors are highly ambitious for the school. They know the school's strengths and robustly hold leaders to account for their actions. Staff are proud to work at the school. They value the support that leaders and trustees provide them to develop their subject expertise. Staff appreciate how leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that keeping children safe is everyone's responsibility. They provide staff with up-to-date safeguarding training. Staff use this vigilantly to spot the signs that indicate a child might be at risk and act quickly. Leaders work well with a range of professionals to ensure that these vulnerable pupils and their families receive the help they need. Leaders make the right safeguarding checks during recruitment.

Pupils understand how to stay safe in the real and online world. They know the importance of not sharing personal information and to report any concerns to a trusted adult.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	147861
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10256599
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Malcolm Broad MBE
<b>Headteacher</b>	Matt Filer
<b>Website</b>	<a href="http://www.tworiversschool.org.uk">www.tworiversschool.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Two Rivers Church of England Primary School opened to become an academy free school in September 2020.
- The school is part of The Futura Learning Partnership.
- The school is designated as having a religious character and is part of the Diocese of Bath and Wells. It has yet to be inspected under section 48.
- The headteacher was appointed in May 2023.
- Currently, the school has an intake of pupils from Reception Year to Year 2. From September 2023, the age range will include pupils in Year 3.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders

and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, the interim special educational needs coordinator, groups of staff and representatives from the trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

### **Inspection team**

Ben Jordan, lead inspector

His Majesty's Inspector

Matt Fletcher

Ofsted Inspector

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