

# Nevill Road Infant School

## Inspection report

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<b>Unique Reference Number</b>	106062
<b>Local authority</b>	Stockport
<b>Inspection number</b>	377345
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Jane Millward HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	K Mehta
<b>Headteacher</b>	K Rosie
<b>Date of previous school inspection</b>	16 October 2006
<b>School address</b>	Nevill Road Bramhall Stockport SK7 3ET
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 10 teachers, and teaching and learning in 13 lessons or parts of lessons. Meetings were held with groups of pupils, the local authority representative, the vice-chair of the governing body and members of staff.

Inspectors observed the school's work and looked at a range of documentation including the school development plan, pupils' work, progress data, minutes of governing body meetings, attendance data and safeguarding policies and records. They analysed 133 inspection questionnaires completed by parents and carers, and those submitted by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How leaders and managers use current data and self-evaluation to identify areas for improving the school and how these are monitored and evaluated.
- How the school broadens pupils' understanding of people from different cultures.
- How the curriculum is having an impact on attainment and progress for all pupils.

## Information about the school

Nevill Road Infant School is an average-sized school of this type, which shares a campus with the junior school. The proportion of pupils known to be eligible for free school meals is lower than the national average and there are fewer pupils with minority ethnic backgrounds than the national average. The percentage of pupils with special educational needs and/or disabilities is in line with the national average. The school has a variety of awards including: an award for information and communication technology; an award for geography; Healthy School status and the Sports Activemark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

'My son so far has enjoyed a positive school experience in each of his school years. Professional, inspiring, committed and dedicated staff team. Have found all teachers and headteacher very approachable.' This view summarises the views of many parents and carers. Pupils, parents and carers appreciate the wide range of activities which spark pupils' imagination and support the good progress pupils make in lessons. Pupils are happy, enjoy school, display positive attitudes and have above average attainment. Relationships between staff and pupils are very positive and this contributes to the effective personal skills that they develop from an early age. Attendance is average; pupils are encouraged to attend regularly and arrive punctually. Children in the Reception year make good progress which is then built on in Key Stage 1. Progress remains good and no time is wasted in developing pupils' learning.

Teaching and learning are good overall but variability exists across the school. Generally teachers use data from assessment of pupils' progress to inform their planning of lessons. Good deployment of adults contributes to the good quality of provision. The school encourages the professional development of all staff and training is given a high priority. Teaching assistants are rigorously trained to deliver intervention programmes which have a positive impact on the progress for those pupils who begin to fall behind. Marking of pupils' books acknowledges the efforts pupils have made; the best effectively guides pupils in how to improve their work. However, this is inconsistent across the school and across subjects.

The curriculum meets the needs of learners and extra-curricular clubs are appreciated by pupils. The school recognises that opportunities are limited for pupils to develop their understanding of different countries but has plans to develop pupils' global awareness. Because of this, pupils' spiritual, moral, social and cultural development is no better than satisfactory.

Leaders and managers are focused on raising attainment and improving rates of progress for all pupils. Data are collected to track the achievement levels of pupils but the school carries out little statistical analysis on the progress of groups of pupils in order to raise achievement further. However, all pupils achieve well. Teaching and learning are monitored by leaders and this provides an overview of the quality of provision. The monitoring of lessons identifies strengths and areas to develop. There is some evidence to show how development points have led to improvements but

this is not consistent across the whole school. The school acknowledges more needs to be done to ensure subject leaders have a greater influence on developing the quality of provision across the school. Middle leaders are enthusiastic and want to develop their role to have a greater impact on their subject areas. They hold accurate self-evaluation and have plans to use this to improve outcomes in their subject areas.

Parents and carers feel well supported by the school and very positive relationships exist. This is especially so for potentially vulnerable learners, where the school works hard to support pupils and their families. Furthermore, the links with external agencies ensure vulnerable learners' and their families' needs are met well.

Leaders and managers have effective tracking procedures to monitor attainment of pupils. The school acknowledges it now needs to develop systems further to monitor and evaluate the quality of provision. Training of governors has resulted in effective challenge and a deep understanding of their role in school life. Members of the governing body are involved in all aspects of school life. They and school leaders have an accurate picture of the strengths and weaknesses in school and have correctly prioritised actions to improve. As a result, the school is well placed to sustain and develop its success and has a good capacity for sustained improvement.

### **What does the school need to do to improve further?**

- Develop the analysis of data about the performance of different groups of pupils by making better use of existing data and acting upon the findings to improve achievement further.
- Further improve the effectiveness of leadership and management by continuing to develop systems to monitor and evaluate the quality of provision and involving middle leaders more closely in this process.
- Improve pupils' cultural and spiritual development by ensuring their understanding of different countries and of different heritages.

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

<b>2</b>
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Pupils enjoy their time at school and are very positive about their experiences. They demonstrate good attitudes, and good relationships between staff and pupils prevail. Pupils behave well and are very polite and courteous. They enjoy their learning and show enthusiasm and curiosity.

Children enter the school with skills in line with national expectations and overall make good progress in the Early Years Foundation Stage. This is most noticeable for the higher-ability children so that when they enter Year 1, an above-average proportion of pupils is doing well. The good progress made by all pupils continues and by the end of Key Stage 1, attainment is above average in reading, writing and mathematics. This has been the case for the past five years. Pupils with special educational needs and/or disabilities make good progress and achieve well in all

areas. This is due to effective and sensitive targeted interventions to provide appropriate and relevant support.

Pupils say they feel safe in school; they know who to turn to if they have a problem and they know issues will be resolved quickly by a caring and responsive team of school staff. Pupils are thoughtful regarding their own behaviour and show consideration towards one another. They are well prepared for the next stage of their education through well-developed basic skills. Attendance is currently average and the school has effective strategies and well-thought-out plans to encourage pupils to attend school on a regular basis. Spiritual, moral, social and cultural development is satisfactory. Pupils show a good understanding of how to respect others but there is a lack of understanding of their own heritage and that of others. Pupils are keen to raise money for local charities, for example, the local hospice and shelter for the homeless.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching and learning are good overall, although variation does exist across the school. In the best lessons, pupils are keen to use collaborative techniques to improve their understanding and make progress. High expectations prevail and groups are skilfully challenged. Positive relationships are evident and pupils work together for a common purpose. Resources are used effectively and the deployment of teaching assistants provides suitable support. In less effective lessons, activities are not planned well and time is wasted. The marking of pupils' work is inconsistent across the school. Most affirms the efforts made by pupils, but does not support pupils in how they can improve their work. However, some work is marked to a high standard and guides pupils to improve. Curricular targets are set in reading, writing and mathematics. Pupils know their targets, especially in reading and writing.

The good curriculum contributes to good learning, progress and enjoyment by all pupils. It has been extensively reviewed and the school uses topics to interest and

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

motivate pupils. There is good quality enrichment through visits and visitors to school. Participation rates in after-school clubs are good and the school encourages attendance from pupils whose circumstances might make them vulnerable. The e-learning platform enhances learning considerably and pupils, parents and carers value the contribution it makes to school life and pupils' learning.

The school takes effective care of its pupils and particularly those whose circumstances might make them vulnerable. Staff know their pupils well and aim to provide careful guidance and support to ensure their well-being and personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher, ably supported by the deputy headteacher, knows the school well and has developed a united team which is focused on providing the best outcomes for all pupils. Focus is given to the whole child, and pupils' personal development is given a high priority as well as academic achievement. There is a common vision and the school knows all its pupils and their individual needs very well. Effective systems to provide detailed information on the progress of individuals are in place, although the way the school monitors the attainment and progress of groups of pupils lacks precision to ensure all groups achieve as well as they might. A range of effective interventions are quickly implemented when pupils start to fall behind in their work. These are popular with pupils and evidence suggests the strategies accelerate pupils' progress. The quality of provision is monitored by senior leaders. While monitoring is evident, a structured approach has yet to be implemented to ensure rigour, and improvements are planned in areas where they are most required. Middle leaders have some involvement in monitoring but the school acknowledges that there are ways in which this could have a greater impact across the school.

The governing body is committed to improving outcomes for all pupils. It has a very good understanding of the strengths and weaknesses of the school and, through its meetings, all members are kept informed of the work of the school. Individual governors bring a wide range of expertise which is then used to support and challenge the decisions of senior leaders. The governing body fulfils all statutory duties and holds senior leaders to account for their actions.

The school values the contributions made by parents and carers, listens to their views, gathers information and acts upon the findings. The school knows its families well and provides appropriate and relevant support which is tailored to individual need and circumstance. The school liaises with a range of outside agencies to provide help and guidance and these have a positive impact on pupils' well-being and learning. Strong links have been forged with the junior school. The school is

proactive in safeguarding all pupils and all statutory requirements are met. The school promotes equal opportunities and tackles discrimination well. It promotes community cohesion satisfactorily, although there is limited evidence of how leaders are promoting community cohesion beyond the school. Leaders are planning to extend links to the wider community and globally to improve pupils’ understanding of diversity

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children’s attainment on entry to the Early Years Foundation Stage is in line with national expectations for children’s ages. Most children make good progress. Relationships are strong and children show respect for each other. Generally, they play well together and the opportunities are developing for them to take the lead in their learning. Activities are well thought out and a variety of learning opportunities are provided. Children are happy, enjoy learning and investigating, and are keen to talk about what they are learning. Adults working in the Early Years Foundation Stage have a good knowledge of every child and welfare requirements are well met. The indoor environment is well thought out with clear thematic units of work evident in child-initiated provision and planned activities. The outdoor area is popular with children although it is a less stimulating environment. The more-able children are effectively challenged and, hence, make better progress. The Early Years Foundation Stage leader is new to her role. She has identified areas to develop and her self-evaluation is generally accurate. The way in which children are assessed through the Nursery and Reception classes is in its early stages of development. The school acknowledges more needs to be done to improve the way children’s progress is tracked and monitored. Overall, the Early Years Foundation stage is satisfactory.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	3



## Views of parents and carers

There was a better than average response to the parents' and carers' questionnaire. The overwhelming majority of parents and carers are very happy with the school. Almost all consider that the teaching is good and the school meets their children's particular needs. 'This is a really good school that meets my child's needs in all ways. It is definitely good value for money. My child is happy and excited about going to school every day.' 'I have found that this school far outreached my expectations in every aspect. I feel there is no need to change anything.' These views summarised those of many parents and carers. Parents and carers who spoke to inspectors said they were kept well informed and were regularly updated on the progress of their children. They felt that that all staff were very approachable and that any issues were quickly resolved. Parents and carers raised few issues and these were all discussed fully with the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nevill Road Infant 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	76	31	23	1	1	0	0
The school keeps my child safe	104	78	27	20	1	1	0	0
The school informs me about my child's progress	85	64	48	36	0	0	0	0
My child is making enough progress at this school	87	65	43	32	3	2	0	0
The teaching is good at this school	96	72	37	28	0	0	0	0
The school helps me to support my child's learning	95	71	35	26	3	2	0	0
The school helps my child to have a healthy lifestyle	100	75	31	23	1	1	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)	84	63	37	28	3	2	0	0
The school meets my child's particular needs	92	69	35	26	4	3	0	0
The school deals effectively with unacceptable behaviour	71	53	50	38	2	2	2	2
The school takes account of my suggestions and concerns	72	54	52	39	1	1	1	1
The school is led and managed effectively	102	77	25	19	2	2	0	0
Overall, I am happy with my child's experience at this school	97	73	35	26	1	1	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 November 2011

Dear Pupils

**Inspection of Nevill Road Infant School, Stockport, SK7 3ET**

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know, we came to see how well you were doing. What you said helped us with our findings.

Nevill Road Infants is a good school. You achieve very well, have good attitudes and enjoy your learning. I was very impressed with your good behaviour around school and how friendly you are to visitors. You take care of one another and work as hard as you can. Most of your lessons are interesting and help you learn and you enjoy the many activities that make school a busy and interesting place to be. All the school staff know each and every one of you very well and they are able to support you with your work and any worries you have.

To help your school to be even better, I have asked your headteacher, teachers and the governing body to work on three things in particular. I would like the school to improve the ways in which teachers assess the progress you all make. I have asked the leaders and managers to develop the ways they check on how well the school is doing. I also think you could know more about other cultures and issues around the world so I have asked your teachers to teach you all more about these interesting issues in lessons.

Thank you all again for your very warm welcome. I hope you continue to enjoy your learning.

Yours sincerely,

Jane Millward  
Her Majesty's Inspector

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