

Shield Road Primary School

Shields Avenue, Bristol BS7 0RR

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The attainment and progress of all groups of pupils have risen sharply in the last three years. Attainment in English and mathematics is above average and pupils achieve well. Very good support for disadvantaged pupils, such as those eligible for free school meals, ensures achievement for all groups is consistently good. High-attaining pupils receive challenging work and also achieve well.
- Teaching is good because it promotes good learning. Pupils rightly report that teachers make lessons great fun; good marking and setting of targets promote pupils' understanding of how to improve.
- Pupils behave well both in and out of lessons. They have positive relationships with both fellow pupils and adults. Attitudes to learning are very positive, so disruptions to lessons are rare. Bullying is unusual and the school deals with any incidents most effectively.
- The headteacher, senior staff and the governing body work together well, providing a good environment for learning and setting high expectations for staff and pupils. The governing body is very well informed about all aspects of the school and actively challenges and supports it.
- The checks the school makes on teaching and pupils' progress are regular and accurate. The results are used to identify where improvements are required and to rigorously address any concerns. In consequence, the school has made good improvements since the previous inspection.

It is not yet an outstanding school because:

- In some lessons, teachers do not utilise teaching assistants to promote the best possible learning and the closing sessions of lessons are not always used to check and consolidate what has been learned.
- Attendance has improved well over the last three years, but remains a little below the national average.

Information about this inspection

- Inspectors visited 15 lessons taught by 10 teachers and undertook three joint observations with senior staff.
- Inspectors held discussions with pupils, teachers, the headteacher, senior managers, parents and carers, representatives of the governing body and a local authority officer.
- Inspectors examined numerous school documents, including policies, assessment information, planning documents and records of all kinds.
- The views of 36 parents were analysed through the Parent View website.

Inspection team

John Carnaghan, Lead inspector

Additional Inspector

Nicola Hargreaves

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils eligible for the pupil premium (additional funding for looked-after children, pupils known to be eligible for free school meals and those from service families) is above the national average.
- Approximately one third of pupils are from minority ethnic groups. They come from a range of backgrounds but African and Other White pupils make up the largest groups.
- About a quarter of pupils do not speak English as their first language; this is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The school has a much higher than usual turnover of pupils.
- The school does not use any alternative provision for its pupils (lessons that take place regularly away from school).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement further by improving the standard of teaching through:
 - planning to ensure that the skills of teaching assistants are fully used in all aspects of lessons
 - developing the closing sessions of lessons so that they consolidate the progress pupils have made and check on what has been learnt.
- Build on the numerous initiatives used to reduce unnecessary absences and so maintain the improving trend in attendance.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with attainment that varies from year to year, but is either below or well below what is expected for their age. A high proportion of children have specific needs, especially in communication and language and personal, social and emotional development. Good teaching, in particular the early identification of children's needs, means that they make good progress throughout their Reception Year. They leave to move into Year 1 with attainment that is close to expected levels and with much improved social development. In this way, they are well prepared to start the National Curriculum.
- Improvements in teaching have had a positive effect on pupils' attainment. Pupils' levels at the end of Year 6 in both English and mathematics rose sharply in 2011 and 2012, and results in 2013 indicate that the above average attainment of 2012 had been maintained.
- Pupils make good progress in their time at Shield Road. Effective teaching of important basic skills in Key Stage 1, especially linking sounds to letters, provides a good launch pad for accelerating progress as pupils move up the school. Most pupils are confident readers and receive strong support, but occasionally the books teachers recommend are too difficult.
- The gap in attainment between pupils eligible for free school meals (who receive additional pupil premium funding) and other pupils at the school has narrowed considerably in the last three years and is very small. In some cases, there is no gap; the attainment of this group of pupils in Year 6 in 2013 was similar to that of their peers in reading, writing and mathematics. In reading across the school, the pupil premium group either equalled or exceeded the performance of their peers in all year groups from Year 2 to Year 6 in 2013. This is because of the good progress made by this group that results from well-targeted funding that provides very effective additional support from well-trained staff.
- The school provides support that is well targeted to meet the needs of all pupils, included those who are gifted and talented. Well-organised teaching promotes equality of opportunity for all and ensures there is no discrimination, so that all groups receive the correct degree of challenge and support. Pupils from minority ethnic groups and those who do not speak English as their first language do as well as their peers because each pupil's specific needs are well known and catered for. Similarly, the achievement of disabled pupils and those who have special educational needs parallels their peers. Achievement is therefore consistent across different groups.
- Lessons are enjoyable and engaging and pupils work hard to meet their objectives. Varied activities maintain pupils' enthusiasm and help them grasp new skills. For example, a Year 1 mathematics lesson on ordering numbers employed a variety of methods for pupils to put a jumble of numbers in the correct sequence. This included moving numbers around on the interactive whiteboard and searching for a partner pupil who had the correct card to complete their sum. This helped these young pupils to concentrate and they made good progress developing their understanding of how numbers work.
- Given children's low starting points and impediments to learning posed by a higher than average turnover of pupils, above average proportions of disabled pupils and those who have special educational needs and an above average proportion of pupils for whom English is not their first language, the above average attainment reached at the end of Year 6 represents good achievement.

The quality of teaching

is good

- Teaching has improved because frequent, rigorous checks made by leaders and managers have eliminated a number of weaknesses and promoted greater consistency in the way teachers approach lessons.
- Learning is usually good because teachers start lessons briskly, clearly setting out what they expect pupils to learn. Lessons are often planned with brief, interesting activities that hold pupils'

interest and promote their understanding. Almost all pupils say they enjoy learning at Shield Road because lessons are fun.

- Teachers manage pupils with tact and courtesy, fostering good relationships and acting as good role models. Classrooms are notable for positive relationships. From an early age, pupils work very well together, collaborating happily on tasks to solve problems.
- Teaching assistants work effectively when they are well briefed and work with specific groups who need extra help. The impact of their work is clearly seen in the good progress made by groups of pupils such as those who do not speak English as their first language and those who are disabled or have special educational needs. However, when they act as general classroom assistants, teaching assistants' work is often insufficiently planned in advance, so they do not know exactly what is expected of them and tend to be less effective in promoting progress.
- Lessons are planned to challenge all abilities. Work set for the most able pupils is usually both challenging and interesting, ensuring this group are able to reach their full potential.
- In the Early Years Foundation Stage, children enjoy the right balance between teacher-led activities and those they initiate and they work in a positive, collaborative learning environment. However, the layout of the rooms means there is no easy access to outside areas which are, in any event, open to the elements as they are entirely uncovered.
- At its best, teaching can be inspirational. A Key Stage 2 mathematics lesson set high expectations from the start, as the teacher skilfully adjusted her questioning to the various groups in the room. Very positive attitudes and high-quality relationships contributed to promote sustained concentration and fast learning. The teacher's perceptive questioning at the end of the lesson established that all groups of pupils had made rapid gains in understanding how to solve mathematical problems.
- Teachers mark pupils' work thoroughly. Their comments are both encouraging and analytical, offering friendly but direct advice about what requires improvement. Teachers use the school's assessment data to set clear and readily understood targets for Key Stage 2 pupils, and this helps them to progress and to take responsibility for their learning.
- The closing sessions of lessons are not always planned in depth. This means they tend to be brief, similar from lesson to lesson and routine. Teachers can miss opportunities both to revisit the learning in a different fashion and to check up how well pupils have grasped the lesson's learning objectives.

The behaviour and safety of pupils are good

- There is a positive atmosphere around the school throughout the day. This is because relationships between pupils and with adults are very good. Pupils are happy at school, cheerful and courteous and are confident that teachers and other adults treat them well and have their best interests at heart.
- Behaviour in lessons is good and there are few disturbances to daily routines; pupils generally display positive attitudes to learning. They listen well to one another and their teachers and work with good focus to meet each lesson's objectives.
- Pupils know about various forms of bullying, including through texting on mobile phones. They say bullying is very rare and many could not think of any pupil who had been victimised in this way. Nevertheless, they are very confident that staff deal with any such incidents robustly.
- Pupils report that the school is a safe place. Calm movement around the building and sensible behaviour at playtimes contribute to this. Pupils have a good understanding of how to stay safe in their daily lives. For example, they know that there are certain areas on the internet that are best avoided and have been well briefed about cycle safety before being allowed to bring bicycles to school.
- Attendance at the school has risen steadily during the last three years and is now only slightly below the national average. Staff have worked very hard to engage with groups of families to reduce absence rates and new appointments such as a parent link worker continue to promote higher attendance.

The leadership and management are good

- The school has benefited from the headteacher's rigorous approach to improvement. With senior and middle managers, he has been meticulous in checking on and improving teaching and this has promoted a sharp upturn in achievement. Development plans are firmly based on the outcomes of assessments and other checks. They form a clear template for future developments and the school has the capacity for continuing improvement. The school enjoys good support from the local authority.
- Pupils' work is assessed regularly and the results feed into a comprehensive recording system. This enables early identification of pupils experiencing learning difficulties. Staff meet regularly to review progress and identify where actions are needed. For example, additional help on a one-to-one or small-group basis is often quickly put in place. The effectiveness of these strategies is evident in the consistency in pupils' progress, whatever their aptitude or whatever barriers to learning they may face.
- Teaching, planning and marking are subject to frequent checks. Senior staff are often in classrooms checking the quality of lessons and they work collaboratively with staff to follow up areas of concern and promote good practice. Regular meetings with class teachers are used to hold staff to account for the progress of pupils in their class. These measures have raised the proportion of good and better teaching in the school and have boosted progress and attainment.
- The school has adapted what it teaches to meet the needs and interests of its pupils, encouraging a thirst for knowledge. It increasingly links subjects together to follow interesting themes. It has adapted how it approaches teaching sounds and letters in early Key Stage 1 because many of the youngest at the school have speech and language difficulties. It has offered workshops in sounds and letters to parents and carers that have been well received.
- The school day is enriched by numerous visitors based on constructive partnerships with local industries, charities, theatres and the emergency services. The school actively promotes pupils' physical development. It runs a number of popular sports clubs, some led by well-known Bristol football clubs. It uses specialist coaches to deliver physical education lessons; these are popular with pupils who participate enthusiastically. Its commitment is shown in increased expenditure on this area in advance of receiving new primary sport funds. Links with a local secondary school have provided interesting and challenging activities for gifted and talented pupils.
- What is taught is adapted to include spiritual, moral, social and cultural themes. Special weeks like 'Culture Week' celebrate different cultures and broaden pupils' horizons. Personal, social and health education lessons provide opportunities for reflection on moral questions; for example, all classes have considered the issues surrounding Fair Trade. Special services such as harvest festival consider spiritual values and the vicar regularly contributes to acts of collective worship.
- **The governance of the school:**
 - Members of the governing body have good procedures, including an annual cycle of visits and meetings, to check up on the school. They undertake regular training and show a good understanding of assessment data and what they indicates about pupils' achievement. They are well aware of the strengths and weaknesses of teaching. Members know how teachers' pay is related to their performance and support the school as it tackles underperformance in teaching. All the information gleaned by the governing body is put to good use as governors regularly challenge the school, contributing to leaders' high expectations. The governors have good systems to ensure the school is a safe place to work and play, and contribute well to the school's effective safeguarding procedures.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109014
Local authority	South Gloucestershire
Inspection number	426725

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Claire Troote
Headteacher	Jim Mephram
Date of previous school inspection	19–20 October 2011
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