

Inspection of Nova Primary School

Barracks Lane, Shirehampton, Bristol BS11 9NG

Inspection dates: 5 and 6 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Nova Primary is an inclusive school. Leaders want the best for all pupils and understand the needs of the community they serve. Leaders ensure that a caring and nurturing ethos underpins all aspects of the school's work.

Pupils show respect for each other. They enjoy coming to school and get on well together, regardless of their differences.

Teachers have high expectations of pupils' behaviour. Pupils understand the schools' behaviour management system. In classes and around school, pupils generally behave well. Those who need extra help to manage their behaviour get the support they need.

Relationships between adults and pupils are extremely positive. Pupils say they feel safe and trust staff to look after them. Leaders deal with rare incidents of bullying quickly. Pupils say the anti-bullying ambassadors do a good job. Leaders prioritise pupils' emotional well-being. The pastoral support pupils receive is a strength of the school.

Pupils have a wide range of opportunities to develop their talents and interests outside the classroom. For example, there is a wide range of school trips, as well as sporting and other clubs available, such as netball and running. Pupils are proud to be school improvement ambassadors.

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

Leaders have designed an ambitious curriculum. They have made clear the important knowledge and vocabulary that pupils should know and remember. Leaders have ensured that pupils' learning builds on what they already know. For example, the mathematics curriculum is designed with small steps of new knowledge that build on what pupils have learned before. Pupils, including those with special educational needs and/or disabilities (SEND), develop knowledge and skills across the curriculum.

Leaders have prioritised the teaching of reading. They have recently introduced a new, ambitious and systematic way of teaching phonics. Teachers and staff are well-trained in early reading. They keep a close eye on the progress pupils make. Teachers are quick to identify and support those who fall behind. Books are well-matched to pupils' phonic knowledge which builds their reading confidence. Older pupils enjoy their class novels and using the school library.

Leaders and staff accurately identify pupils with SEND. Leaders ensure that staff receive training to ensure these pupils can follow the curriculum. Detailed plans are in place to support pupils with SEND.

In early years, leaders have set out a curriculum that is well planned and sequenced. They identify what children are expected to learn in all areas of the foundation stage. Despite a recent period of considerable change in staffing, children learn well and have a good grounding for Year 1. However, leaders recognise that the learning environment does not always support children to practise number, language and communication skills effectively.

Teachers make checks on pupils' learning and support them to remember important knowledge. These checks are intended to help pupils to build upon their learning in later years. However, in some subjects, checks on what pupils know are not consistently effective. Pupils sometimes struggle to remember what they have learned before.

Pupils are engaged and keen to learn. They understand that some children need additional support to behave well. Many parents and carers appreciate the extra help their children receive. However, some parents hold differing views about aspects of the school, including the way in which pupils' behaviour impacts on their child's education. Leaders are taking steps to improve communication and relationships with all parents.

The governing body knows the school well. Governors are aware of the school's strengths and areas to develop. They use this knowledge to provide a good level of support and challenge to leaders. They have the expertise and skills they need to fulfil their roles and responsibilities effectively.

Leaders provide pupils with a wealth of opportunities and experiences for personal growth. The curriculum is enriched by a variety of clubs, visits and visitors. Leaders use assemblies to teach pupils about ethnicity and disability. Pupils are well prepared for life in modern Britain.

Leaders are mindful of staff well-being and workload. Staff appreciate the opportunities for professional development and the actions leaders have taken to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust policies in place to identify pupils and families who need help or are at risk of harm. Staff understand and follow these procedures. As a result, pupils get the right help they need to stay safe. Leaders work closely with external agencies and families to provide appropriate and timely support. They make appropriate checks on staff who are new to the school.

Pupils are taught to keep themselves safe and how to stay safe online, especially when using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils struggle to remember knowledge and skills they have previously learned. Leaders need to ensure that teachers check pupils' learning so that pupils know and remember more long term.
- Some parents expressed concerns about the behaviour of pupils at school and how the school communicates with them. Leaders need to build on the work that has already started to strengthen links with parents, so that any concerns raised are dealt with quickly.
- In early years, the learning environment is not always used effectively enough for children to practise early mathematics, language and communication skills. Leaders must ensure that staff create a learning environment that supports children to learn well.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	108914
Local authority	Bristol City of
Inspection number	10227286
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair of governing body	Lawrence Haynes
Headteacher	Anna Morris
Website	www.novaprimaryschool.co.uk
Date of previous inspection	25 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs its own breakfast and after-school club.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held discussions with the headteacher, other leaders, including those responsible for safeguarding, and members of staff. They spoke with pupils about their work and their school. Inspectors met with members of the governing body.
- Inspectors carried out deep dives into the following subjects: early reading, mathematics, geography and art. Inspectors held discussions with subject leaders, teachers and pupils. They visited a sample of lessons and reviewed pupils' work. Inspectors listened to pupils read to a familiar adult.

- Inspectors reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. They spoke with staff about the school's procedures and systems for safeguarding pupils. Inspectors discussed with pupils how the school teaches them how to keep safe, including when on the internet.
- Inspectors observed pupils' behaviour in the classrooms and at social times
- Inspectors considered the responses to Ofsted's online survey, Parent View, and emails sent to Ofsted during the inspection. They also spoke with parents at the school gate. Inspectors took account of the responses to the staff and pupil surveys.

Inspection team

Richard Lucas, lead inspector	Ofsted Inspector
Claire Fortey	Ofsted Inspector
Martin Greenwood	Ofsted Inspector

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