

Inspection of North Road Community Primary School

North Road, Yate, Bristol, Avon BS37 7LQ

Inspection dates: 19 and 20 October 2022

Overall effectiveness	Good
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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?

Pupils are well behaved and attend school regularly. They are polite, kind and caring. Pupils believe everyone should be treated fairly and with respect. They say that everyone is special. The positive relationships between staff and pupils ensure learning and playtimes are enjoyable for all. Parents describe the school as a 'family'.

Pupils are safe in school. They know the difference between bullying and falling out. They say that bullying rarely happens. If they have worries, pupils are confident that staff will help them. One parent comment typical of many was, 'I know my children are in safe hands'.

The school values help pupils to make the right choices. They are proud to nominate their peers for 'value bands'. Pupils who go above and beyond are rewarded with a 'fruit Friday milkshake'. They enjoy celebrating each other's achievements. Pupils are developing their understanding of how they can contribute to society positively.

Pupils look forward to taking on roles of responsibility such as house captains and school councillors. Enrichment activities, including after-school clubs and residential visits, help develop skills for life. Pupils know how to keep themselves physically and mentally healthy. Pupils' personal development, their talents and interests are nurtured well.

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

Leaders have created an ambitious and clearly sequenced curriculum. Their high expectations for pupils' learning are shared by all staff. Leaders have identified the knowledge they want pupils to remember from the curriculum across most subjects. Teachers help pupils to practise and remember prior knowledge, skills and vocabulary across most subjects well. For example, in mathematics, pupils use 'fluency five' activities to practise and remember key mathematical facts. These activities help pupils to know more, do more and remember more over time successfully.

Nonetheless, there are a few subject curriculums that are not as well developed. The essential knowledge leaders want pupils to retain is not identified clearly. This makes it difficult for teachers to plan and check precisely what pupils must know and remember. Pupils have superficial subject knowledge because teaching does not help to recap important content. For example, in history, pupils know when the Victorian era began but do not know about the British Empire.

Leaders have rightly made learning to read a priority. Children are introduced to high-quality texts right from the start. Staff skilfully support children to use the well-organised indoor and outdoor learning environments to explore stories successfully. The youngest pupils read books that closely match the phonics they learn. Teachers' knowledge of phonics is secure. They correctly spot when pupils need extra practice.

Consequently, pupils make progress in building their phonics knowledge. This helps pupils read with confidence and increasing speed.

There are clear and established systems in place to identify pupils' special educational needs and/or disabilities (SEND) accurately. Pupils and parents are involved in the setting of individual targets. Leaders put appropriate support in place swiftly. This means pupils with SEND are supported well.

Staff have consistently high expectations of pupils' behaviour. This begins in the early years. Routines are quickly established. Pupils respond to each other and adults appropriately. Pupils are confident that staff will listen and help them if they have worries or concerns.

The well-being of pupils, parents and staff has a high profile at the school. Leaders support staff to manage their workload. Staff appreciate leaders' consideration and help. Leaders work well with parents to overcome any issues stopping pupils from attending school. For example, the school food bank supports families in need. Leaders' work with families has successfully improved their children's attendance.

Pupils' personal development, including that of disadvantaged pupils, is supported well. They understand the importance of democracy, tolerance and respect in our society. This is developed through discussion, debates and experience of voting for the school council. Pupils talk about different cultures and religions with sensitivity.

The school's governing body has systems in place to monitor and evaluate the effectiveness of leaders' actions. They know the school's strengths and areas for development. They provide challenge and support for leaders to help bring about positive school improvements.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are taught how to keep themselves safe. For example, they know not to share personal information.

Staff receive training to help them identify the needs of vulnerable pupils. They record concerns and share them with leaders responsible for safeguarding pupils. Leaders respond appropriately and swiftly. They work well with external agencies to seek advice and support for pupils and families in need.

Leaders complete the necessary safeguarding checks before staff and volunteers begin working at the school. The accuracy of safeguarding records is checked regularly by governors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the essential knowledge they want pupils to know and remember across some foundation subject curriculums. This means pupils do not remember some of the key concepts. They are unable to build on prior learning and make connections between concepts taught. Leaders need to identify the essential knowledge pupils must know and remember across foundation subject curriculums.

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

Unique reference number	109025
Local authority	South Gloucestershire
Inspection number	10227996
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	104
Appropriate authority	The governing body
Chair of governing body	Sue Rigby
Headteacher	Sarah Stillie
Website	www.northroadprimaryschool.co.uk
Date of previous inspection	28 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a South Gloucestershire local authority, maintained school.
- It does not use any alternative providers.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the senior teachers, staff, pupils, governors, including the chair of the governing body, and a local authority representative.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also observed pupils during breakfast club and breaktimes, looked at pupils' work and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to Ofsted's online survey, Ofsted Parent View. She also took into consideration the responses to the survey for staff. There were no responses to the pupil survey.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Darren Preece

Ofsted Inspector

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