

Inspection of a good school: Shield Road Primary School

Shields Avenue, Northville, Bristol, South Gloucestershire BS7 0RR

Inspection dates:

13 and 14 December 2023

Outcome

Shield Road Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy learning at Shield Road Primary School. Staff create an environment where pupils feel listened to and valued. The school welcomes pupils from other countries, who quickly become part of the school community. Pupils enjoy each other's company and build strong relationships with staff. As a result, pupils feel happy and safe at school.

Staff have consistent, high expectations of pupils' behaviour. Adults reward good manners and behaviour. Children in Reception learn to make friends, take turns and share. They respond well to the clear routines that are in place. Pupils are polite and considerate to others. Pupils of all ages play well together during social times. They show consistently positive attitudes to learning. The school is calm and orderly. Older pupils train as anti-bullying ambassadors. This helps them to resolve any issues that may occur.

The school plans a variety of opportunities and trips, such as visiting an Egyptian museum or a Victorian school, to deepen pupils' knowledge. Pupils benefit from their roles of responsibility. They are elected as members of the school and eco-council. Pupils value the range of clubs they can attend, such as art, music and sports.

Parents are very happy with the school and its caring and nurturing environment.

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

The school's curriculum is thoughtfully planned. It helps pupils build important knowledge in the order in which they need to learn it. This ensures that pupils learn and remember more over time. This starts in Reception, where staff develop children's vocabulary from an early age. They encourage children to develop their understanding of number patterns. Children respond well. For example, they use this knowledge when counting forward and backward to five. As pupils move through the school, staff present new learning clearly. Staff check what pupils understand and can do. Older pupils use their knowledge and understanding of fractions to tackle complex problems well.

The school prioritises reading. Children in Reception learn to read soon after they start school. Staff match the books pupils read to the sounds they have learned. Pupils who fall behind get extra support to help them keep up. Pupils regularly discuss what they read. This helps them quickly to gain the knowledge and skills they need to become confident and fluent readers.

Staff know how to help pupils with special educational needs and/or disabilities (SEND). Staff regularly review these pupils' support plans to make sure the right provision is in place. The school thoughtfully adapts the curriculum to support pupils with SEND to build their knowledge and understanding successfully.

Staff use assessment well in English and mathematics. They quickly correct pupils' errors and misunderstandings. Pupils build a depth of understanding over time. In some subjects, the school has redesigned the curriculum to deepen pupils' knowledge. However, in other subjects, the curriculum is new. As a result, the checks staff make on what pupils know and remember do not precisely identify if pupils securely grasp the skills, vocabulary and knowledge leaders intend. This limits what some pupils learn and how well they learn it.

The school offers a range of opportunities for pupils' wider development. Pupils know the importance of physical and mental health and what makes a healthy relationship. They learn to appreciate beliefs and religions that differ from their own. Pupils have a mature understanding of equality and respect. Pupils learn to keep themselves safe when online.

Pastoral support is a strength of the school. Staff support pupils' mental health well. They help pupils to recognise and manage their emotions. As a result, low-level disruption is rare.

Governors know the school's strengths and next steps for development. They bring a range of experiences to their roles and use these to check the success of the school's work. Governors provide effective challenge and support. Staff appreciate the thought that is given to their well-being and workload. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school's approach to assessment is not used well. This means that staff do not form an accurate picture of how well pupils develop their knowledge and understanding of the curriculum. The school needs to ensure that staff check precisely what pupils know and remember and use this information to adapt or inform the curriculum and future learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109014
Local authority	South Gloucestershire
Inspection number	10307216
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Leanne Doman
Headteacher	Rhodri Hopkins
Website	www.shieldroadprimaryschool.org.uk
Date of previous inspection	21 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, subject leaders, the special educational needs coordinator, staff, pupils and representatives from the local governing body. The inspector also held a telephone discussion with a representative from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. He looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.

- The inspector spoke to leaders about the curriculum in other subjects.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, he met with pupils, formally and informally, to hear their views.
- The inspector listened to pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View. He also took into consideration the responses to the survey for pupils and staff.

Inspection team

Richard Vaughan, lead inspector

Ofsted Inspector

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