



Shield Road Primary School

Inspection Report

Unique Reference Number 109014
LEA South Gloucestershire
Inspection number 278102
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector Paul (Alex) Baxter AI

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

Type of school	Primary	School address	Shields Avenue
School category	Community		Bristol
Age range of pupils	4 to 11		BS7 0RR
Gender of pupils	Mixed	Telephone number	01454 867185
Number on roll	240	Fax number	01454 867186
Appropriate authority	The governing body	Chair of governors	Mrs Joanne Wallis
Date of previous inspection	9 September 2002	Headteacher	Mr Nick Moss

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Shield Road is bigger than most primary schools. The proportions of pupils entitled to free school meals and who have been identified as having learning difficulties and disabilities are above average. Close to 15% of the pupils come from minority ethnic communities, which is below average, and two pupils are at an early stage of learning English. Children's attainment on entry is below that expected for their age group.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This school provides a good education for its pupils and good value for money. It has a very accurate view of what needs to be done to improve, has done so effectively since the last inspection and continues to improve rapidly.

Children make a secure start in Reception and develop personal and language skills well. However, adults do not always support children fully in their chosen play and learning activities. Good teaching in Years 1 to 6 is raising standards. An interesting, well-planned curriculum, enriched by an outstanding range of wider learning opportunities, including games at playtimes, also stimulates pupils' learning. Current standards are average in Year 2 and Year 6 and these show good achievement from mainly below average standards when these pupils started school. Teachers set challenging targets and these are met as an increasing number of pupils attain higher than average standards.

Attendance is below average, but is promoted purposefully by the school. Pupils' behaviour, attitudes and other personal qualities are good and they receive consistently good personal care and guidance from all staff. Pupils commit themselves wholeheartedly to their work and this greatly enhances their learning.

The leadership of the relatively new headteacher has been the driving force behind many improvements introduced in recent years. He is particularly well supported by senior managers. Pupils' academic and personal achievements and all areas of provision are improving well. Relationships with parents are also good and underpin pupils' positive attitudes to school. The school is very well placed to continue to improve in the future.

What the school should do to improve further

- Raise standards further by Year 6 in English, mathematics and science and involve pupils more in self-evaluation and setting their own targets for improvement.
- Improve pupils' attendance by supporting and encouraging those families whose children need to attend more regularly.
- In Reception, make sure that children have adult support in child-initiated activities.

Achievement and standards

Grade: 2

Most pupils, including higher attainers and pupils learning English as a second language, achieve well and reach broadly average standards. Pupils with learning difficulties and disabilities achieve outstandingly, in relation to their capabilities, because of focused adult support.

Children make satisfactory progress in Reception but do well in their personal social, emotional and language development, where teaching is more effective.

Progress through Years 1 to 6 is good as a result of effective teaching that builds on previous learning. Standards in Years 2 and 6 are broadly average in English, science and mathematics. They are rising quickly in response to raised expectations and interesting learning opportunities. An increasing number of Year 6 pupils are attaining above average skills in reading, investigating in science and in numeracy. Weakness in past provision constrained pupils' achievement, particularly in writing, but this is improving now in response to an agreed whole-school focus that ensures consistently effective teaching and stimulating learning experiences. Other initiatives such as developing challenge, interest and pupils' independence in learning are having a positive effect but need more time to strengthen and raise standards to the full.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils develop positive attitudes and enjoy learning from an early age. Pupils say lessons are fun, but also take learning very seriously. Overall, spiritual, moral, social and cultural development is good. Many pupils have a sensitivity and interest in the world that strengthens their spiritual development. Pupils also have a good understanding of their friends' differing cultural backgrounds. They work and play well together, and have a good understanding of the needs of individuals who are different from them, leading to respect for others. Attendance is below average. It was improving until interrupted by much illness last winter. A few pupils do not attend regularly. However, most pupils understand the importance of regular attendance, although a few do not arrive at school on time.

Behaviour is good. Many pupils follow procedures very well, acting sensibly throughout the school. Most pupils feel safe, believe there is little bullying, and have confidence that staff keep them secure. A few pupils need and receive close support. Pupils understand the importance of healthy living, are prepared effectively for their future well-being and contribute well to the community. They take on responsibilities to help others, for example, as 'Red Cap Playground Buddies' and 'Yellow Cap Games Organisers'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Sharper monitoring, accompanied by constructive feedback and well-targeted professional development, has brought improvement. Marking is good, encourages pupils' self-evaluation, gives clear ways of improving and promotes pupils' progress well. This needs to be developed so that more pupils check their own work and set their own targets for improvement. Pupils comment, 'Teachers are understanding and fair.'

Learning assistants give good support, especially to pupils with learning difficulties or disabilities and those who speak English as a second language. Pupils appreciate

this and say 'helpers are experienced'. Teachers match the level of challenge in the work set closely and effectively to pupils' needs. This has led to improved pupils' progress, including that of boys and potentially higher-attaining pupils, particularly in writing.

Increasing opportunities for pupils to find things out for themselves are proving popular, including for children in Reception. However, although the reception teacher and her assistant support children well in many areas, especially writing and personal development, children are not always supported by stimulating adult questioning when working independently. All teachers have responded well to the pupils' expressed desire for more interesting work. Investigating, problem-solving and using the well-equipped school grounds are enriching learning, for example, weather forecasting and studying sculpture and form in the school grounds.

Curriculum and other activities

Grade: 2

The curriculum and other activities are good. Pupils' experiences are greatly enriched by a comprehensive, well-attended and much-appreciated range of clubs and visits. There is good breadth and balance throughout the activities provided in and out of lessons. The teachers make learning stimulating by improving the match of learning activity to the pupils' needs and through topics such as sculpture that make links between subjects.

Teachers and their assistants support pupils with learning difficulties and disabilities very effectively and potentially higher attainers are now challenged well. There is scope to provide more opportunities for pupils to plan their own lines of enquiry. There are good opportunities, such as team-working exercises, that develop self-confidence and skills for their future economic well-being. When questioned, pupils say, 'Learning is more interesting now, we find out about new things and keep busy.' Teachers make increasingly effective use of the improved curriculum for personal, social, health and physical education to develop the pupils' personal qualities and their understanding of how to stay healthy and safe.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support. Caring adults promote pupils' personal qualities successfully. Teachers and their assistants know the pupils well. They follow clear policies and procedures, including those relating to risk assessments and child protection to ensure pupils' health and safety. Parents and pupils appreciate this and feel valued by staff. Pupils say, 'Helpers are experienced and teachers are understanding and fair.' Pupils are known as individuals, staff evaluate their needs clearly and use data on progress with increasing effectiveness to identify underachievement. Pupils at risk of underachieving receive good support, with parents and external agencies closely involved. Most pupils reach their targets. Assessment and support for pupils with learning difficulties and disabilities is very good. The school

is tackling the issue of attendance vigorously and is seeking to address the late arrival of a few pupils more effectively.

Leadership and management

Grade: 2

Leadership and management are good. Parents agree and say, 'the school is being pulled together well'. Parents are highly supportive of the school. Their views and those of pupils is considered, and have influenced the way the school operates, improving information to parents about the progress of their children and helping to improve pupils' behaviour. The headteacher provides very good leadership. His management and day-to-day support for the staff and pupils is exemplary and shows a tireless personal commitment. The senior management team work effectively both to support the headteacher and independently in their areas of responsibility. Staff at all levels of the organisation feel part of the team, and work together towards shared goals. Senior managers monitor and evaluate the performance of the school extremely well. Evaluations are thorough and perceptive, and subsequent planning for whole-school development is based on a very firm foundation and is effective.

The school meets the needs of all pupils successfully, including those with learning difficulties and disabilities, recent arrivals to the country and those with social and emotional needs. Governors provide effective support and challenge to the senior management of the school. Financial planning and control are good. Resources are used well.

The work of managers to improve standards and provision is already making a difference, but needs more time to achieve best results. The school is seeking to sustain improvement by sharpening assessments of pupils' progress. It has a very good capacity to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your warm and friendly welcome and a special thank you to those of you who met with Mr English and myself to tell us about your work.

We especially liked:

Your very positive attitudes to learning and hard work in lessons.

The way you co-operate in lessons, play happily together and carry out your responsibilities, for example as 'Red and Yellow Caps' at break times.

The caring support given to those of you who have difficulty learning and the very good progress you then make in achieving your targets.

The pace at which the school is improving, due to the very good leadership of the headteacher, the good work of the teachers, support staff and governors and the increasing support from your parents.

What we have asked your school to do now:

We want you to achieve higher standards and play your part by evaluating your own work and sometimes setting your own targets.

Attendance could be better and so we have asked the headteacher, with assistance from parents, to help some of you to come to school more regularly.

We have suggested that the teacher and her assistant in the Reception class help children more when they are working independently.

Thank you again for helping us with our work.