

Shield Road Primary School

Inspection report

Unique Reference Number	109014
Local Authority	South Gloucestershire
Inspection number	324881
Inspection dates	14–15 July 2009
Reporting inspector	Ronald Hall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	199
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Claire Troutte
Headteacher	Nick Moss
Date of previous school inspection	1 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Shields Avenue Northville Bristol BS7 0RR
Telephone number	01454 867185
Fax number	01454 867186

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a slightly smaller than average primary school. The proportions of pupils entitled to free school meals and those who have been identified as having a range of learning difficulties, such as behavioural issues, and disabilities are above average. Close to one quarter of pupils come from minority ethnic communities. Very few pupils are at an early stage of learning English. The school makes provision for children in the Early Years Foundation Stage in its Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Shield Road is a good school. It has some outstanding features. Over recent years careful attention to meeting the needs and interests of each pupil has resulted in their personal development being outstanding. Academic achievement is good. Although there were a small number of parents who raised concerns, the majority of parents are very positive about the school and this comment sums up the views of many: 'I feel the school works very hard in all aspects of education.'

Pupils are welcoming, polite and courteous and look after each other well. They say they feel very safe and secure in the school environment. This is due to the outstanding care and the good guidance and support they receive. One pupil commented, 'There is always someone to help you.' The Healthy School award illustrates pupils' outstanding understanding of healthy lifestyles. They welcome responsibilities, such as being 'playground mediators'. They enjoy partner work and supporting each other. Pupils feel the school listens. They are very proud of the wide range of responsibilities they have and their achievements, for example, in fundraising for specific charities. Pupils' spiritual, moral, social and cultural development is outstanding. They have an excellent awareness of other cultures through celebrations such as international days and theme weeks. Pupils stated they particularly enjoyed learning about some of the lesser-known religions of Africa and India. Pupils accurately rate behaviour as good, stating the playground mediators and play leaders have made a huge difference. When asked to describe their school, typical comments were, 'It's a friendly place' and 'The teachers make learning interesting and fun.'

From starting points below or well below average, pupils make good progress, leaving at the end of Year 6 with standards generally above national figures. This is due to an outstanding curriculum, good teaching and learning and a clear focus and vision for meeting pupils' needs. Many pupils take advantage of the numerous clubs during and after school, ranging from modern foreign languages to a wide range of sporting activities. Pastoral aspects of the school are outstanding. The academic side, however, is not as strong. This is because pupils are sometimes not clear about how to make progress because, for example, of some inconsistencies in marking and occasional inconsistency in the use of teaching assistants.

The headteacher has established good teamwork within the school and excellent partnerships outside school. These include working with several local businesses to develop areas of the school and to provide opportunities to develop skills that enhance pupils' future economic well-being. Leaders oversee their areas well and all have a unified, shared vision for raising pupils' achievement. Self-evaluation is outstanding, leading to improvements in many areas, for example in teaching and learning and the curriculum. Governors know the school very well. They are robust in holding it to account and share the clear, focused vision for the school that drives the school forward.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children generally enter the Early Years Foundation Stage with standards below or well below the expected standards for their age. Children make a good start in the Reception class, settling quickly and enjoying their learning. Good quality teaching and high levels of support ensure children achieve well in all aspects of learning. As a result of good progress, children attain

higher than average standards by the time they leave Reception and enter Year 1. The children's personal, social and emotional development is outstanding, although standards in literacy are below those in other areas. Behaviour is good and children play and share together happily. Children's self-confidence and esteem are good as they make decisions about their own learning. Welfare is extremely well promoted. Excellent care ensures they are very well looked after. The balance between child- and teacher-initiated activities is good. As a result children have many opportunities to make decisions about their own learning. Unfortunately some of the resources in the Reception class lack creativity and are old and worn. A clear example of this was children trying to play in the outdoor sand area with their toy diggers. However, having too little sand for them to dig into frustrated them, resulting in their becoming quickly bored. The outdoor playhouse has too few items of play equipment to engage children and keep them interested. Children's progress is effectively monitored and there is good photographic evidence of their achievements. Leadership of the Early Years Foundation Stage is good.

What the school should do to improve further

- Ensure the higher attaining pupils in Years 1 and 2 reach their full potential by ensuring that work is sufficiently challenging.
- Raise standards in English, particularly in writing, across the school so they match those reached in mathematics and science.
- Improve the quality and quantity of the resources in the Early Years Foundation Stage, in order to maintain children's interest and enthusiasm for learning.

Achievement and standards

Grade: 2

Starting points on entry to Reception are below or well below those typical for their age. Pupils make good progress and, by the end of Year 6, attain standards that are above average in mathematics and science. Standards in English are also above average but writing skills are not as good as those in reading. Most pupils achieve well from their individual starting points. Those pupils with learning difficulties and/or disabilities have achieved well because of the good quality support provided for them. Higher attaining pupils in Years 1 and 2, however, do not always achieve their potential. In recent national tests at the end of Year 6, the school has raised the number of Level 4s achieved, with an improved proportion of Level 5s. The school's data, pupils' work and monitoring show pupils are reaching or exceeding the challenging targets set. The school is tackling any underachievement effectively. Previously underperforming groups such as higher attaining pupils in Years 3 to 6 and girls are now making good progress. Art is a strength of the school because of the rich and varied opportunities pupils have to work with many local artists.

Personal development and well-being

Grade: 1

The pupils' spiritual, moral, social and cultural development is outstanding. Pupils have an increasing understanding of a range of religions and cultures and how they differ from their own. Pupils effectively use this understanding to compare and contrast their own environment and situation with that of others. They have excellent links locally with several local businesses, churches and community groups, allowing them to play an active role in the life of the local community. Pupils thoroughly enjoy their education. Although some parents felt behaviour was an issue, behaviour seen across the school during the inspection was good. For the majority

of pupils, attendance is good; however, persistent absence of children from a small number of families adversely affects the school's attendance figures. Pupils' understanding of healthy lifestyles and safe practices is outstanding. The pupils' outstanding contribution to the school and wider community is clearly evident. For example, trained pupils act as mediators between pupils. Pupils act as traffic wardens and work alongside the community police to ensure cars do not endanger their safety. Pupil play leaders organise and monitor a wide range of activities to enhance play times. The school council provides a voice for the pupils' views. Pupils are involved in a range of activities with local businesses, allowing them to gain skills that will be very useful to them in their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Strong relationships between teachers and pupils ensure pupils are ready to learn. Lessons are characterised by clear planning, differentiated activities, good teacher questioning and a good pace throughout. Pupils are challenged through effective questioning. The use of information and communication technology (ICT) makes lessons more interesting, enhancing and extending learning. Work matches the pupils' abilities well, with good opportunities for paired and group work, which pupils thoroughly enjoy. Teaching assistants are generally well deployed to support learning but occasionally this is inconsistent. Teachers usually explain to pupils what they should achieve within the lesson. Sometimes, however, pupils spend too long listening to the teacher, which limits their opportunities to both complete and enhance their work. Marking of pupils' work is sometimes good, particularly at the top end of the school, and pupils understand what they need to do to improve. However, this is not consistent enough throughout the school or within classes.

Curriculum and other activities

Grade: 1

The relatively new curriculum has had a marked impact on pupils' learning. Pupils themselves stated it is appropriately targeted for their ages and abilities. It is very well planned at all levels and for all age groups. The curriculum has an approach where skills are taught through a range of themes. This motivates pupils, as it allows flexibility for teachers to teach to pupils' interests. It promotes independence well through research, experimentation and investigation. Monitoring is extensive and ensures both coverage and development of specific subject skills. Pupils gain useful insights into life skills through participation in the outstanding range of economic and social activities they are involved in. Their charity committee, for example, involves them in selecting suitable charities to support. They then have to plan, organise and execute their fund-raising activities, taking into account their local area and its economic climate. Personal, social and health education is outstanding, reflected in the school gaining the Healthy School award. The school utilises a wide range of specialists and visits to enhance and extend learning. Pupil participation in the wide range of clubs is excellent and the pupils' views of these are very positive.

Care, guidance and support

Grade: 2

There is a very high standard of care and support for the happiness and well-being of all pupils. Pupils state, 'Teachers listen and act quickly if there is a problem.' A wide range of external agencies and specialists supports the pupils' needs. An example is the work carried out in conjunction with the education welfare officer to reduce absenteeism. The school's drive in this area is now having a positive effect, with falling absence rates. The school's strong commitment to inclusion is evident in the very good provision it makes for pupils with learning difficulties and/or disabilities. This is especially so for those with behavioural problems. Support for these pupils, both in lessons and through other strategies, is managed very well. They make good progress in line with their peers. The school monitors the progress of individuals and different groups. This enables speedy intervention where underachievement is spotted. Most pupils know their targets and use them to make better progress.

Leadership and management

Grade: 2

There is a strong and well-focused leadership team that is well distributed amongst experienced and dedicated staff. There is a clear and sharply focused vision that is shared and clearly understood at all levels. It is this vision which drives all aspects of leadership and management. In turn this has contributed significantly to the good progress made by pupils. The headteacher has strong support at all levels and outstanding self-assessment has resulted in progress and achievement rising over recent years. Assessment, monitoring and tracking systems are robust, leading to appropriate interventions. Continual professional development encourages and develops the skills of teaching and support staff alike. The school's improvement plan identifies appropriate areas for development and is well matched to the school's self-evaluation. Sustained improvements ensure that the capacity for further improvement is good. Governors work well together, fulfill their statutory responsibilities and give good support and challenge to the school and leadership team. Resources and staff are generally well targeted to generate the best impact on the pupils' learning but this is not always consistent. Community cohesion is strong and the school has many strategies in place to keep parents informed and involved in the life of the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 July 2009

Dear Pupils

Inspection of Shield Road Primary School, Bristol BS7 0RR

We would like to thank you for making us on the inspection team feel very welcome when we visited your school recently. We enjoyed talking to you, discussing your views and seeing all the interesting work and activities that you do. Your school is a good one, with some outstanding parts. You make good progress and reach standards that are generally above average. Your behaviour is good and you are very polite. You look after each other well, in roles such as 'playground mediators' and 'play leaders'. You enjoy school and you are very keen and eager to learn. Your teachers make your lessons exciting and listen carefully to your ideas and views. The adults in school make sure that you are very safe and well cared for. You enjoy and take advantage of the many opportunities that the school offers, both in lessons and through the interesting visits and clubs. Here are three things that we have asked the school to do to make it even better:

- +interest and enjoyment.

We would like to wish you all the very best for the future.

Yours faithfully

Ronald Hall

Lead Inspector