

Nevill Road Junior School

Inspection report

Unique Reference Number	106063
Local Authority	Stockport
Inspection number	367372
Inspection dates	16–17 June 2011
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Mr David Cobb
Headteacher	Mr Frank Driscoll
Date of previous school inspection	13 November 2007
School address	Nevill Road Bramhall, Stockport Cheshire SK7 3ET
Telephone number	0161 4394598
Fax number	0161 4394817
Email address	headteacher@neville-road-jun.stockport.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed, taught by 11 teachers. Inspectors observed the school's work, and looked at a variety of documentation, particularly that related to safeguarding and the tracking of pupils' progress. Inspectors examined samples of work in pupils' books and on display, and analysed questionnaires from pupils, staff and from 91 parents and carers. The team talked informally to pupils and parents, and more formal meetings were held with staff, groups of pupils, representatives of the governing body and the school's local authority adviser.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent has the variability in progress, indicated by test results since the last inspection, been eliminated?
- Does teaching engage pupils' interest and match activities well to their different needs?
- How effectively is the monitoring of provision and pupils' progress leading to improvements and do subject leaders play a sufficient part in this?

Information about the school

This is an average-sized junior school in a suburban area. The large majority of pupils are White British, with a fifth of pupils coming from a wide variety of minority ethnic heritages. Very few pupils speak English as an additional language and none is at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is a little below the national average. The proportion of pupils who are identified as having special educational needs and/or disabilities is greater than in most schools, as is the proportion with a statement of special educational needs. After the last inspection, there was considerable disruption to staffing, including changes in senior staff. The headteacher and deputy headteacher have both been appointed since then. The school premises are used by a breakfast club which is managed privately and which will be inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The headteacher provides clear educational direction to the school, backed by a supportive and knowledgeable governing body and a cohesive and hard working team of staff. Achievement is good and attainment is above average. Pupils make good progress now throughout the age range, after a time of disruption to staffing, when many pupils did not achieve as well as they should. Improved self-evaluation means that the school has a very clear idea of strengths and weaknesses, particularly in teaching and learning. The introduction of more rigorous systems to track individual pupil's progress means that any who start to fall behind are quickly identified and given the extra help needed for them to catch up. The information from the assessments has also enabled teachers to match work much more accurately to different pupils' needs and, although it is not entirely consistent, this is a strength in most lessons. Leaders have improved systems to monitor provision, including more extensive observations in lessons, so good practice is shared more widely and teachers are given helpful feedback to help them improve. Subject leaders play a full part in supporting their colleagues in this way. All of these factors show that the school has good capacity to sustain improvements.

Teaching is good, with some outstanding lessons taught. A few lessons are satisfactory, often because the pace of learning slows at times. Classes are managed well and pupils respond positively to teachers' high expectations of work and good behaviour. Pupils are often totally engaged in lessons because teachers present ideas enthusiastically and explain things well, frequently making good use of interactive whiteboards to enliven and clarify explanations. An increasingly lively and interesting curriculum engages pupils' enthusiasm and means they enjoy learning greatly. This is reflected strongly in their high attendance.

The good care, guidance and support provided have maintained pupils' good personal development effectively since the last inspection. The pupils have good relationships with each other and with staff and develop very effective collaborative skills. They feel safe and secure in school. Pupils' spiritual, moral, social and cultural development is good. Boys and girls from different ethnic groups all get along well together and show respect and tolerance for different views and beliefs. That ensures that the school is a very harmonious and cohesive community. However, there are few opportunities for pupils to engage with the wide range of communities beyond the immediate locality. Behaviour is good and is sometimes excellent in lessons and pupils are very confident that any poor behaviour will be dealt with quickly by the staff. However, a small minority of parents and carers have misgivings about that and the school has not been successful in reassuring all of them. That tends to undermine the school's otherwise very positive relationships with families. Staff and the governing body are considering ways in which the issue can be addressed.

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What does the school need to do to improve further?

- Eliminate remaining inconsistencies in teaching, so that all lessons are at least good, particularly by:
 - maintaining a good pace of work in lessons always
 - ensuring that tasks are always matched closely to pupils' different needs
 - showing pupils consistently in written marking how they can improve their work in the future.
- Liaise closely with parents and carers so that they have more confidence in the way that the school deals with lapses in pupils' behaviour.
- Provide more opportunities for pupils to learn about and engage with different communities beyond the local area.

Outcomes for individuals and groups of pupils

2

Pupils enter school with attainment that is above the national average overall and attainment at the end of Year 6 remains above average. In the last few years, there was a shortfall in attainment, because some teaching did not help pupils to build sufficiently well on their starting points. The issue has been tackled very successfully. In particular, over the last two years, the pupils in the current Year 6 have rapidly made up the ground they lost in earlier classes and have achieved well in the light of their starting points. Pupils throughout the school now make good progress. For example, in a mathematics lesson in Year 6, pupils collaborated well in pairs as they tackled questions systematically, making good progress in their problem-solving skills, as well as reinforcing greatly their rapid recall of multiplication tables. In a Year 4 English lesson, pupils listened attentively to the teacher's clear explanations and then wrote fluently as they analysed the feelings of characters in a story, showing great empathy and good understanding.

Pupils with special educational needs and/or disabilities make the same good progress as their classmates, as they get work that is increasingly well-matched to their needs, both in class and in a variety of carefully designed intervention groups. Because adults monitor their ongoing progress carefully, they make good progress in response to the good balance of support and challenge provided. Their attainment, while lower than their classmates', is higher than would normally be expected in the light of their starting points.

Pupils feel very secure in school and contribute to keeping themselves safe through their good understanding of issues such as e-safety and road safety procedures. They enjoy school and are very confident in the support of both the adults and their friends. A group of Year 3 pupils agreed that 'You learn a lot and everyone is very friendly to you,' and '...if you are hurt, the all the teachers would care about you.' Pupils are polite, friendly and welcoming. They have a good understanding of how to stay healthy and join in exercise energetically and enthusiastically. They take up responsibilities around the school willingly. Year 3 pupils said how easy their transfer to the school was, because of the support and friendship from their 'buddies' in Year 6. Pupils' good basic skills and high attendance, combined with their enjoyment of learning and good social skills, prepare them well for the future.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are good. Teachers make increasingly effective use of assessment information to ensure that different groups of pupils are given work that is manageable, yet challenging and interesting. This is usually done well, although occasionally pupils are given work that is a little too easy or too hard for them. Good use is made of collaborative working for pupils to share ideas. A strength of many lessons is the way that adults monitor pupils' progress, challenging them to refine and improve their work and quickly setting them back on track if they are confused. Pupils' work is marked regularly and conscientiously, but, although there is good practice, there are inconsistencies in how well marking shows pupils how to improve.

The curriculum is adapted well to pupils' different needs. It is interesting and enjoyable, with improving links between different subjects making learning more meaningful. Staff are working effectively to embed and enhance such cross-curricular work. A good range of popular clubs and a variety of visitors and visits provide effective enrichment, particularly in sport and in developing pupils' understanding of keeping safe.

Pupils are cared for well and, as a result, they are secure and happy in school. They are supportive of each other, for example, pupils were quick to comfort and help a classmate who had tripped while playing on the field. Staff have a good understanding of pupils' individual needs and make sure that they are given extra help and support when required. Good use is made of outside agencies to provide specific expertise to help individuals

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overcome barriers to their learning. Procedures for transfer between schools are good, with Year 3 pupils settling in happily, and Year 6 pupils saying they are confident about their move to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, with the full backing of the governing body, has taken a clear lead in improving self-evaluation so that shortcomings in aspects of teaching, assessment and the curriculum have been tackled well. Staff have worked together very effectively to improve provision and consequently outcomes for pupils, particularly in raising achievement. Subject leaders have good systems to monitor their areas of responsibility and help make improvements well. The improved assessment systems have been especially effective in helping the school ensure equal opportunities and information shows that boys and girls from different background all make similarly good progress. There is no evidence of discrimination because of the school's good systems to monitor and tackle any potential issues. Governance is good and the governing body has a clear understanding of strengths and weaknesses that enable it to hold the school to account for its performance. It has ensured that safeguarding procedures meet requirements fully.

The school has made a number of improvements in the information it provides for parents and carers and in how it involves them in their children's education. Parents and carers are consulted regularly on their views of the school. Most are very positive about their children's education, but a minority have some reservations about aspects of the school, which staff are working to address. Other partnerships are good and the links with other schools have been used particularly well in expanding and enlivening the curriculum. Community cohesion is good within the school and there are strong links locally, but, apart from good work in raising money for national and international charities, the school provides few links with communities in the wider world.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The very large majority of parents and carers are positive about most aspects of the school. They appreciate particularly that their children are kept safe, enjoy school and are helped to have a healthy lifestyle. A small minority of parents and carers have concerns about several aspects of the school's provision, the most prominent of which are the progress that pupils make, the information they receive about this and, in particular, the way in which the school deals with poor behaviour. This latter was a particular concern in relation to Year 4.

Inspection evidence indicates that concerns about progress were justified in the past, but that improvements over the last two years have ensured that pupils throughout the school now are achieving well. Similarly, the information provided to parents and carers about progress has improved and there are plans in place to raise its quality further. During the inspection, all behaviour observed was good, except in a few lessons where it was outstanding. Outdoors, pupils were seen to play safely and to get on well together. Inspectors met with several groups of pupils and asked them specifically about the issue. Without exception, the groups felt that there are sometimes incidents of silly behaviour, but that bullying is very rare and they were confident that adults deal with it quickly and effectively. Year 4 pupils, in particular, expressed surprise that their parents and carers hold these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nevill Road Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	40	48	53	6	7	0	0
The school keeps my child safe	40	44	45	49	5	5	0	0
My school informs me about my child's progress	22	24	55	60	13	14	0	0
My child is making enough progress at this school	26	29	47	52	15	16	1	1
The teaching is good at this school	32	35	46	51	9	10	0	0
The school helps me to support my child's learning	26	29	50	55	14	15	0	0
The school helps my child to have a healthy lifestyle	29	32	58	64	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	24	60	66	4	4	0	0
The school meets my child's particular needs	26	29	54	59	9	10	0	0
The school deals effectively with unacceptable behaviour	22	24	43	47	15	16	7	8
The school takes account of my suggestions and concerns	16	18	57	63	12	13	1	1
The school is led and managed effectively	20	22	55	60	8	9	3	3
Overall, I am happy with my child's experience at this school	35	38	47	52	8	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 June 2011

Dear Pupils

Inspection of Nevill Road Junior School, Stockport, SK7 3ET

Thank you for all your help and your friendly welcome when we inspected your school. You told us that you enjoy school and that you think you are learning a lot. Yours is a good school where behaviour is good and where everyone gets on well together. Attendance is high. You are growing up to be sensible, friendly and caring young people. Some of your parents and carers say they are worried about behaviour, but you told us that the teachers sort out any problems that arise quickly. We have asked the staff and the governing body to work with your parents and carers to explain that, so that they are not worried that you might be unhappy in school.

You are all making good progress in most of your lessons because your teachers are good at helping you to learn. Teachers keep a close eye on how everyone is doing and, if anyone needs any extra help, they make sure they get it. You reach standards in your work that are better than those in most other schools. In a few lessons, you make progress that is just satisfactory, for several different reasons, and we have agreed with your teachers that they are going to change things to help you do well in all lessons. You get lots of interesting things to do and you work hard in class. You are learning a great deal in most subjects, including about people from different parts of the world, but you do not have enough chance to be in contact with people from communities beyond the local area. We have asked the staff to think of ways of improving this. The adults are keen to make the school even better and you can help by keeping up your hard work and good behaviour.

Yours sincerely,

Steven Hill

Lead inspector (on behalf of the inspection team)

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