

Shield Road Primary School

Inspection report

Unique Reference Number	109014
Local Authority	South Gloucestershire
Inspection number	377858
Inspection dates	19–20 October 2011
Reporting inspector	Michael Merchant

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Claire Troote
Headteacher	Jim Mepham
Date of previous school inspection	14–15 July 2009
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or part lessons were observed, taught by six different teachers. Meetings were held with pupils, members of the governing body, staff, the headteacher and officers from the local authority. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation, and the school development plan. In addition, questionnaires from 58 parents and carers and 93 pupils were analysed.

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

- The effectiveness of strategies to improve pupils' attainment, particularly in mathematics at Key Stage 2.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment.
- The effectiveness of middle leaders and the governing body in checking attainment, progress and teaching and contributing to the school's improvement.

Information about the school

This school is smaller than most other primary schools. Most pupils live locally and the large majority are of White British heritage. The percentage of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Their needs relate mainly to moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. Children in the Early Years Foundation Stage are taught in one Reception class. The school has a breakfast and an after-school club, which are managed by the governing body. In 2009, the school gained Healthy Schools status.

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?

3

The school's capacity for sustained improvement

3

Main findings

Shield Road Primary School provides its pupils with a satisfactory standard of education. Parents and carers are very supportive, and even those who have some criticisms recognise that their children love coming to school. One wrote, 'My child has had a happy and successful time at Shields Road... I am a proud parent.' There is some variability in attainment and progress between the year groups and in the core subjects.

Pupils' personal skills are good as is their spiritual, moral, social and cultural development. They have a high regard both for their classmates and for the adults who work with them. Staff have created a school in which all pupils get on well together. Pupils' behaviour is good and is promoted by a shared set of values based on care and consideration throughout the school. A positive atmosphere permeates the school and relationships are strong. Pupils' great enjoyment of school is reflected in their rapidly improving attendance rate, which is now average.

By the end of Year 6, pupils' attainment in English and mathematics is broadly average although there is some fluctuation year on year, reflecting the school's small cohorts. The systems to check pupils' progress are effective, and show that the progress of the majority of pupils through the school is improving. All groups, including those with special educational needs and/or disabilities, make at least satisfactory progress in all years. Attainment and progress are higher in reading and writing than in mathematics, where the rate of improvement has been slower. Pupils continue to do relatively less well in mathematics, mainly because their mathematical problem-solving skills are weaker.

Achievement is no better than satisfactory because there is still not enough good teaching to ensure that pupils make good progress. Too many lessons lack sufficient pace. Learning is often held back because pupils spend too much time listening to the teacher talk, with limited opportunities to work with each other or on their own. Activities are not always closely matched to the capabilities of different pupils. Tasks set in lessons do not always provide maximum challenge for all pupils, particularly the higher attainers. The curriculum provides a solid foundation for a variety of activities across the age range. It matches pupils' needs well in some respects, but links between subjects have yet to be fully exploited to ensure that pupils regularly practise their number skills, or their research and enquiry skills.

The school is satisfactorily led and managed. The headteacher is ensuring that all

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staff have a thorough understanding of how the school is doing, what is expected of them and what needs to be done to improve. Middle leaders are enthusiastic, although their responsibilities have not been developed well enough for them to be fully accountable for attainment and progress in their respective areas. The school has a wealth of data to track pupils' progress but many of the judgements in its self-evaluation are overly optimistic. The governing body supports the school well and is suitably placed to play an increased role in reviewing developments and in challenging the school to improve further.

The steady rise in pupils' attainment and progress in recent years, the rapidly improving attendance rate and other improving outcomes for pupils, reflect satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the rate of progress that pupils make in all year groups and in all subjects, by:
 - ensuring that effective techniques to teach number and mathematical problem-solving skills are employed consistently in all classes
 - providing more opportunities for pupils to develop their research and enquiry skills across the curriculum.
- Improve the quality of teaching and learning so that it is consistently good or better in the overwhelming majority of lessons in all year groups by:
 - making sure that there is a sharper match of work to pupils' different abilities
 - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class
 - ensuring that all lessons move at a fast enough pace.
- Increase the effectiveness of leadership and management by ensuring that the roles and responsibilities of subject and phase leaders are clear, and that they are consistently accountable for pupils' attainment and progress in the areas for which they are responsible.

Outcomes for individuals and groups of pupils

3

Children join the Reception class with skills and abilities that are broadly in line with those expected of their age. Inspectors confirm that in most year groups, most pupils are working at broadly the levels expected for their age in mathematics and higher than expected in many year groups in writing. Attainment in mathematics is

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sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which inhibits their ability to solve higher-level number problems expressed in words.

The quality of learning and pupils’ progress in lessons are satisfactory and in a minority of lessons good. For instance, in a fast paced Year 3 numeracy lesson, all groups of pupils made good progress in developing their number skills and really enjoyed working in pairs to complete the challenging task of helping each other to solve a range of number problems. Pupils learnt at a swift pace because of the teacher’s high expectations of what she wanted them to learn and the fun-filled, challenging tasks she set for them. However, this is not always the case and the pace of learning in most lessons is not fast enough to ensure that pupils make better than satisfactory progress. There are occasions when higher attainers are not challenged. Some differences remain in the rates of learning and attainment of boys and girls in lessons. A minority of girls are sometimes passive in lessons and make slower progress than boys. Pupils with special educational needs and/or disabilities are supported well in many lessons by teaching assistants. However these pupils make no better than satisfactory progress as the effective use of individual targets is inconsistent. Pupils’ achievement overall is satisfactory.

Pupils report that they feel safe and well cared for in school and have a high degree of trust in, and respect for, the staff who work with them. They have a good knowledge and understanding of what it means to lead a healthy lifestyle, reflecting the Healthy Schools status the school has attained. Pupils have a well-developed understanding of right and wrong and an appreciation and enjoyment of the wonders of life around them. The school takes very effective steps to tackle unnecessary absence and has worked well with parents, carers and the community to reduce the number of days lost from school. Pupils’ average attainment in English and mathematics means that they are satisfactorily prepared for the next stages of their education.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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

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

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Parents and carers agree that children are looked after well and appreciate the well-attended breakfast and after-school clubs. Pupils, especially those whose circumstances make them potentially vulnerable, receive good support. Induction programmes are good for those who arrive throughout the year and the school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education. Despite these many good features, care, guidance and support are satisfactory overall because of the school's poor recording of recruitment and Criminal Record Bureau checks at the time of the inspection.

Teachers are good at telling pupils exactly what they are expected to do in lessons and this helps them make sense of their learning. In many lessons pupils benefit from teachers' high expectations for their learning, and in these lessons pupils make good progress. Teachers' secure subject knowledge and their positive relationships with pupils are common features in most lessons. In the less successful lessons, questions are not always used effectively to probe pupils' understanding and the most-able pupils are sometimes not fully engaged because the work is too easy. The pace of work in some lessons is too slow and opportunities are missed to encourage pupils to explain their ideas fully and so improve their language skills. Pupils are often given too few opportunities in lessons to find out for themselves, with the result that many become passive and over-reliant on their teacher. These weaknesses in the teaching are inhibiting pupils' progress from being good in too many lessons.

Assessment procedures to check pupils' progress have improved recently. Consequently, teachers are more aware of the progress made by different groups of pupils, including those who need to make up lost ground. Pupils have targets in English and mathematics, but their understanding of these is variable. Pupils are at a very early stage of evaluating their own progress towards these targets.

Some aspects of the curriculum are good, including provision to promote pupils' personal development. The introduction of a programme to support the development of social and emotional skills has been effective. The school has recently revised its curriculum to make it more exciting and creative. However, it has not yet fully evaluated the impact of this on the pupils' learning and has not ensured, for example, that enough opportunities to develop number skills are built into all topics.

These are the grades for the quality of provision

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The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher is having a positive impact on moving the school forward and works tenaciously to improve opportunities for pupils to learn and develop. He communicates his high expectations persuasively to staff. Many have responded with enthusiasm and initiative and there is a growing understanding by all staff that there needs to be more consistently good teaching to ensure that all pupils make better than satisfactory progress. Procedures for monitoring teaching and learning have improved, and are now satisfactory. Middle leaders are increasingly taking on the role of monitoring the quality of provision and tracking pupils' progress within their phase or subject. However, this has not had sufficient impact on improving pupils' attainment so that it is better than satisfactory.

The effectiveness of the governing body is satisfactory. The governing body is very supportive of the school but governors' approach to evaluating the effectiveness of some policies and procedures is insufficiently rigorous. The school's child protection procedures were improved by leaders during the inspection. Satisfactory practice in safeguarding and child protection is now evident in all areas of the school's work.

At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils through careful monitoring and well-directed support. Outcomes for all groups of pupils, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice.

Community cohesion is good. The school develops pupils' understanding of the religious, ethnic and socio-economic aspects of the community well, although more so in the local and global context than nationally. Leaders have ensured that pupils are developing into caring citizens who respect and value the views of others and that a set of common, shared values is embedded in every pupil.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities	3

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met	
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a sound start in the Reception class. They settle in quickly and are keen to learn. Children play together well, are well behaved and enjoy their learning. Staff provide well for children’s welfare. The outdoor area is well laid out to promote learning and children respond well to the opportunities it affords. Both inside and out, children have access to a varied and stimulating range of activities which support their personal development as well as their communication and language skills, creative development, and knowledge and understanding of the world. There is a good balance between child-initiated and adult-led activities. Phonics (the learning of letters and sounds) are taught daily and adults effectively develop children's language and ideas. For instance, the children were observed having a splendid time looking for objects and shapes that began with the letter ‘S’ and talking about them to their peers. Adults generally support children well and their explanations are clear. While adults regularly assess what children know, understand and can do, and plot these observations against the Early Years Foundation Stage profile, they are on occasions too generous in their judgements. The children move into Year 1 working securely towards their early learning goals and this represents satisfactory progress in relation to their starting points. Recent improvements to children’s outcomes demonstrate that the Early Years Foundation Stage is satisfactorily led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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About one third of parents and carers of pupils registered at the school responded to the Ofsted questionnaire. This is an average return. The school clearly enjoys the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to the school. The few criticisms raised were followed up during the inspection. For instance, while most parents and carers feel that unacceptable behaviour is effectively dealt with, a small minority expressed concerns. The inspection findings are that behaviour is good in and around the school. Although very few pupils do occasionally present challenging behaviour, this is dealt with well. Any more serious incidents, which are few and far between, are fully documented and parents and carers are informed and consulted. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shield Road Primary 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	67	19	33	0	0	0	0
The school keeps my child safe	32	55	25	43	0	0	0	0
The school informs me about my child’s progress	34	59	23	40	1	2	0	0
My child is making enough progress at this school	26	45	27	47	4	7	0	0
The teaching is good at this school	23	40	30	52	0	0	0	0
The school helps me to support my child’s learning	22	38	34	59	0	0	0	0
The school helps my child to have a healthy lifestyle	16	28	39	67	3	5	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)	20	34	30	52	2	3	0	0
The school meets my child’s particular needs	18	31	36	62	4	7	0	0
The school deals effectively with unacceptable behaviour	19	33	31	53	5	9	0	0
The school takes account of my suggestions and concerns	11	19	41	71	3	5	1	2
The school is led and managed effectively	13	22	41	71	1	2	1	2
Overall, I am happy with my child’s experience at this school	25	43	32	55	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



21 October 2011

Dear Pupils

Inspection of Shield Road Primary School, Bristol BS7 0RR

Thank you all for the warm welcome you gave to us when we visited your school recently. We enjoyed meeting and talking to you and were impressed with the pride most of you have in your school. We have found that yours is a satisfactory school, where you reach broadly average standards by the end of Year 6, and make satisfactory progress because of satisfactory teaching. Here are some of the things we particularly liked.

- Most of you feel safe at school and you have good knowledge and understanding about how to lead a healthy lifestyle.
- Your headteacher and the governing body have good plans for how it can get even better.

The headteacher agrees with the inspection team that pupils could achieve more at school and we have asked him to do three things.

- Improve attainment in mathematics and make sure that you make faster progress in your number skills.
- Make sure that teachers plan your work more carefully so that it is better matched to your different abilities and you learn more by yourself.
- Ensure that the teachers who are responsible for subjects check more closely on how well you are taught and how well you are doing.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant
Lead inspector

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