

Nevill Road Junior School

Nevill Road, Bramhall, Stockport, SK7 3ET

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils in the school achieve well. They leave school having reached standards in reading and mathematics which are above average.
- Teaching is good. Teachers regularly and accurately check how well pupils are learning. They use this information to identify gaps in pupils' knowledge and understanding, and to set work which closes those gaps.
- Behaviour is good. Pupils have good manners and treat adults and each other with respect. They enjoy school and this is reflected in their above average attendance.
- The school's work to keep pupils safe is good. Pupils feel well supported and say that they are taught how to look after themselves.
- The senior leadership team and governors work well together and have brought about improvements in achievement, teaching and behaviour. They have an accurate understanding of the strengths and areas for development of the school, and take decisive action to address any areas of underperformance. Expectations are high.
- The curriculum is broad and balanced, and pupils are provided with a good range of extra-curricular opportunities. There are particular strengths in art and music which are developing pupils' cultural awareness and making a positive contribution to their social, moral, cultural and spiritual development.

It is not yet an outstanding school because

- Progress in writing is not as rapid as it is in reading and mathematics, and the standards which pupils reach at the end of Year 6 are not as high.
- Teachers do not always set work which challenges the most able pupils.
- Teachers' marking does not always provide clear enough guidance for pupils about what they need to do to improve their work.
- Occasionally teachers do not provide enough support for the least able to be able to get on with their work quickly.

Information about this inspection

- Inspectors observed parts of 13 lessons taught by 12 different teachers. Two lessons were observed jointly with members of the senior leadership team.
- Inspectors observed pupils' behaviour around the school as well as in lessons. They talked with pupils informally about their learning, as well as holding a more formal meeting with a group of pupils from across the whole school.
- Meetings were held with senior and subject leaders, the governing body, and a representative from the local authority.
- Inspectors took into account 40 responses to the online parental questionnaire (Parent View). They also scrutinised information collected by the school about the views of parents, as well as taking the opportunity to talk to parents as they brought their children into school. In addition inspectors evaluated the views of 11 staff who responded to the staff questionnaire.
- The inspection team examined a range of documentation, including data about pupils' achievement from internal tracking systems and analysis provided by school leaders. Inspectors also scrutinised leaders' monitoring records, including minutes of governing body meetings and information provided relating to attendance, safeguarding and behaviour. An extensive sample of pupils' work was also scrutinised.

Inspection team

Christine Birchall, Lead inspector	Additional Inspector
Jennifer Lawrence	Additional Inspector
Vanessa MacDonald	Additional Inspector

Full report

Information about this school

- This is a slightly larger than average sized junior school, and the numbers on roll are increasing. The vast majority of pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium funding is below average. This is the additional funding provided by the government for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils supported at school action is below average. The proportions supported at school action plus, or with a statement of special educational needs are average.
- Since the previous inspection a new headteacher and deputy headteacher have taken up post, and there have been a number of other changes to staffing. Leaders are working alongside a local leader of education from Norbury Hall Primary School.
- There is a breakfast club on site which is externally managed and offers places to pupils from both infant and junior schools.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding, by:
 - ensuring that teachers' marking always provides pupils with clear guidance about what they need to do to improve their work and by providing pupils with time to correct their work in response to feedback
 - ensuring that teachers always set work which is challenging enough for the most able, and provides enough support for the least able.
- Accelerate pupils' achievement in writing by ensuring that they have plenty of opportunities to develop their writing skills and to practise writing at length in all areas of the curriculum.

Inspection judgements

The achievement of pupils is good

- Pupils typically start school in Year 3 having reached standards which are above average. New senior leaders quickly identified that some were not making rapid enough progress. They took swift action to address this and, as a result, progress for pupils currently in the school is now good.
- Teachers are now skilled in making accurate assessments about how well pupils are learning. They identify what individual pupils can and cannot do, and usually provide them with precise activities which enable them to make good progress. Scrutiny of pupils' books indicates that pupils take pride in their work and that their achievement is accelerating.
- Pupils are provided with regular opportunities to read, and have met several authors who have visited the school. They enjoy reading, talk enthusiastically about their favourite books and authors, and make good use of the school library. Pupils read fluently and know how to use their phonics skills (their knowledge of letters and the sounds that they make), to sound out words if they get stuck.
- Pupils sometimes struggle in mathematics because their mental mathematics skills and their knowledge of basic concepts are not as secure as they should be. Leaders and teachers have identified this and are now using assessment to identify and close those gaps. 'Big Maths' has recently been introduced across the school, and this is increasing pupils confidence, developing their skills, and providing them with the opportunity to use their mathematical skills to solve interesting 'real-life' problems. Consequently, pupils are now enjoying mathematics and making faster progress.
- Progress in writing is not quite as swift as it is in other subjects. Teachers are now providing pupils with increased opportunities to develop their ideas through discussion, and are taking account of the sorts of things which pupils want to write about, such as space or superheroes, and this is increasing their confidence and enthusiasm for writing. However, pupils are still not developing their writing skills well enough in other subjects, such as history and geography.
- In 2013, standards reached by pupils who were known to be eligible for free school meals were two terms behind their peers in reading, and a year behind in mathematics and writing. Leaders have addressed this, and in the current Year 6 the attainment of this group of pupils at least matches that of other pupils in the cohort.
- By the time they leave school the majority of disabled pupils or those with special educational needs typically have made good progress. However, there is variation across year groups, and some pupils make less progress than others in writing. Leaders have identified this and provide additional support as well as ensuring that teaching assistants are available for support in all year groups.
- Although the most able pupils make good progress overall, their progress is sometimes held back by insufficient problem solving or extended writing opportunities.

The quality of teaching is good

- The quality of teaching over time is securely good and is enabling pupils to make accelerated progress. Teachers have good subject knowledge, take account of pupils' interests and experiences, and provide them with activities engage them.
- Relationships between teachers and pupils, and pupils and their peers are good. Often without being told pupils work collaboratively to share ideas, and this enables them to develop their thoughts and improve their ideas through discussion. Teachers support this by asking probing questions to encourage pupils to develop their answers. Leaders have taken significant steps to improve the way that teachers assess pupils' work, and this has led to a much greater understanding of how pupils make progress and to early identification of any gaps in their skills or knowledge. This enables teachers to focus their teaching more precisely on the specific areas which pupils need to develop, and to provide additional support quickly for any pupils who need

it. The school's promotion of equal opportunities is good.

- On occasions, teachers expect pupils to assess each other's work. Pupils respond to this extremely well. Because teachers support them effectively, they have a very good understanding of what good quality work looks like, and are able to apply their understanding to develop their own as well as their classmates' work.
- Typically, teachers' marking and feedback to pupils is good, and some is exemplary. At its best, marking provides pupils with clear next steps to improve their work, and pupils are given time to respond and make their work better as a result. However, in some cases, feedback to pupils is too general and focuses on presentation rather than the precise next steps which will enable them to make progress. Pupils are not always provided with time to improve their work in response to teachers' feedback.
- Occasionally, there is not enough challenge for the most able to ensure that they always achieve as well as they could. Pace is sometimes a little slow, and pupils are not always moved on to new activities quickly enough as soon as it has become clear that they have completed other work successfully. At other times, the least able are not provided with sufficient support, and they struggle to get going with their work because teachers do not provide enough guidance.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In lessons pupils settle purposefully to their work and show positive attitudes to their learning. They generally take pride in their work and take care to present it neatly. This contributes to their good progress. Very occasionally, if tasks are not entirely suited to their needs, some pupils drift off task.
- Outside lessons, at break and playtimes, pupils play well together. They move round the school in a calm and orderly fashion. The school provides a range of activities for them, such as football and skipping, and pupils share equipment sensibly and take account of the zoned areas for different types of play. They take care of the environment and there is very little litter.
- Pupils are courteous and considerate. They display mature attitudes to visitors and respond openly to questions. They are proud of their school and keen to talk about all the positive things which staff do to support them.
- The school's work to keep pupils safe and secure is good. Teachers keep detailed behaviour logs which indicate that there are few incidents of poor behaviour and that these are dealt with effectively. Pupils say that bullying is rare and that teachers sort it out quickly when it happens. They understand the different forms that bullying can take, and say that any sort of name calling results in 'very severe consequences'.
- Pupils are taught how to keep themselves safe. For example, Year 5 and 6 have had recent training on e-safety and during the inspection Year 5 were taking part in 'bikeability' to ensure road safety awareness.
- The school's processes for safeguarding are robust. Parents generally express confidence that their children are safe in school and that teachers take care to ensure good behaviour.
- Considerable emphasis is placed on the importance of regular attendance at school, and attendance is above average.

The leadership and management are good

- New senior leaders have introduced a variety of monitoring systems to check on how well the school is performing. As a result, they have a good understanding of its strengths and areas for development, and are able to take appropriate actions to address weaknesses. These have been very effective in improving teaching and achievement, despite the additional challenge of a number of staffing changes this year.
- Leaders set challenging targets for teachers to improve their performance and these are supported by a range of training opportunities to help them to improve their practice. Teachers

respond very well to this, and say that they feel valued because their professional development is a high priority in the school.

- The curriculum is broad and balanced and gives pupils access to visits, particularly to support their learning in history, and visitors, particularly authors, which develops their love of reading. There are a range of clubs and activities available to pupils, including sports such as lacrosse, but also music, art and a school band taught by a music specialist from the local high school. This contributes well to pupils' social, moral, cultural and spiritual development.
- Leaders spend the pupil premium funding carefully, and this has had the effect of accelerating the progress of those pupils who are known to be eligible for it so that there is no difference in their achievement and that of the rest of the school. The school sports funding is spent in a range of ways including providing specialist support from the high school to work alongside teachers in lessons to plan and develop their skills. Money has also been spent on a coaching company which provides after school clubs and additional support for Year 6. Additional equipment has been bought to support the teaching of games. Pupils enjoy these experiences, but leaders acknowledge that they need to take more robust steps to monitor the impact of the spending, and have plans in place to do so.
- The headteacher has developed very strong links with the infant school and this is supporting pupils' achievement. For example teachers from both schools now work closely together to share assessments and discuss pupils' progress so that transition from infant to junior school is more seamless. Developments such as 'Big Maths' are being carried out across both schools, and this increased continuity ensures that there is no loss of progress as pupils move between schools.
- The local authority has a good understanding of the strengths and areas for development of the school, and has provided appropriate support. This support has included the provision of a school improvement partner to work alongside the headteacher to evaluate the work of the school. The local authority has also brokered a local leader of education to work in the school to develop middle leadership in particular, and has provided funding to support joint working with the infant school.
- **The governance of the school:**
 - Governors have very high expectations for the school and have provided both support and challenge for the headteacher to bring about rapid improvements in teaching and achievement. They insist on being provided with detailed and accurate information about pupils' achievement, and are well aware of the relative weaknesses in the school and the work which is being done to address them. They have taken steps to ensure that they have appropriate training to be able to carry out their role effectively. They understand the types of targets which are being set for teachers to improve their performance, and check that they are linked to relevant training and are having an impact. They also know how the pupil premium funding is being spent, and check that it is enabling targeted pupils to make better progress. They ensure that safeguarding processes are robust and meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106063
Local authority	Stockport
Inspection number	444065

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	271
Appropriate authority	The governing body
Chair	Alison Carolan
Headteacher	Sheila Harrison
Date of previous school inspection	16 June 2011
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