

# Nevill Road Junior School

Nevill Road, Bramhall, Stockport, Cheshire SK7 3ET

## Inspection dates

20–21 June 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's strong commitment and drive, along with the support of her senior leadership team, have ensured that the school's focus on teaching and learning is having a positive impact on pupils' outcomes across the school.
- Pupils' progress across key stage 2 has improved significantly in the last 12 months. Leaders ensure that teachers provide additional support to help pupils catch up to where they should be. They have identified the need to stretch some of the most able pupils.
- Teaching is good. Teachers usually use their detailed assessments of pupils' work to inform pupils' next steps. However, occasionally, they do not use assessment information to match work precisely enough with pupils' skills and abilities. When this happens, work set is too easy for the most able.
- Leaders' focus on improving pupils' reading and comprehension skills has been successful. Pupils read with confidence and expression. They use their skills well, enjoy reading and have a good understanding of what they read.
- The whole-school strategy of teaching problem solving and reasoning in mathematics is proving successful.
- Pupils enjoy writing and this is evident in pupils producing high-quality writing in all classes across the school.
- Disadvantaged pupils receive excellent support that is tailored to their individual needs. As a result, they now make good progress.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress.
- The physical education (PE) and sport premium funding is used well to develop pupils' awareness of the importance of leading a healthy lifestyle.
- Pupils attend regularly and behave well. They show positive attitudes towards their learning and are proud of their work.
- Pupils enjoy a rich and varied curriculum. Leaders have recognised the need to ensure that assessment of pupils' skills and knowledge in geography, history and science is put in place. Pupils need more opportunities to learn about a wide range of cultures.
- Members of the governing body are knowledgeable about the school. This enables them to support or challenge decisions and hold leaders fully to account.
- Parents and carers are very appreciative of the efforts of the new leadership team to improve the school. A minority feel that behaviour is not always good and they do not receive information about the progress of their child.
- Partnership work with the Bramhall cluster of schools is providing effective professional development for the teachers.

## Full report

### What does the school need to do to improve further?

- Improve the use of assessment information provided by school leaders so that:
  - teachers use this information to plan more demanding activities that challenge and deepen the learning of all the most able pupils in reading and mathematics
  - parents receive more regular information about how well their children are learning and progressing.
- Improve the quality of leadership and management in the foundation subjects by:
  - ensuring that there are effective systems to assess the progress pupils are making in key skills and knowledge in their geography, history and science work
  - providing pupils with more opportunities to learn about and experience all cultures that are represented in society.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since her appointment in September 2017, the headteacher has worked resolutely to ensure that all in the school community are committed to providing the pupils of the school with an education that provides for all aspects of their development.
- She leads the school effectively with a determined approach. Along with governors and her team, she has had a focus on improving the quality of teaching and addressing weaknesses, following the disappointing dip in pupils' outcomes in summer 2017. The headteacher's 'no excuses' approach has led to an improvement in outcomes and the good progress pupils are currently making in their learning across the school.
- She has developed a very effective team. Leaders at all levels share her clear vision and have an accurate view of strengths and areas to develop further.
- The school has a robust approach to performance management. Performance management targets are clearly linked to pupils' progress and attainment. Support has been given where teaching is weaker and this has had a marked impact on improving the quality of teaching.
- All staff benefit from well-targeted professional training with robust monitoring and evaluation of the quality of teaching. The headteacher has successfully created a learning culture where all staff are willing to challenge themselves and each other, constantly reflecting on what works and what is less effective.
- Leaders ensure that the pupil premium funding is spent effectively to ensure that disadvantaged pupils make at least good progress in English and mathematics. By the use of regular assessments, teachers identify barriers that may hinder learning. They use this information to help pupils to overcome difficulties, often by providing additional help from skilled teaching assistants. Differences between the progress these pupils make and the progress of their peers have diminished successfully in most classes and year groups.
- Leaders also make good use of the PE and sport premium. Teachers are trained to use resources that improve the quality of PE across the school. This gives pupils access to a broad PE curriculum.
- Leaders use the funding to provide support for those who have SEN and/or disabilities well. Pupils' progress information and reviews of work in books for these pupils show that they make good progress in their learning, particularly in writing.
- The school's curriculum is well balanced. Pupils are very appreciative of the variety in the curriculum and the many enrichment activities. They have the opportunity to develop skills and knowledge across all subjects. At the moment, this is not consistent in geography, history and science because assessments have not been developed.
- There are many after-school clubs. These include a range of clubs for sports, cookery and crafts. During the inspection, pupils were supported by a drama specialist to prepare for the summer show, 'Beauty and the Beast'. This was a very positive experience for the whole school community.
- Leaders promote pupils' spiritual, moral and social development strongly through day-

to-day lessons, assemblies and effective personal, social and health education. Pupils develop cooperative and constructive relationships with each other and the atmosphere in the school is harmonious and purposeful. Leaders are aware of the need to ensure that pupils have more opportunity to learn about different cultures, including those that make up UK society.

- British values are skilfully promoted through themes and topics. Pupils learn about justice through assemblies and class discussions. They support each other in making the right choices about how to behave well in different situations. During the inspection, pupils were very engaged in an assembly about the World Cup, in which they learned about resilience and not giving up.
- Parents' views on the improvements made in many aspects of the school's work since the new headteacher arrived are highly positive. A small number feel that the behaviour of some pupils needs to be better. Also, they feel that they are not always provided with information about the progress of their children.

### **Governance of the school**

- Governors recognise that the school experienced a period of instability in its leadership. However, they are now well placed to provide good support because the information they now receive from leaders is detailed and in an accessible format. This supports their strategic planning and enables them to ask challenging questions of leaders. The work of committees is thorough and well managed.
- Governors take their responsibilities seriously and know the school well. They hold senior leaders to account and have a well-informed view of how well the school is performing. They fully understand achievement data and assessment information and know exactly how well pupils are performing in relation to other pupils nationally.
- They join in staff training sessions, visit the school to view teaching, look at pupils' work and meet senior and subject leaders. New governors have taken full advantage of governor training opportunities provided by the local authority. They appreciate the quality of this training.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in this school. Leaders and governors make sure that all adults are very well trained and vigilant in ensuring pupils' welfare and safety. Adults are alert to any changes in behaviour which may indicate that a pupil needs extra support. Records show that any concerns are raised promptly and that leaders utilise outside agencies swiftly and effectively where necessary.
- Leaders and governors make sure that recruitment procedures are robust and that appropriate checks on adults working in the school are carried out diligently.
- All staff are vigilant and promote pupils' welfare and safety on a daily basis and through their learning. As a result, pupils say that they feel very safe and they learn how to stay safe in a variety of situations, including when they are online. E-safety is threaded through the curriculum. Adults have made sure that pupils are aware of how

to stay safe on the internet.

- Pupils can explain clearly the difference between a 'real' friend and someone who might say they are a friend online. They know not to give out personal information and to report anything that makes them feel uncomfortable. Parents are grateful for the advice the school provides on helping them know how to keep their children safe when online at home.

## Quality of teaching, learning and assessment

**Good**

- The teaching staff have established a successful learning culture, underpinned by mutual respect and highly positive relationships. Pupils' attitudes to learning are good and they say that they enjoy their learning. This is evident in the diligent way they apply themselves to their activities.
- The teaching of writing is effective and teachers ensure that pupils learn and practise different kinds of writing. Pupils develop and apply an appropriate range of vocabulary and punctuation in their writing as they move through the school. Teachers' expectations of what pupils can achieve in writing are high and this was evident during the inspection. Pupils made good progress in high-quality redrafting of diary extracts based on the Second World War book about the life of Rose Blanche.
- Teachers' focus on developing pupils' fluent recall of number facts is paying off. Year 3 pupils made good progress, working in cooperation with their friends, to develop effective strategies to solve multiplication and division calculations. Teachers also enable pupils to apply their skills to solve problems and reason mathematically. Their attainment in mathematics has improved as a result.
- The substantial focus on improving the teaching of reading has led to much better outcomes for pupils. Teachers now allocate sufficient time to teaching pupils to recognise words and make sense of their reading. Pupils learn to use high-quality vocabulary and to infer meaning that is not explicitly written on the page.
- Teachers usually use their detailed assessments of pupils' work to inform pupils' next steps well. However, on occasions, teachers do not pitch work precisely enough. When this happens, work is too easy for the most able, slowing the pace of learning. Leaders are aware of this and they have started to ensure that staff refine learning activities to meet the needs of these pupils consistently.
- The teaching of physical education, sport and music are strong. Pupils engage in some interesting and enjoyable activities. However, work in subjects such as science, history and geography is not routinely challenging enough for some pupils. The progression and development of skills in these subjects are often not clear and assessment of them is in its early stages.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- This is a nurturing and inclusive school where all pupils are welcomed, valued and supported. The pastoral care provided for pupils, including the work of the pupils' mentor, is excellent. Pupils are overwhelmingly positive about the school and speak convincingly of the tangible 'family atmosphere' that welcomes all who enter.
- Pupils, especially those in Years 5 and 6, are very nurturing of younger pupils, those whose circumstances may make them vulnerable and pupils who have SEN and/or disabilities. Older pupils speak eloquently about how their help supports pupils and say that they thrive on the responsibilities that they are given.
- Pupils are very strong ambassadors for the school. They are confident and display mature and thoughtful attitudes to adults and each other. They speak of their pride in the school and the importance of their friendship groups. The older pupils show maturity in their roles as restorative and sports ambassadors.
- Pupils who attend the breakfast club enjoy a safe, healthy start to the day. They talk enthusiastically about the healthy breakfast choices and the opportunity to socialise with their friends before school starts.

## Behaviour

- The behaviour of pupils is good. Pupils report that behaviour has improved throughout the school and this is supported by the views of most parents and by the school's behaviour records. There are fewer incidents of low-level disruption in classrooms and no disruption to learning was seen during the inspection.
- Attitudes to learning are good and pupils work hard in lessons. They take care and present their work to the best of their ability. They are proud of their books and eager to show their work to visitors.
- Pupils show a very caring attitude to one another. They play happily together in the playground. They enjoy each other's company and take care not to hurt or offend one another. Sports ambassadors are always on hand to offer friendly help or advice if pupils 'fall out'.
- There was a varied response from parents who responded to Parent View. Most felt that pupils are well behaved and well looked after. However, a small minority felt that in some instances behaviour could be better.
- Pupils enjoy school and this is reflected in their good attendance.

## Outcomes for pupils

**Good**

- Pupils' progress during key stage 2 has improved. In 2017, pupils attained in line with the national average in their reading, writing and mathematics. Similarly, the number of pupils achieving at greater depth was in line with the national average. The leadership team has shown great commitment to ensuring that an increased number achieve at the expected level. Currently, across the school, nearly all pupils are working at the expected level for their age and making good progress.
- Reading is a priority and this is evident in improved performance. Pupils enjoy reading and they are encouraged to read independently in all classes. They benefit from well-

organised and effective guided reading sessions and opportunities to read with teaching assistants and volunteers. Many older pupils read confidently, fluently and with expression. As a result, the number of pupils working at the expected level is above the national average.

- Pupils' mathematical skills are also developing strongly. Pupils are keen to practise their basic mathematical skills and use them to solve mathematical problems. Many pupils can explain how they have worked out calculations and why they have chosen certain approaches to solving problems. This is ensuring that nearly all of the pupils are working at the level expected for their age.
- Pupils enjoy writing and this is evident in the improved outcomes that they achieve daily. By the time they reach Year 6, the quality of their writing is good. Increased numbers are now working at greater depth.
- Leaders' greater focus on the outcomes of the small proportion of disadvantaged pupils has ensured that they are making good progress. The highly effective use of the pupil premium funding has had an impact on the progress of this group of pupils. The previous differences in progress rates between these pupils and those of other pupils nationally are diminishing for pupils currently in the school.
- Pupils who have SEN and/or disabilities make good progress from their individual starting points. Leaders track the progress of these pupils closely and take additional actions where necessary.
- While most pupils are making progress, the achievement of the most able pupils is more variable. These pupils thoroughly enjoy a challenge and show resilience and a good capacity to work things out for themselves when work is pitched at the right level. Sometimes expectations of the most able pupils are still too low for them to make consistently good progress. Tasks they are given are sometimes not challenging enough for them to achieve well. Leaders are taking action to address this.
- Pupils experience a rich and varied curriculum and pupils are making some good progress in their topic work. Leaders are working hard to develop the checking of progress in subjects such as science and geography.

## School details

Unique reference number	106063
Local authority	Stockport
Inspection number	10045917

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Richard Reece
Headteacher	Judi Cliff
Telephone number	0161 439 4598
Website	<a href="http://www.nevillroadjunior.co.uk">www.nevillroadjunior.co.uk</a>
Email address	<a href="mailto:headteacher@nevillroad-jun.stockport.sch.uk">headteacher@nevillroad-jun.stockport.sch.uk</a>
Date of previous inspection	19 June 2014

## Information about this school

- The school is larger than the average-sized junior school.
- The proportion of disadvantaged pupils supported through the pupil premium funding is below the national average.
- Most of the pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils who have SEN and/or disabilities and require additional school support is average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- The school organises a breakfast club and after-school club.
- The headteacher started in September 2017.

- The school works in partnership with the Bramhall Cluster of schools.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in all classes and that of small groups of pupils who have SEN and/or disabilities. They observed some lessons jointly with school leaders. An inspector also observed an assembly.
- Inspectors held a range of meetings with the headteacher, deputy headteacher, other staff and governors.
- A wide range of school documentation was scrutinised by inspectors, including safeguarding records, monitoring records, minutes of governing body meetings, self-evaluation documents and records relating to behaviour and attendance.
- Inspectors scrutinised a range of pupils' work, including during lessons and in meetings with leaders.
- Inspectors observed pupils' behaviour at breaktime and lunchtime.
- Inspectors gained the views of pupils by speaking to them informally during lessons and at playtime. An inspector also met formally with a group of pupils. The inspectors listened to some pupils read.
- Inspectors held informal and formal discussions with parents. Their views and the 32 responses to Ofsted's online questionnaire for parents (Parent View) were taken into account by inspectors. Inspectors also considered the 16 responses to the pupil survey and the 14 responses to the staff survey.

## Inspection team

Andrew Morley, lead inspector	Ofsted Inspector
Maria McGarry	Ofsted Inspector
Joan Williamson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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