

North Road Community Primary School

North Road, Bristol, BS37 7LQ

Inspection dates

12–13 March 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | 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

- Pupils make good progress and achieve well because of the good teaching they receive. Teaching assistants support pupils' learning well.
- Training has improved teaching since the previous inspection. Teachers' subject knowledge has developed along with their expectations of pupils.
- Teachers' planning meets the different needs of pupils well. Those who need extra help have supportive aids in place. Those who require extra challenge are extended in their thinking.
- Pupils' behaviour is good and they are keen to learn. Planned activities are interesting and create an enthusiastic attitude in lessons.
- The headteacher has successfully united the whole-school community. She has created a culture where everyone is valued and all are passionate about learning.
- Children in Reception benefit from good provision and achieve well. This ensures they have a good start to their education.
- Governors play a big part in action planning and checking on the work of the school. They have an open and trusting relationship with the headteacher.
- The headteacher and governors recognise previous weaknesses in the school's work. Strong action has brought about rapid improvements.

It is not yet an outstanding school because

- Some small adjustments are needed to check if the school's plans for improvement are working.
- Pupils' opportunities to solve mathematical problems in other contexts are too few.
- Teaching does not show enough outstanding features. Sometimes pupils' learning is slower than it could be. Occasionally, teachers' use of targets is not precise enough when checking on pupils' learning.

Information about this inspection

- The school was inspected with half-a-day's notice and took place over two days.
- The inspection was carried out by one inspector. He observed nine lessons or part lessons and visited every class. For eight of these lessons he was joined by the headteacher. He also carried out a series of short visits to classes to look at marking in pupils' books. He also listened to some younger pupils reading.
- The inspector held discussions with the headteacher, teachers and support staff and with the Chair of the Governing Body and three other governors. He held a meeting with a representative from the local authority. He met with two representative groups of pupils from Years 3 to 6 to gather their views about the school and talk to them about their work.
- The inspector analysed the 13 responses to Parent View, the Ofsted online survey, a parental letter to the inspector and a scrutiny of the school's own parental questionnaires. He also talked to some parents and carers involved in the Parent Forum group.
- He studied a range of documentation, including the schools plan's for improvement, data and pupils' progress information about observations of teaching and management of performance. He analysed the responses of six staff to an Ofsted questionnaire.

Inspection team

Richard Light, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is much smaller than the average primary school.
- There have been several staff changes since the previous inspection. Following a period of part time, then full time acting headship, the headteacher took up her substantive post in February 2012. At the time of the previous inspection two of the four classes were taught by different teachers than now.
- The proportion of pupils who have special educational needs is slightly above average. The proportions supported at school action and at school action plus (14%), or with a statement of special educational needs (8%), are not hugely different from the national proportions.
- The proportion of pupils eligible for the pupil premium (extra money provided to schools by the government to support pupils who receive free school meals) is below average at 14%.
- Due to the small size of the school, the numbers in identified groups for each year are often small or even individual pupils.
- The school provides for a number of pupils who remain on roll but have long periods of seasonal absence due to family work commitments. These pupils are nearly always absent during national test weeks. This means that published test results and attendance figures are not representative of the actual outcomes of the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching further so that a great proportion displays outstanding features and increases pupils' achievement by:
 - ensuring teachers use targets and plenaries more precisely to explain exactly what they want pupils to achieve in lessons
 - making sure pupils are clear about how to use the next steps provided in marking
 - planning more frequent opportunities for pupils to apply their mathematical knowledge and solve problems in other subjects and different contexts
 - sharing best practice in teaching and matching all teaching to the best.
- Fine-tune the school development plan by:
 - providing measurable end-of-year targets and setting interim milestones for required improvements in pupils' attainment and progress so that governors can carefully check the school's progress on these issues.

Inspection judgements

The achievement of pupils

is good

- Children enter school with a wide range of abilities. They are broadly at the levels expected for their age, but often have weaknesses in speech and communication skills. Personal attention during lessons, good behaviour and well-established relationships enable children to make good progress, particularly with early calculation skills. By the end of Reception last year, most children achieved standards above average.
- Attainment by the end of Year 2 and Year 6 in reading, writing and mathematics has risen rapidly over the last two years and is now above average. A high proportion of pupils reach expected and better than expected levels in national tests.
- Pupils eligible for the pupil premium make good progress from their starting points. Historical gaps in performance between these pupils and all pupils nationally have rapidly closed when measured using the average point scores in national tests in English and mathematics at the end of Year 6. Additional funding for these pupils enables them to achieve standards in line with other pupils.
- Achievement in English is stronger than in mathematics following a whole-school focus on developing pupils' basic skills of reading and writing. Progress in mathematics is improving rapidly and the difference in the rate of pupils' progress between the two subjects has nearly closed. Current school data and work seen in books show that progress in mathematics is now similar to that in English as a result of a focus on using information on what pupils can do more carefully to plug gaps in their learning.
- The progress made by pupils who have joined the school other than at the normal times or have long periods of absence is carefully checked. Cleverly targeted support and catch-up programmes are provided where necessary. As a result, their achievement is similar to that of their peers.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. This is because the school has carefully identified their needs through expert advice and guidance. Teaching assistants provide helpful aids and strategies in lessons and group work to enable pupils to access the curriculum and be successful.
- In lessons pupils enjoy the varied activities planned. As a result they sustain their concentration well. Pupils listen attentively to teachers and other staff. They work well independently because they are expected to do as much as they can for themselves. This approach is successful in preparing all pupils well for their next stage of education.

The quality of teaching

is good

- Good teaching enables pupils to make good progress in all subjects. Planned activities meet the wide range of pupils' needs well. In lessons, those who need extra help have specialist equipment to enable them to complete tasks or in some cases attend phonics lessons with younger pupils. Teaching assistants deliver good quality group work to ensure pupils acquire basic skills, for example choosing the best joining words to extend sentences. More-able pupils receive additional challenges that probe their thinking.
- Effective training ensures that all teachers have good subject knowledge and lessons move with pace. Where necessary in Years 3 and 4 where there are a large number of boys, additional support to adapt the curriculum and manage the class better has led to more rapid learning.
- Teachers respond quickly to guidance and advice. The inspector noted that on leaving the school after day one of the inspection, teachers were busy discussing how to implement the guidance provided on marking and targets. This was then witnessed in pupils' books on day two of the inspection, providing additional challenge for Years 1 and 2 pupils and speeding up their understanding of adding multiples of ten.
- Teachers show a good understanding of lesson principles. There is a consistent approach to

introduction, group and independent work followed by a drawing together session. During group work sessions, teachers focus on a targeted set of pupils while other pupils work independently or with a teaching assistant. This is nearly always effective, developing pupils' independence well. Occasionally learning slows when independent activities do not match the needs of the children well enough or plenaries to sum up lessons are not thought through clearly.

- Lessons involve interesting concepts. Pupils absorb themselves in their work and rise to the challenge when their thinking is extended, for example when Years 1 and 2 pupils were attempting to link the meaning of the symbols of flowers and eggs at Easter time to the story of Jesus. Careful questioning allowed pupils to explore values and explain beliefs in a meaningful way.
- In the best lessons teachers check pupils' learning effectively. Activities are adjusted and difficulties to be tackled in future lessons identified well through marking, questioning, watching and listening to pupils. Marking is frequent and usually helps pupils to improve their work, but occasionally it does not focus precisely enough on what teachers want pupils to learn.
- Pupils are sometimes unclear about how to use their targets. Teachers provide 'steps for success' targets in lessons throughout the school, but these are not always referred to during lessons. Pupils have regular next steps targets in their books. Some pupils spoken to were unsure whether to go back and put these next steps into work already completed or put them into their next piece of work.

The behaviour and safety of pupils are good

- Pupils have a consistently positive attitude to learning. They get on well with each other and with school staff. Pupils know their school is getting better and that 'everyone knows you'. A calm and friendly feeling is evident across all aspects of the school's work.
- All pupils are valued and well supported. They have a good understanding of cultural differences due to the determined approach by the school to include all members of the local community. The welcoming school ethos, including for those whose family work commitments mean they have long periods of absence, ensures that the needs of all pupils are well met.
- Pupils settle quickly and work hard when they are given interesting and challenging work. Pupils were heard to say, 'I want to get quickly on with my work myself' during the inspection. Even when a lesson lacked structure, pupils persevered, keeping their enthusiasm and commitment to learning.
- Pupils' behaviour observed during the inspection was always good. Discussions with pupils and parents and carers support the notion that this is typical. Pupils respond well and are enthused by the new curriculum ideas. They move around the school calmly and play outside together well.
- Pupils are proud of their school. They feel happy and supported, and for those families who do not have to travel with their work, attendance is above average. Pupils act safely in school and know that any incidents of poor behaviour will be 'sorted out'.
- Parents and carers, staff and pupils are clear that behaviour has improved over the last two years. The responses to the Parent View questionnaire were positive about behaviour and safety as were responses to the school's own parental survey.
- Pupils have a good understanding of different types of bullying. Recorded incidents are rare and pupils said there was 'little teasing'. If pupils do fall out, matters are quickly resolved. Older pupils have good understanding of how to keep themselves safe online.
- Children in Reception settle quickly into the school routines. They enjoy the friendly, supportive atmosphere in their small class and all the choices they have to explore and learn. They gain confidence from older pupils who come to help with their learning.

The leadership and management are good

- The headteacher's open, honest and determined approach to leading the school has brought together the whole community and created a highly effective learning culture. As a result, rapid improvements have been secured and issues from the previous inspection successfully tackled.
- Staff and parents and carers are united in the school's vision of the 'Wonder of Words and Numbers'. Parents and carers are well informed about the work of the school and involved in devising plans for further improvement.
- Monitoring and evaluation are effective. Information gathered from lesson observations, regular meetings with teachers to review the progress pupils have made, and looking at pupils' work in books provides leaders with an accurate picture of how well the school is performing. The findings are carefully considered and then effectively used to plan for future training and further improvements.
- The headteacher manages the performance of teachers well. This ensures there is a close match between how well teachers are paid and how well pupils learn. Targets set for teachers are accurate, focus on pupils' progress and link to the Teacher Standards as well as the school improvement plan priorities.
- The curriculum is exciting and reflects the needs and aspirations of the pupils. Topic-based work develops pupils' wider understanding of different cultures well, both around the world and locally. Hands-on, practical experiences make learning come alive for pupils. A good example of this is the Roman archaeological dig carried out on the school field. Careful planning ensures opportunities for writing about these experiences are captured. This approach is yet to be fully embedded for all mathematical activities.
- Subject leaders are fully involved in developing their areas. The trusting, supportive culture has allowed subject leaders to take strong action and bring about improvements to their own performance and that of others. All staff are now taking full responsibility for their performance and the performance of pupils in their classes.
- Plans for improvement are appropriate. They identify what action needs to be taken but do not precisely state what difference this will make to pupils' outcomes. End-of-year measureable targets and termly checks are lacking.
- The local authority provides effective support for the school. Whole-school guidance ensures the right priorities for improvement occur and progress is carefully checked. This is complemented well with specialist support for pupils whose circumstances may make them vulnerable to overcome specific barriers to learning.
- **The governance of the school:**
 - The governing body works closely with all members of the school community in an open and transparent manner. This trusting relationship strengthens the overall leadership of the school. Governors pay regular visits to the school and play a strong part in devising plans for improvement. They are aware that more measureable targets would help them check their success of these plans even more closely. They receive high-quality information about the performance of pupils and teachers from the headteacher, and through presentations by subject leaders. This information is used well to ask appropriate questions and to challenge and support effectively. As a result, governors have a good grasp of how good teaching is in the school and how targets set for teachers are helping to make it even better. Governors have approved spending of the additional pupil premium funding on strategies to help pupils catch up with their learning. They are aware that information on pupils' progress shows the positive impact of this action.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 109025 |
| Local authority | South Gloucestershire |
| Inspection number | 401030 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 93 |
| Appropriate authority | The governing body |
| Chair | Kate Clarke |
| Headteacher | Jo Williams |
| Date of previous school inspection | 14 January 2010 |
| Telephone number | 01454 867788 |
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