

Inspection of a good school: Nevill Road Junior School

Nevill Road, Bramhall, Stockport, Cheshire SK7 3ET

Inspection dates: 18 and 19 July 2023

Outcome

Nevill Road Junior School continues to be a good school.

What is it like to attend this school?

Each day is active and busy for pupils at Nevill Road Junior School. Pupils arrive at school happy to learn. They said that their teachers make learning interesting.

Leaders have high expectations for all pupils in all that they do. Pupils benefit from a well-thought-out curriculum which captures their interests and supports them to remember key knowledge in many subjects. Consequently, pupils are prepared well for the next stage of their education.

Pupils are encouraged to talk about their different emotions and how it affects their behaviour. They receive the help that they need if they are feeling angry or upset. As a result, most pupils behave well in lessons and during breaktimes.

Pupils play well together. Skilled staff support pupils to resolve any falling-out quickly, for example through restorative conversations. Leaders are quick to deal with any incidents of bullying. This helps pupils to feel safe.

Pupils experience a wide range of extra-curricular activities, which help to develop their physical, creative and academic talents. They spoke enthusiastically about the productions put on by the performance club and the broad range of sports on offer, including cricket and lacrosse. Pupils also enjoy taking on positions of responsibility in the school, such as acting as play leaders, school councillors or reading buddies.

What does the school do well and what does it need to do better?

In the main, leaders have designed a curriculum that is ambitious for all pupils including those with special educational needs and/or disabilities (SEND). Subject leaders are specialists in their areas, and they are clear about the essential knowledge that pupils should learn. In a small number of subjects, the curriculum designs are quite new. In these subjects, leaders are finalising the organisation of the curriculum so that pupils are supported to build and deepen their knowledge over time.

Subject leaders ensure that subject curriculums are being delivered well. Teachers benefit from subject-specific training which helps them to deliver the curriculum with confidence. In the main, teachers explain concepts clearly to pupils. Teachers routinely check that pupils have understood prior learning before introducing new learning. This helps teachers to identify and address pupils' misconceptions as soon as they arise. As a result, most pupils achieve well.

Leaders have prioritised reading. Teachers check how fluently and accurately pupils can read when they join the school in Year 3. Skilled staff support pupils who are behind with their reading knowledge to catch up quickly. All pupils are encouraged to read carefully selected, high-quality books. However, some older pupils do not read as regularly as pupils in younger years. As a result, they do not continue to develop their reading skills or broaden their vocabulary as much as they should.

Leaders are vigilant when identifying the additional needs of pupils with SEND. Teachers are furnished with detailed information and training, which helps them to support pupils with SEND effectively. Teachers are skilful at making appropriate adaptations to the delivery of the curriculum for these pupils. Leaders work well with outside agencies, when required, to make sure that pupils with SEND receive the extra support that they need.

Leaders ensure that staff are consistent when applying the behaviour policy. For example, teachers deal with pupils' misbehaviour as it arises. They have effective strategies in place to prevent any repeat incidents. As a result, pupils understand how to behave well. They learn without disruption.

The wider personal development of pupils is a priority for leaders. Pupils are taught how to look after their mental health and how to have a healthy body. A strong programme of physical activity is in place, including a wide range of sports and games for all pupils during the school day. Pupils are also guided to become responsible citizens, for example through learning about equality and diversity and through carrying out volunteering work in the local community.

Governors know the school well. They work closely with leaders to provide effective support and challenge. Staff feel valued by leaders and appreciate that leaders are mindful of their workload and well-being. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. All staff receive up-to-date safeguarding training. Leaders use safeguarding information well to inform the curriculum and ensure that pupils are taught how to keep safe. This includes staying safe online.

Staff are vigilant in identifying any concerns that they may have about a pupil's welfare. Clear procedures are in place to ensure that vulnerable pupils and their families receive timely and appropriate support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not finalised the organisation of the essential knowledge that pupils should learn. On occasion, this hinders teachers from designing learning that builds on what pupils know already. Leaders should ensure that teachers are clear about the order in which to deliver key knowledge to pupils. This is so that pupils can deepen their knowledge over time.
- Some older pupils do not read as often as they should. This sometimes hinders the development of their reading skills and wider vocabulary. Leaders should ensure that older pupils continue to benefit from opportunities to read regularly and widely. This is so that these pupils can develop their reading fluency and increase their vocabulary.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	106063
Local authority	Stockport
Inspection number	10291396
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	345
Appropriate authority	The governing body
Chair of governing body	Nick Kokkinis
Headteacher	Judi Cliff
Website	www.nevillroad-jun.stockport.sch.uk
Date of previous inspection	20 and 21 June 2018, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- The inspector held meetings with governors, the headteacher and other staff.
- The inspector met with a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons and met with teachers. She spoke with some pupils about their learning. She also looked at a sample of pupils' work.
- The inspector listened to pupils read with a familiar adult. She also discussed the curriculum with leaders in other subjects.

- The inspector scrutinised a range of documentation, including that relating to safeguarding. She spoke with leaders, staff and pupils about safeguarding.
- The inspector spoke to staff about their workload and well-being.
- The inspector observed pupils' behaviour as they moved around the school, in class and the outdoor play area.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. The inspector also considered the responses to Ofsted's surveys for pupils and staff.

Inspection team

Eleanor Overland, lead inspector

His Majesty's Inspector

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