

The Nyland Campus

Inspection report

Unique Reference Number	126544
Local Authority	Swindon
Inspection number	354189
Inspection date	19 October 2010
Reporting inspector	Steffi Penny HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Special
School category	Community
Age range of pupils	6–11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	The governing body
Chair	Ian Cooke
Headteacher	Lauren Connor
Date of previous school inspection	23 September 2009
School address	Nyland Road Nythe Swindon SN3 3RD
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors during a special measures monitoring visit of the school. The inspector observed six lessons and all six teachers. She observed the school's work and looked at documentation including pupils' work, the school's planning, policy documents, and arrangements for safeguarding.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

The consistency among staff in the awarding of merits for positive behaviour and the carrying out and acting upon risk assessments to ensure the health and safety of pupils and adults.

The use of assessment systems for tracking pupils' progress over time and how well teachers use this information to guide their lesson planning to ensure that their teaching meets pupils' individual learning needs.

How the curriculum engages pupils and meets their emotional and academic needs.

The governing body's skill in checking and challenging the school's performance and in ensuring that statutory requirements are met.

Information about the school

Nyland Campus, formerly Nyland School, is part of a hard Federation with Moredon Primary and Nursery School, Rodbourne Cheney Primary School and Moredon Children's Centre. This federation came into being on 23 September 2010. The campus now provides services for the whole of Swindon, for children of primary age who have behavioural, social and emotional difficulties. Services include assessment places, nurture outreach and full-time places for boys and girls aged 6'11.

The vast majority of pupils are of White British heritage and nearly all of them are boys. The proportion of pupils known to be eligible for free school meals is above the national average. A small number of pupils are in the care of their local authorities. The school has 27 pupils on its full-time roll and three pupils in the assessment class. All pupils have statements of special educational needs for behavioural, social and emotional difficulties.

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

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Since the last inspection outstanding progress has been made at the Nyland Campus so that the school now provides a satisfactory quality of education for its pupils. There are many good features. Its greatest strength lies in the quality of its leaders and managers. Their swift action has ensured that the school's priorities centre on pupils' learning and that statutory requirements are met. Senior staff and governors have a good understanding of the school's performance and have identified accurately how provision might be improved. Analysis is now accurate, regular and able to help staff provide challenging learning targets. The school is aware that all staff need to use all of the information that they have about pupils in a holistic manner to be able to continue to improve pupils' achievement.

Teaching and learning are overall satisfactory. Pupils now have an increasing desire to learn, as seen by the increase in attendance of the vast majority. This is in large part due to the exciting and innovative curriculum now on offer. Many of the current developments have occurred in the last six months and have not yet had time to make a significant difference to pupils' achievements, which are satisfactory

Adults consistently give green apple award merits for positive behaviour. Consequently, pupils are becoming more aware of the consequences of their actions and now also try to help each other remember what the right choices are. Some pupils still struggle to follow the rules, but lessons are now far calmer and far more learning takes place.

Health and safety audits and risk assessments are appropriate, regularly carried out and acted upon. The common assessment framework process is used very effectively to support families who are vulnerable owing to their circumstances and for children who are in the care of the local authority.

The focus on developing teaching and learning is well placed and key members of staff, at all levels, are clearly helping to lead by example and drive improvement. These factors, along with strong, stable leadership and good governance, have provided the school with clear direction and high expectations, giving the school good capacity for further sustained improvement.

What does the school need to do to improve further?

- Increase the number of lessons in which pupils make good or outstanding progress by:

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- ensuring that all staff are involved in using rigorous assessment that combines data on behaviour, attendance, attainment and underlying special educational need
- using the combined assessment data to develop and improve behaviour and learning pathways.

Outcomes for individuals and groups of pupils

3

When they join the school pupils have had poor experiences of education and they often have very low levels of self-esteem. Although attainment is lower than that seen nationally for children of their age, the pupils' achievements are satisfactory and rapidly improving, from exceptionally low starting points.

Current data on pupils' attainment demonstrate that the school's targets for each individual are suitably challenging. Because pupils are now involved in choosing their own topics to learn about, they are enjoying their lessons far more and their behaviour has improved. Consequently, learning has improved and they are making better progress.

In the best lessons pupils remain on task and have a go at difficult work because the ethos and atmosphere in the lesson is one of safety, with adults providing support and encouragement. In physical education lessons they develop good team skills, supporting each other through completing an array of physical tasks in a good-humoured competition. This is just one example of the many varied ways that the curriculum helps to ensure that students' spiritual, moral, social and cultural development is good.

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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	4
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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Classrooms are exciting and welcoming environments with good quality resources. The attractive displays strike just the right balance between supporting learning and celebrating pupils' achievements. Teaching has significantly improved since the last inspection, with staff using a wider range of techniques and activities to appeal to different learning styles. Staff also have a much better knowledge of pupils' capabilities and interests, and use this to target learning to meet individual needs better in lessons. Additional adults are beginning to have a greater impact on learning as well as being more consistent in using praise for good behaviour. In the best lessons these remarks are not intrusive and do not interrupt the flow or pace of the lesson.

The greatly improved curriculum has resulted in pupils being more interested in their learning. The school has done this through pupils being actively encouraged to be involved with their learning through the introduction of fortnightly topic assemblies. The pupils collectively choose topics, for example, 'Pok??mon', and 'Armies and Soldiers'. These topics are then developed into curriculum plans covering the National Curriculum and others areas of learning to meet pupils' needs. Senior leaders also choose topics such as 'Dragons' to take advantage of external opportunities, in this case a trip to the cinema to see the newly released film, How to Train Your Dragon. This is also an example of the increased range of enrichment activities available, along with swimming and ice skating for some year groups.

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The good care, guidance and support that pupils receive put them in a position to be ready to learn and to understand the consequences of their actions. The school is able to do this through its federation and good partnership work with other agencies such as social care and services like the police.

These are the grades for the quality of provision

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The executive headteacher's drive and ambition have been fundamental to moving the school forward. The effectiveness of the governance to support and challenge the school has improved significantly since the last inspection following the federation. Governors and the senior leaders now provide a clear vision for the development of the school and the federation as a whole. This, the consistent drive for improvement, and the capacity for future improvement through the already good partnership working with other settings and outside agencies, is making a significant difference to the future life chances of the pupils.

The school promotes equal opportunity and tackles discrimination well. The school's work is focused successfully on providing pupils with equal opportunities through the high quality strategic curriculum mapping and improvements made to pupils' behaviour.

Safeguarding arrangements are good and designed specifically to meet national requirements as well as the pupils' additional needs. Checks have been made on all adults who work within the school and a single central record is maintained and updated when needed.

Community cohesion is satisfactory. The federation demonstrates a strong commitment to promoting cohesion both within and beyond each part of it. The school has undertaken an audit of its work and can clearly identify its current impact, with effective plans to develop aspects further. Resources are used effectively to achieve satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The school keeps parents and carers very well informed about the progress that their child is making. This is done through formal arrangements such as parents' evenings as well as on a daily basis through home'school journals and phone calls home.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



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20 October 2010

Dear Pupils

Inspection of The Nyland Campus, Swindon SN3 3RD

As you know, I came to your school to see how well you were getting on with your learning and to see how well adults help you. I think that your school has improved dramatically over the last year. It provides you with a satisfactory education and has many good parts.

This is what I think your school does best:

You are trying harder to control your behaviour and enjoy your learning more by making a greater effort to do your best in all your lessons.

The subjects and topics that you do are more exciting now and are helping you understand more about the world and what it has to offer you as well as making learning more fun.

Adults have a better understanding about what each of you needs to learn because they share information better.

The staff at the school work hard with other adults to help make sure you are kept safe.

You have such wonderful adults who are always looking for ways to make your school an even better place to be. I have asked them to make sure that your learning continues to improve. You can help by remembering your targets and letting adults know when your work is too easy or too hard.

I hope that you continue to enjoy your learning and do your best. If you want to see the full report please go to our website which is at this link: www.ofsted.gov.uk

My very best wishes for the future.

Yours sincerely

Steffi Penny

Her Majesty's Inspector

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