

Nailsworth Church of England Primary School

Inspection report

Unique Reference Number	115637
Local Authority	Gloucestershire
Inspection number	357790
Inspection dates	17–18 May 2011
Reporting inspector	Mary Davis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair	Sean Davis
Headteacher	Vincent Southcott
Date of previous school inspection	27 November 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and all 7 teachers. Inspectors held meetings with groups of pupils, members of the governing body, staff, and groups of parents. They observed the school's work and looked at policies, development planning, data related to the tracking of pupils' progress and senior leaders' monitoring of teaching and learning. Inspectors also looked at safeguarding documents, minutes of the governing body, pupils' work and 111 questionnaires from parents and carers, together with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It explored the learning and progress of groups of pupils in current classes, and investigated how effectively leaders have addressed the recent decline in attainment and progress and sustained the improvements in attainment shown in 2010.
- It looked at how consistently aspects of provision, particularly the quality of teaching, are raising achievement across the school.
- It looked at how well pupils understand their targets and how to improve their work.
- It evaluated how well the school promotes community cohesion and the impact of this on pupils' understanding of children in other contexts.

Information about the school

Nailsworth Church of England Primary is a smaller than average school of its type. The proportion of pupils from minority ethnic backgrounds is half the national average, and the proportion who speak English as an additional language is low. The proportion of pupils with special educational needs and/or disabilities and of pupils known to be eligible for free school meals is average.

There has been a considerable turnover in staffing and leadership since the previous inspection, including long-term sickness and teachers leaving for promotion. The current head teacher was appointed in April 2009. There is a privately run nursery on the same site.

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

3

Main findings

Nailsworth Church of England Primary school provides a satisfactory quality of education. The considerable recent turbulence of staffing and leadership since the last inspection resulted in a significant fall in achievement and other outcomes, particularly behaviour. The school has successfully addressed these issues and the strategies established are now beginning to show an impact. Pupils say that they feel safe, well known and cared for and parents strongly support this view. The school is gradually being refurbished and most areas are light and spacious with inspirational displays that promote creativity and provide opportunities for role-play that excite and engage pupils in their current topic.

Attainment has fluctuated over the past three years, falling to levels in 2009 that were significantly below the national average. Leaders have successfully addressed this decline so that in 2010 attainment rose to broadly average levels. The schools' tracking of pupil's progress indicates that the current Year 6 have sustained this improvement, particularly in mathematics. Rates of progress over the past three years have been below expected levels but are also on the rise. During the inspection progress was seen to be satisfactory.

Pupils have positive attitudes to learning and, when teaching is of good quality, they behave well, are excited by the tasks set for them and make good progress. This is however, not consistently the case across the school. Pupils make a strong contribution to the school community, particularly in taking responsible roles and charity fund raising and other enterprise activities. They have a clear understanding of right and wrong and are indignant when a small number of pupils disrupt their learning through poor behaviour. They get on well with each other and respond particularly well to opportunities provided for reflection in assembly. Although they have a good understanding of different religious beliefs, the school recognises that pupils' have little understanding and first-hand experience of life in multi-cultural Britain and of children in international contexts.

Leaders have taken robust action to improve the quality of teaching and, during the inspection, teaching was seen to be satisfactory overall with no inadequate lessons observed. Relationships between teachers and pupils are consistently strong and the 'behaviour ladder' has been particularly effective in helping teachers manage unacceptable behaviour. During the inspection unsettled behaviour was only seen where pupils were not engaged in the task set for them, because it was not sufficiently challenging or exciting. Teachers generally plan well to meet the needs of different abilities within their class, providing a range of resources that provide appropriate support and challenge. However, their expectations of what their pupils can achieve are sometimes too low particularly for the more able pupils. The pace of learning overall is too slow. In the best lessons, teachers use assessment well to support learning. This is not consistent however and the standard of marking across the school does not provide sufficient information to pupils about their next steps in learning or how to reach their targets.

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The curriculum is adequately matched to pupils' needs and interests and the thematic approach engages pupils' interest, particularly in Key Stage 1. The school cares for its pupils well. Those with special educational needs are well supported, as are those for whom circumstances make them vulnerable. Induction into the school is well managed as a result of the good partnerships between feeder nurseries, and parents and carers are very positive about the way their children are enabled to settle quickly when they start in the Reception class. Good partnerships support learning and well-being, including those with local youth groups to promote support for young people once they have left the school. Although these and other links with the local community are good, the school recognises that community cohesion, particularly the forging of national and international links, are currently underdeveloped, so pupils understanding of other cultures is limited. There are currently no plans in place to address this.

The head teacher is overcoming the recent staffing difficulties and is beginning to establish an effective leadership team who will support him in his drive to raise achievement. The quality of teaching and learning is rigorously monitored and appropriate support and training provided. Leaders and managers, including the governing body have a clear understanding of the schools' strengths and areas for development and resulting actions are now beginning to have an impact on raising pupil outcomes. The school is now beginning to show improvements following a period of change and leaders currently demonstrate a satisfactory capacity to sustain these improvements.

What does the school need to do to improve further?

- Raise attainment and accelerate the pace of learning by:
 - ensuring that teaching is consistently good or better by December 2011
 - raising teachers' expectations of what their pupils are able to achieve, to enable them to provide appropriate challenge, particularly for those of highest ability, to enable pupils to achieve their potential
 - improving the consistency and quality of assessment to support learning in lessons and the marking of work, in order that pupils understand their next steps for learning and how to reach their targets.
- Improve the quality of community cohesion by:
 - providing opportunities for pupils to gain better understanding of children in other contexts, both nationally and internationally.

Outcomes for individuals and groups of pupils

3

Pupils generally enter Year 1 with skills that are broadly average in most areas of learning. Despite the low attainment at the end of Key Stage 2 in 2009, taken over the past three years, attainment has been average. Pupils enjoy their learning and are keen to do well. They cooperate well in group and paired work and support each other in their learning. In the best lessons, pupils show excitement, for example when given the opportunity to demonstrate adverbs through role-play or when Year 1 pupils work out what change they would have after buying a toy and show that they can count backwards using a number line.

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When learning is made relevant to their understanding, as in these examples, they learn well. When pupils do not understand the purpose of the task they are set or the task goes on for too long, they begin to fidget and the pace of learning slows. The very few pupils who speak English as an additional language and those with special educational needs and/or disabilities make equal progress to their peers as a result of the good level of support that they receive.

Pupils say that there is always an adult who will look after them if they are upset and say that incidents of bullying are managed effectively and is given a high profile in assemblies. They have a good understanding of how to keep themselves safe including e-safety. Large numbers participate in sport, including rugby, cricket and swimming, supporting their physical health. Older pupils support younger ones, for example Year 6 'buddy' Reception children throughout the year.

Members of the school council take their roles seriously in representing their peers. Charity fund-raising is often initiated by pupils, for example to support earthquake victims in Japan. Year 6 pupils also sold biscuits to raise funds for their residential week at an outward-bound centre. Pupils' attendance to school is above average. Their average basic skills in literacy, numeracy and information and communication technology, prepare them satisfactorily for their future learning.

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	3
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	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3

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

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How effective is the provision?

Warm relationships are seen in every classroom promoting positive attitudes to learning. Teaching assistants are used well to support individuals and groups within each class and good teamwork is evident between adults. Although teachers generally plan well to meet the differing needs within their class, this is most effective in literacy and numeracy lessons. In other areas of the curriculum, there is less rigour in the planning and preparation of resources, so that all pupils undertake the same task and are not always challenged according to their ability. This results in pupils, particularly in large classes, not being fully engaged and becoming restless.

The best teachers skilfully evaluate the learning taking place using probing questioning and adapt their teaching in order to address misunderstanding and move pupils on quickly once they understand. Here, pupils have a good understanding of how to achieve the highest level, using clearly expressed success criteria, enabling them to independently evaluate their own work and make improvements. Sometimes teachers miss opportunities to promote independent learning and fail to build progressively on prior learning by providing clear steps towards a target.

Curriculum is satisfactorily adapted to meet the needs of most pupils. The provision for information and communication technology is satisfactory. Interactive white boards are used by teachers to enhance learning but opportunities are sometimes missed to enable pupils to use them to demonstrate their answers. The curriculum includes French, sport and art which are taught by specialist teachers. Cross-curricular themes are serving to engage pupils' interest, for example, the space study in Key Stage 2 and the 'Wizard of Oz' topic in Key Stage 1. These also provide good opportunities for writing. There is a good range of clubs and enrichment opportunities including visits to places such as the Olympic stadium. Pupils express pride in their preparations for the school show.

Pupils are known as individuals and are confident in the school's ability to help them. A small nurture group supports a few children effectively at the start of the day. Targeted support for those with special educational needs and/or disabilities includes a wide range of external support, including that to support those with behaviour difficulties. This care has resulted in these pupils making significant progress due to the individual care they have received. Previously high exclusion rates have fallen as a result of the consistent approach to behaviour management although pupils still express concern that some teachers need to be stricter. Support for families to promote good attendance has been particularly effective.

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	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The head teacher has consistently high expectations of his staff and has placed raising the quality of teaching as his first priority. A considerable amount of support has been provided to establish assessment to support learning, including the opportunity to observe good practice in other schools. Middle leaders, although new to their roles, are being well supported and have a good understanding of what they need to do to raise achievement in their areas. The governing body, many of whose members are also new to their role, are building relationships with staff and parents.

Although systems to hold the school to account are at an early stage of development, they undertake their statutory roles satisfactorily and ensure the safety of staff and pupils. Safeguarding procedures and policies are robust, and are well monitored and evaluated. Training is recent and includes all adults. There are secure procedures for child protection, including record keeping.

The school seeks to engage parents and carers through a variety of media, and provides opportunities for parents to be involved in their child's learning. For example, there is a weekly opportunity for parents and carers to see their children's work before watching the celebration assembly. Leaders have established good partnerships with schools in the cluster providing support for teaching and enhancing the curriculum. Leaders have relevant information about the performance of different groups of pupils and are able to demonstrate that all groups make equal progress and that there is no discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides a light, airy and inspiring setting and children enjoy their learning. All areas are steadily improving from the dip in 2009 and are now

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satisfactory, as a result of the good teamwork between adults in this area. Children are well cared for and safeguarding procedures are secure. Children join the Reception class with skills that are similar to those expected for their age although skills in communication and language skills and linking sounds and letters are sometimes lower. By the end of the year children reach broadly average levels in most areas of learning but there is some variation, with creative development being lower than national average. Previous underachievement in writing has been addressed, securing better progress during the current year.

Good relationships exist with parents and carers who value being able to support their child's learning at home. 'We could not ask for more from the Reception teacher and teaching assistant' was typical of comments made by parents. Teaching is satisfactory. Pupils sometimes take too long to settle to a task and opportunities are sometimes missed to establish good behaviour and listening skills that will prepare children for their future learning in Key Stage 1. Classroom routines are not fully established so that children sometimes run around without being checked.

Many aspects of the curriculum are good and are thoughtfully organised both inside and outdoors around interesting themes, and there are good opportunities to put learning in to real-life contexts. The Early Years Foundation Stage leader has led many improvements, and is taking an active role in promoting letters and sounds across the school. Self-evaluation procedures and action planning are secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents who responded to the questionnaires was much higher than usual. Those parents and carers who responded were overwhelmingly positive about the way their child enjoys school and that the school provides good care. A few parents and carers expressed concern about incidents of bullying and playground safety but children told inspectors that the school always ensures their safety and deals with bullying well. Several responses expressed concern about the high turnover of staff but many of these agreed that it was beyond the school's control. Other views included a concern that parents and carers are insufficiently involved in decision making. The inspection found that the school works hard to engage parents and welcomes suggestions and comments. A small minority of responses expressed concern about behaviour management, but inspectors found behaviour to be satisfactory overall and that pupils behave well when they are engaged in their learning. The majority of parents and carers agreed that the school is well led and managed, although some expressed concerns. Inspectors found that

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the school is currently appointing staff to strengthen the leadership team in view of recent staff changes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nailsworth Cof E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 111 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	56	48	46	4	4	0	0
The school keeps my child safe	55	52	51	49	2	2	3	3
My school informs me about my child's progress	38	36	60	57	13	12	0	0
My child is making enough progress at this school	36	34	57	54	12	11	1	1
The teaching is good at this school	49	47	48	46	11	10	2	2
The school helps me to support my child's learning	34	32	63	60	9	9	2	2
The school helps my child to have a healthy lifestyle	40	38	61	58	10	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	34	55	52	10	10	1	1
The school meets my child's particular needs	33	31	64	61	11	10	1	1
The school deals effectively with unacceptable behaviour	28	27	52	50	18	17	9	9
The school takes account of my suggestions and concerns	29	28	59	56	12	11	9	9
The school is led and managed effectively	35	33	48	46	21	20	6	6
Overall, I am happy with my child's experience at this school	48	46	47	45	11	10	4	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



19 May 2011

Dear Pupils

Inspection of Nailsworth CofE Primary School, Stroud, GL6 0ET

Thank you very much for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We particularly enjoyed your beautiful singing in assembly.

Our inspection has judged that you go to a satisfactory school. The care that the school provides for you is good and, as a result you feel safe and well cared for. The standards that you reach are steadily rising, and overall are currently typical of pupils your age. However, we feel that teachers can help you do even better. Some of you told inspectors that you are concerned about the few pupils who disrupt your learning. Overall, we found that behaviour is satisfactory. You behave particularly well when teachers provide exciting tasks for you to do. You enjoy your lessons and all the activities that are provided for you, including all the clubs, sport and music. Most of your teachers provide lessons that are interesting, but we feel that some of you find the work too easy. Therefore, we have asked teachers to challenge you more. You know your targets, but we feel that teachers' marking does not always tell you what you need to do to improve your work. Consequently, we have asked your teachers to make this clear for you. You make a good contribution to your school community and are polite and welcoming to visitors and kind and considerate to those around you. However, we think that you have little experience of how children from different backgrounds, both in other areas of Britain and internationally. We have asked the school to provide opportunities for you to gain a wider understanding of these communities.

The leaders of the school are working hard to make sure you learn well and develop well as young people. You can help them by behaving well and continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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