

# Nursted Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	132832
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	381476
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Geoff Cresswell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adrian Sharman
<b>Headteacher</b>	Tim Heath
<b>Date of previous school inspection</b>	10 March 2009
<b>School address</b>	Brickley Lane Devizes Wiltshire SN10 3BF
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	3–4 November 2011
<b>Inspection number</b>	381476

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons led by 10 teachers. Meetings were held with members of the governing body, the headteacher, members of staff and groups of pupils. The inspectors observed the school's work and looked at school planning, assessment and attendance data, samples of pupils' work and a number of policy documents. The inspection team received 100 questionnaires from parents and carers and also evaluated those from pupils and school staff.

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

- The degree to which the school is successful in boosting progress in mathematics.
- The degree to which pupils who are designated as 'School Action Plus' on the school's special educational needs register are enabled to progress well.
- The effectiveness of the teachers in organising lessons so that pupils are both challenged and supported as the need arises.
- The effectiveness of developing leaders from among the school staff who are not on the senior leadership team.

## Information about the school

Nursteed Community Primary School is an average-sized primary school. Most pupils come from White British backgrounds and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is lower than average.

Children join the school in the Reception class. There is a privately run Early Years Foundation Stage setting on site which takes children prior to the Reception Year and is inspected separately. The school is organised into one class per year group. Since the previous inspection, the number of pupils on roll has increased by 28 due to many more pupils joining than leaving. The school has been awarded the Activemark and Artsmark gold status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

A striking feature of the ethos of Nursteed Community Primary School is the drive for improvement that pervades the school in an atmosphere of enjoyment and positive relationships. Parents and carers are overwhelmingly positive about their children's experiences in school and rightly consider their children, who are also very positive about school, to be making good progress and achieving well. This progress applies equally to boys and girls and to all groups, including pupils who have been designated as 'School Action Plus'. The improvement in progress since the last inspection is due to the effectiveness of measures taken to improve teaching, which is now good. In particular, lessons are prepared that allow all ability groups to do well. This is especially true in English, where the consistently good quality of lessons is driven by the teachers' good knowledge of the subject. This consistency has not been achieved in mathematics. Although progress made by pupils is good overall, not all teachers have the same high level of subject knowledge. The school has been quick to spot this, largely due to the very effective use of detailed information that comes from tracking pupils' progress. The school has begun action to address the issue and this is reflected in the good teaching observed during the inspection. At present, while pupils use reading, writing, and information and communication technology (ICT) skills well to improve learning in many other subjects, they have fewer opportunities to use their mathematical skills.

A significant factor in the pupils' enjoyment of school is the imaginative and stimulating use of the curriculum which engages the pupils' interest and releases their enthusiasm. One parent commented, '...both ourselves and our child cannot wait for her learning journey to progress throughout the school.' A particular strength is the impact of art on school life. The result is art work of a high quality that enhances the study of other subjects. The pupils have a clear understanding of the next step needed to improve their artwork. Pupils are not always given such good guidance on how to improve on a day-to-day basis in other subjects. While there are many examples of good practice, this is not consistent across the school. The same is true regarding the opportunities for pupils to investigate and explore, following their own paths of enquiry. Very good opportunities are given in subjects such as art and history, but good practice is not consistent throughout the school in all subjects.

The drive for improvement is shared by the governing body which has a good understanding of the strengths and weaknesses of the school, aided by the school's detailed, accurate and astute self-evaluation. The governors have a clear vision for the future of the school, expressed in a detailed plan. The success in improving

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pupils' progress and the quality of teaching, driven by effective initiatives at all levels of leadership, and based on detailed plans arising from accurate self-evaluation, means that the school has a good capacity for sustained improvement.

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

- Achieve greater consistency in the good progress made by pupils by:
  - providing professional development training to be completed by April 2012 that will increase teachers' subject expertise in mathematics
  - devising and implementing by July 2012 a set of agreed assessment strategies to enable pupils to better understand the next steps in their learning on a day-to-day basis.
- Extend best practice in engaging pupils in the vibrant curriculum by reviewing planning so that:
  - pupils have opportunities to apply their mathematical skills both within specific mathematics lessons and in other subjects, to be evidenced in all pupils' work by July 2012
  - pupils have opportunities in all subjects to investigate and explore, following their own paths of enquiry, to be evidenced in pupils' work by December 2012.

**Outcomes for individuals and groups of pupils****2**

A third of the children who joined the school's Reception year had skills below the expected level for their age. They, and pupils throughout the school, are making good progress. Within the good progress made by pupils in English, progress in reading is slightly better than that in writing. This is because the good practice in reading has been in place longer and the learning observed in lessons reflects this. Having said this, pupils' work shows an improving quality in writing and pupils' enthusiasm shines through. However, the slight imbalance between reading and writing is reflected in the attainment of the oldest pupils. Despite the good progress, attainment for the current Year 6 is average in English and mathematics. This reflects lower starting points for these pupils. The strongest progress in other subjects is in science and art (recognised in the school's success in gaining the gold standard for the Artsmark). The quality of experiences in art and the opportunities for extended writing also contribute to good spiritual development by allowing pupils to use imagination and creativity in their learning. Good progress in science is evident in the systematic development of skills observed in the classroom and in the pupils' work during the inspection.

Pupils with special educational needs and/or disabilities are learning at a good rate relative to their starting points. The inspection found that pupils designated as requiring specific help to meet their needs are progressing well. No specific groups or individuals are missing out on the good learning taking place.

Pupils' attendance is above average, a reflection of their enjoyment of school. The

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vast majority are punctual. Behaviour out of lessons is also good and contributes to the orderly, positive school environment where pupils have a clear understanding of right and wrong.

Pupils have a very good attitude to learning and get on with their work. They get on well with one another and collaborate very well in lessons. They readily take on responsibility beyond the classroom and have a positive involvement in the community, for example by running a recycling scheme. Pupils say that they feel safe and know what to do to remain safe. They are very active in school (recognised in the Activemark award) taking part in a very good range of physical activities, informally at breaktimes, in lessons and through numerous sporting events including competitive games in which the pupils enjoy considerable success. They have a good understanding of what constitutes a healthy lifestyle.

The pupils’ cultural development has improved since the last inspection because of a concerted effort to give the pupils new cultural experiences, such as ‘Go Global Week’, and the pupils have responded well to this broadening input.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Common strengths in teaching ensure that pupils are very well engaged in lessons. In particular, teachers have good relationships with the pupils and make it clear what

<sup>1</sup> 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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they want the pupils to do and achieve in the lessons. They use questions well to help pupils understand better. The inspection focused on how well tasks are matched to the ability of pupils so that they are challenged and how well pupils are supported if they get into difficulty. Teachers are doing both well. Teaching assistants also play a significant role in enabling pupils with special educational needs and/or learning difficulties to take part fully in the learning experiences. Teachers notice when activities turn out to be too easy or too difficult during the lesson and change what they ask of pupils so that work is at the right level of difficulty.

Teachers know pupils well and the very thorough tracking of individual pupils ensures that progress is carefully monitored. There is a good ethos of care in the school that is recognised by pupils, parents and carers, and staff. New pupils, who have recently arrived in the school in relatively high numbers, settle in quickly and are well cared for. Pupils very much appreciate the very good range of extra-curricular activities provided by the school, from hockey to robotics.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders set the pace in driving through significant improvements aimed at raising pupils’ attainment. The issues from the last inspection have been addressed successfully. One such issue is community cohesion. The school has rightly prioritised the need for pupils to understand communities very different to its own. Links have been established with a school in Finland and the link with a French school has not only increased the appreciation of different types of communities, but also helped in the learning of French.

Leaders outside the senior management team are having a significant impact. The good progress in writing, and in science and the establishment of French teaching, are all examples of this impact. Leaders of teaching and learning identify issues accurately and take effective action, such as the introduction of mathematics games that promote pupils’ skills, confidence and enjoyment of the subject.

The governing body takes a robust view of its role, holding the school to account and developing the governors’ own skills in the process. The potential for dependence on a highly committed core of governors has been recognised, and, following an audit of skills, more governors are using their expertise, exemplified by the involvement during science week of a governor who is an architect. Parents and carers are also

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regularly involved in the life of the school, for example, in the development of the school grounds, and the vast majority consider that they are well informed and listened to.

The school has developed effective partnerships with local schools that enable staff to share expertise and ideas within the school cluster. This is improving provision. An effective partnership with the Education Welfare Service has helped to maintain above average attendance. The school is rigorous in its use of data on pupils’ performance to follow up any groups of pupils who appear not to be progressing as well as they should. Boys’ progress in reading is a recent target, and the latest results show no significant gender gap in pupils’ performance. The effectiveness with which the school promotes equality of opportunity in this way is good. The consideration given to each individual is also reflected in the way the school works with other agencies to target specific safeguarding concerns. Detailed case studies demonstrate this, and the strong emphasis on safeguarding is reflected in the up-to-date training of staff and the good quality training in child protection.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage, particularly in their personal, social and emotional development, writing, calculating, knowledge and understanding of the world, and creative development. Children settle into the Reception class quickly. The positive and purposeful ethos enables children to feel secure and they thrive in the relaxed and happy atmosphere. Parents and carers



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appreciate the positive start to school, enhanced by prior home visits from the staff. This settled start is helped by good links with the privately run Early Years Foundation Stage setting for younger children on the school site. Children quickly learn to begin to cooperate and collaborate with one another, supported by the very good role model provided by the staff. Children are observed and assessed carefully and this ensures that individual needs are met, regardless of the level of skills they acquired before starting school.

Staff focus well on imaginative learning activities that enable children to progress well. There are good opportunities for creative development, such as the construction of rocket fireworks in junk modelling. Good links are made between different aspects of learning, such as the variety of learning experiences during a walk through the school’s wildlife area. The space outside the classroom is also a good resource, although the activities planned for this area do not always have a clearly defined benefit for the children.

The leader of the Early Years Foundation Stage has established a strong and committed team who work well together and link effectively with Year 1 through good communication and detailed record keeping.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Over half of the parents and carers returned the questionnaire. There was overwhelming support for the school and its work, with hardly any concerns. In written comments, a few parents and carers were concerned that the individual needs of their children were not being met. During the inspection, all the pupils’ needs were addressed well by the school, enabling all groups of pupils to make good progress. The parents and carers consider that their children are safe and happy, that the school is led well and that they are kept well informed. The positive comments particularly emphasised the skill and care of the staff.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nursteed Community 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	75	24	24	1	1	0	0
The school keeps my child safe	78	78	21	21	0	0	1	1
The school informs me about my child’s progress	70	70	24	24	6	6	0	0
My child is making enough progress at this school	63	63	31	31	4	4	2	2
The teaching is good at this school	68	68	26	26	4	4	0	0
The school helps me to support my child’s learning	67	67	27	27	4	4	0	0
The school helps my child to have a healthy lifestyle	57	57	41	41	2	2	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)	68	68	27	27	2	2	0	0
The school meets my child’s particular needs	70	70	25	25	1	1	1	1
The school deals effectively with unacceptable behaviour	61	61	32	32	3	3	3	3
The school takes account of my suggestions and concerns	62	62	32	32	3	3	3	3
The school is led and managed effectively	75	75	21	21	1	1	3	3
Overall, I am happy with my child’s experience at this school	79	79	18	18	2	2	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



8 November 2011

Dear Pupils

**Inspection of Nursteed Community Primary School, Devizes SN10 3BF**

Thank you for being so friendly and helpful when we came to school recently. You showed us how well behaved you are and how much you enjoy your time in school. Here are some of the other good things we found from our visit.

- You make good progress in your work.
- You have lots of fun in your learning and work very well together.
- You are especially good at art.
- You are taught well and you think that you learn a lot in lessons.
- You think that your teachers care about you and you feel safe.
- Your headteacher and other staff are working well together to make your school better and you think that they are doing a good job.

We have also written about some things that will improve your school.

- We have asked your teachers to get together to help each other make mathematics lessons even better.
- You should find out from the teacher every day what you need to do next to make you even better at your work.
- You should use the mathematics that you know in more interesting and exciting ways, and you can help your teacher by looking out for ways to do this.
- You should have the chance to investigate and explore for yourself in all your subjects, just like you do in art and history. Try doing this more at home.

We hope you all do well in your school work.

Yours sincerely

Geoff Cresswell  
Lead inspector

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