

Nunnery Wood Primary School

Inspection report

Unique reference number	116754
Local authority	Worcestershire
Inspection number	395370
Inspection dates	10–11 May 2012
Lead inspector	Michael Farrell

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	304
Appropriate authority	The governing body
Chair	Mike Smith
Headteacher	Sue Mason
Date of previous school inspection	19 November 2008
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Age group	4–11
Inspection date(s)	10–11 May 2012
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Introduction

Inspection team

Michael Farrell Additional Inspector

Veronica McGill Additional Inspector

Mary Le Breuilly Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed nine hours of teaching in 14 lessons taught by 10 teachers. They held meetings with groups of pupils, parents and carers, governors, partners to the school, and staff. Inspectors observed the school's work, and looked at a range of documents including those relating to safeguarding, school development planning and the school's analysis of pupils' achievement. They scrutinised responses to the inspection questionnaire from 77 parents and carers.

Information about the school

This is a larger than average-sized primary school, whose pupils come from a wide area and from varying socio-economic backgrounds. The percentage of pupils known to be eligible for free school meals is lower than the national average. A tenth of pupils are supported through school action plus or a statement of special educational needs. About a tenth of pupils speak English as an additional language. The Early Years Foundation Stage comprises children of Reception age in two mixed classes that also include pupils in Year 1. Reception children and Year 1 pupils work together at some of the time and separately at other times.

Since the previous inspection the school has experienced considerable staffing difficulties, affecting teaching staff and middle and senior leadership, through absences and departures. The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

The school includes specially resourced provision for pupils with special educational needs, known as the school's language development unit. The local authority funds 10 places for pupils with statements of special educational needs related to speech, language and communication. The very few pupils currently supported are taught entirely in mainstream classes.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils achieve well and the headteacher has successfully steered through a challenging period of unexpected very high staff turnover. The school is not yet outstanding because teaching does not consistently promote rapid progress and the highest levels of achievement.
- Children enter the Reception year at below age-related levels, make good progress and join Year 1 with attainment that matches national expectations. Pupils make satisfactory and improving progress in Key Stage 1 and good progress in Key Stage 2 so that they achieve well by the end of Year 6. Different groups, including disabled pupils and those with special educational needs, make good progress.
- Teaching is predominantly good. Teachers have high expectations and manage behaviour effectively. Relationships between staff and pupils are strong. Pupils' assessments of themselves and other pupils are effectively encouraged. Where lessons are only satisfactory, pace is too slow and work not always accurately matched to pupils' learning needs, especially where planning is not detailed enough.
- Pupils behave well in lessons and around school. They are courteous and thoughtful towards others and their spiritual, moral, social and cultural skills and understanding are well developed. Pupils feel safe and greatly trust staff.
- The governing body and the school's leaders liaise closely to support the school's development. Staff performance is well managed and teaching is effectively led so teaching improves. While the curriculum offers stimulating and enriching activities that contribute to pupils' good progress, time spent on subjects other than English and mathematics is being squeezed and assessments in these other areas are not always frequent enough to make certain that good progress is being maintained.

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What does the school need to do to improve further?

- Raise standards, especially in Key Stage 1, through improving all teaching to good or better by:
 - making sure all parts of lessons are matched to the learning needs of pupils, through more detailed planning
 - ensuring lesson pace is always brisk enough.
- Giving greater emphasis to subjects other than English and mathematics and assessing pupils' work in them more often.

Main report

Achievement of pupils

Pupils currently make good progress throughout the school and achievement is good. School data indicates pupils have made satisfactory progress in Key Stage 1 so that by the end of this phase they attain average levels in reading, writing and mathematics. Progress observed in lessons in this phase during the inspection was good, reflecting the current predominantly good teaching and indicating an improving picture. Pupils make good progress in Key Stage 2, leaving with attainment at above average levels in English (including reading) and mathematics. In their reading to inspectors and in class pupils demonstrate a range of strategies to tackle words with which they are unfamiliar and show impressive persistence because staff encouragement has given them confidence to try. This includes some children in the Reception year. Progress is effectively reinforced by structured teaching of phonics and daily dictation practice. Different groups, including pupils who speak English as an additional language, make good progress. Disabled pupils and those with special educational needs achieve well because a range of suitable interventions are provided according to individual needs. For example, the school uses intensive approaches to literacy and numeracy learning where needed. Where boys have made less progress than girls the school has taken suitable action, as in the Early Years Foundation Stage, where a focus on boys' writing has led to improvements. In the last school year, high staff turnover was a major factor in leading to pupils' lower achievement in 2011 and the school has worked tirelessly to rectify this. Parents and carers rightly consider that their children are making good progress.

Reception-age children achieved well in a lesson encouraging communication, language and literacy. This was because activities such as role-play in the garden area were enriched by adults skilfully questioning children about the choice of equipment they might need. Other children examined the life-cycle of a bean and the teacher's focused questions helped them recognise the functions of different parts of the plant. Older pupils achieved well in a mathematics lesson on solving problems with many steps because the tasks to calculate the cost of keeping a pet dog captivated pupils. Several pupils in the class told the inspector how much they enjoy

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mathematics, one commenting: 'I really like maths - my dad does too'.

Quality of teaching

Teaching observed during the inspection was good in the Reception year and mainly good in both Key Stages 1 and 2. The teaching of disabled pupils and those with special educational needs is also good because these pupils receive interventions specific to their needs. Among strengths of teaching are high expectations of staff of progress and behaviour, good behaviour management, strong relationships between staff and pupils, and the effective deployment of teaching assistants. Pupils' are very effectively encouraged to assess their own and other pupils' work. They work with learning partners very well and they understand their learning targets. Behaviour is well managed and pupils are effectively praised for their effort and successes. Where teaching is satisfactory, the pace of learning is not always brisk enough. The work is not pitched sufficiently closely to the learning levels and needs of pupils because teachers' planning is not always detailed enough. Marking is up to date and generally indicates what pupils need to do next to improve their work. Teachers' questioning, including in 'plenary sessions' at the end of lessons, helps establish what pupils do and do not know. The curriculum provides a range of interesting and relevant activities to help learning. Teaching makes a strong contribution to the good development of spiritual, moral, social and cultural development and teachers encourage social skills well, and provide many opportunities for cultural development. Parents and carers have an accurate view of teaching, with one parent stating, 'The teachers are very enthusiastic which encourages parents to want to become more involved'.

Reception age children have a calm, settled start to the day and routines are used well to embed children's understanding of number concepts through encouraging language around months and the weather. Children experience a balance of different activities for example focused work and 'free-flow' activities. A good personal, social, and health education lesson on 'things I am good at' for younger pupils powerfully raised self-esteem because it gave effective opportunities to pupils to reflect on their strengths and to show their admiration for other children. The teacher's comments on pupils' work helped them focus on what they could improve. Pupils in Key Stage 2 achieved well in an information and communications technology lesson. They were highly motivated as the lesson vividly conveyed the importance of not always believing internet sites by introducing unsuspecting pupils to a spoof site for research then revealing the subterfuge. This was followed by high-quality group discussion about evaluating the security of internet sites.

Behaviour and safety of pupils

Inspectors' observations and the school's records show that behaviour is good. A parent stated, 'This is a lovely, caring, friendly school', and parents and carers generally have a positive view of pupils' behaviour. Pupils enjoy school and the range of lessons, trips and clubs they participate in. They are courteous and respectful to each other and to adults. Staff manage pupils' behaviour well so that it is good in

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lessons and around the school. Lunchtimes are sociable occasions with good levels of helpful and encouraging supervision. At playtimes there are many examples of enjoyable, cooperative play led by children. The high expectations and ethos permeating the school helps ensure that even where teaching is satisfactory, behaviour is still good.

In this happy school, pupils grow in confidence and self-esteem because they recognise that the school values them. Attendance is above average and lessons start very punctually because pupils look forward to their learning. Pupils are proud of their contributions to the school council, the eco council, and to assemblies. They can explain what is right and wrong and say that they learn from their mistakes. Pupils are very confident they are safe at school, a view rightly shared by parents and carers. Bullying is a rare occurrence and is dealt with appropriately when it does arise. Pupils recognise different types of bullying including cyber bullying and that sometimes people fall out and 'say rude things'. The personal, social, health and citizenship programme encourages understanding of differences among others. Pupils have confidence in staff to deal with any issues that arise.

Leadership and management

Leaders and managers have steered the school successfully through a difficult period. The headteacher has been vital in keeping the school's clear sense of direction and high staff morale. The governing body is very productively involved in school life. For example, seven governors were working in classrooms by earlier arrangement on one of the days of the inspection. Regular visits by individual governors are supplemented by perceptive written reports. Governors have become more astute at challenging the school's data on pupils' progress. Lessons are accurately and regularly monitored and staff are clear about areas for improvement. School partners strongly contribute to pupils' progress and development. Parents and carers are very supportive and hold the school in high regard. Home learning arrangements involve well-developed homework programmes. A very small number of parents and carers expressed concerns about the effect of high staff turnover on their child's progress. Inspectors understand this concern but also recognise the school's considerable and successful efforts to put this right. The well-led and managed Early Years Foundation Stage is rightly highly valued by parents and carers.

The school promotes equal opportunities well through suitable policies and an ethos valuing individual pupils. It carefully tracks pupils' progress and intervenes if individuals or groups begin to slip behind. Disabled pupils and those with special educational needs are fully integrated into the mainstream classrooms. Any discrimination is dealt with effectively, for example by hearing the views of both parties and seeking resolution. The curriculum offers stimulating and relevant activities that capture pupils' interests and promote good behaviour. Good spiritual, moral, social and cultural development is reflected in celebrations of different beliefs. For example, pupils on their own initiative presented an assembly to recognise Eid. Woodland work inspires appreciation of the wonder of natural things and residential visits strongly help pupils' social and moral development.

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The governing body has ensured that the school's safeguarding policies and procedures are fully in place. Comprehensive risk assessments have been developed for activities in school and trips elsewhere and are conscientiously followed. Staff vetting records are scrupulously maintained. An e-safety week, e-safety days, and references to safety in information and technology lessons enhance pupils' awareness. Self-evaluation documents clearly indicate the school's weaknesses and strengths and development plans are a comprehensive, detailed and constantly used tool to assist the school's improvement. The organisation of staff training co-ordinates professional and school needs. In steering the school through recent difficulties, maintaining the quality of teaching and achievement since the previous inspection, strengthening pupils' understanding of targets and introducing peer and self-assessment, the school demonstrates good capacity to improve further.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 May 2012

Dear Pupils

Inspection of Nunnery Wood Primary School, Worcester, WR5 1QE

It was a great pleasure to meet you when my colleagues and I inspected your school recently. Thank you especially to those of you who read to us and spoke to us about your experiences of school.

Yours is a good school. It is a happy place that is well led and managed. You learn well because much of the teaching is good. You are polite and thoughtful about others. There are a couple of things the school could do even better so I have asked staff to:

- make sure that lessons always give you the right level of challenge and always move along at a good pace
- give more emphasis to subjects other than English and mathematics and assess your work in them more often.

I am sure you will want to play your part by continuing to work hard when your lessons are even more challenging.

Thank you again for making us feel so welcome.

Yours sincerely

Michael Farrell
Lead inspector

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