

Nailsworth Church of England Primary School

Nymphsfield Road, Nailsworth, Stroud, GL6 0ET

Inspection dates 27 –28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Nailsworth is a school where every pupil matters. As a result they are happy, feel safe and enjoy school.
- Pupils’ progress is accelerating rapidly because of the headteacher’s relentless and successful focus on raising standards. This has led to the elimination of previous underachievement and improvements to all aspects of the school’s work, especially teaching.
- All groups of pupils currently in the school make good progress, so that by the end of Year 6 attainment is above average in English and mathematics.
- Teaching is now good, and outstanding in Year 2 and Year 6.
- A caring and nurturing atmosphere is evident throughout the school and contributes well to pupils’ good behaviour, safety and spiritual, moral, social and cultural development.
- Leadership and management, including the governors, are successful in driving the school forward. They carefully check the quality of teaching, which has improved since the previous inspection. Any pupils who are falling behind are quickly identified and given the help they need to catch up.
- Attendance is average and improving.

It is not yet an outstanding school because

- Some teaching does not always offer enough challenge, and as a result, this occasionally slows the rate at which pupils make progress as they move through the school.
- The marking of pupils’ work, the guidance on how they can improve and the opportunities they have to respond to teachers’ comments are not consistent in all classes.
- Pupils are not always provided with sufficient opportunities to apply their mathematical skills and understanding to solve problems and to think about and explain their learning and strategies.

Information about this inspection

- The inspection team observed 16 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Two observations of lessons were carried out jointly with the headteacher.
- The inspection team scrutinised the 28 responses to the on-line Parent View survey, and the returns from the school's own parental questionnaire.
- Eighteen completed staff questionnaires were analysed.
- Meetings took place with staff, pupils, a group of governors, and a representative from the local authority.
- The inspection team observed the school's work and scrutinised records of pupils' progress, the school's checks on teaching and learning and its development plan, minutes of meetings of the governing body, and behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

David King

Additional Inspector

Full report

Information about this school

- Nailsworth Primary School is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and those children from service families) is similar to the national average.
- The proportion of pupils from ethnic backgrounds other than White British is below average.
- A small number of pupils are learning to speak English as an additional language.
- The proportion of pupils supported through school action is average, while the proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school accommodates a Nursery and before- and after-school clubs. These are not managed by the governing body and are inspected separately from the school.

What does the school need to do to improve further?

- Improve teaching so that pupils' progress is accelerated further, especially in mathematics, by:
 - making sure that work is at precisely the right level for pupils of different abilities so it is not too hard or too easy
 - marking always includes next steps and pupils have more opportunities to check their own work and to respond to teachers' marking
 - giving pupils more opportunities to apply and explain their mathematical learning in solving problems
 - using the outstanding teaching in the school to inspire and develop teachers where teaching is less strong.

Inspection judgements

The achievement of pupils is good

- Most pupils make good progress across the school and achieve well in both English and mathematics.
- Children start school with skills that are below those typically expected for their age. Most children make the progress expected by the time they enter Year 1 because of the wide range of well-planned activities which take account of their individual needs.
- At Key Stage 1 the rate at which pupils make progress is now increasing rapidly. Scrutiny of pupils' work, hearing them read and lesson observations support the school's view that attainment is now broadly average at the end of Key Stage 1 and that progress is good, especially in Year 2.
- Progress throughout Key Stage 2 varies. However, in upper Key Stage 2, particularly Year 6, the speed at which pupils make progress increases rapidly. As a result current pupils' attainment is above average at the end of Key Stage 2 and their progress is good.
- Although progress in mathematics has not improved as rapidly as in English, school records and work in pupils' books show that pupils' progress is now accelerating at a faster rate overall. This is especially so in Key Stage 2 where pupils are taught in ability sets which cross year group boundaries. This ensures that teachers' planning and expectations are more tightly focused on individual needs, leading to good progress.
- On occasion progress slows when activities are not challenging enough, when pupils are unsure of what they need to do to improve and, in the case of mathematics, when opportunities are missed for them to engage in problem solving.
- Pupils from ethnic backgrounds other than White British and those who speak English as an additional language make progress similar to other pupils in the school.
- Disabled pupils and those who have special educational needs make good, and sometimes outstanding, progress due to the timely support they receive both in class, in small groups and one to one.
- Pupil-premium funding is used well to provide extra resources and additional support both in and outside the classroom. This is making a positive difference to the achievement of the pupils in receipt of this support so that they make good progress. They attain less well than other pupils in English and mathematics, as shown by their average points scores. However, these scores also show that the gap in attainment between these pupils and other pupils in the school is closing at the end of Key Stage 2. School checks confirm the gap is continuing to close.

The quality of teaching is good

- Teaching has improved significantly since the previous inspection.
- Recently appointed senior teachers have brought new strengths that have added to the overall quality of teaching. As a result teaching is improving rapidly. Overall teaching is good with some that is outstanding.
- Teachers have a good understanding of data relating to pupils' progress. They mostly use assessment information well in planning lessons and generally plan suitable activities that are at the right level of difficulty for all abilities. However, in some classes, pupils are not always offered hard enough work to further increase the rate at which they make progress, nor are they provided with enough opportunities to engage in problem solving in order to apply their mathematical learning and explain their thinking.
- In the best lessons pupils respond with eagerness and enthusiasm and soak up learning, especially when they are actively involved in lessons. For example, in Year 6, pupils worked enthusiastically on meaningful problem-solving activities which challenged their thinking. The teacher questioned, challenged and deepened the learning of all pupils by asking them to

explain their strategies to each other and the class. This promoted excellent understanding and progress.

- Teachers and teaching assistants work in excellent partnership. Teaching assistants provide effective support to ensure the needs of disabled pupils, those who have special educational needs and those pupils who are entitled to pupil premium funding, are met well. This underpins the good progress these pupils make.
- Teachers' marking and feedback across the school are regular and positive. In the best examples, pupils are informed of what they have done well, what they need to do to further improve, and have opportunities to respond to teachers' comments and to correct their errors. However, this is not consistent in all classes.
- Learning targets in writing and mathematics are regularly reviewed in the case of pupils in Years 5 and 6, and these pupils are clear about, and talk knowledgeably of, what they have to do to improve.

The behaviour and safety of pupils are good

- Behaviour has improved significantly since the last inspection.
- Pupils behave well in lessons. They work readily in pairs and groups and support one another in their learning.
- Behaviour around the school is generally good. Pupils are sensible and most manage their behaviour well. Pupils mix well with each other in the playground and the dining hall.
- School records of incidents regarding behaviour are well recorded, and procedures and support for the minority of pupils who sometimes find behaving well more challenging are effective.
- Pupils have a good understanding of safety and say they feel safe in school. They understand the forms that bullying can take, including cyber bullying. They say bullying is rare and are confident of whom to go to, and that things would be dealt with, should they have a problem.
- Pupils are very respectful and courteous to each other and adults. The school successfully promotes good relationships and ensures discrimination of any kind is not tolerated. Pupils are very proud of their school.
- Children in the Reception class make good progress in their personal, social and emotional development.
- Attendance has improved since the last inspection and is now average.

The leadership and management are good

- The capable and uncompromising leadership by the headteacher has been key to the school's rapid improvement since the time of the previous inspection. With the support of senior leaders and the local authority he has made brave decisions and implemented many actions to bring this about. For example, following a period of considerable difficulties and changes in staffing, he has built a strong team which, along with members of the governing body, shares an ambition to secure improvement.
- Leaders at all levels are effective. Their sharply focused checks on teaching and learning give staff clear guidance on how to improve, driving improvement forward by tackling weaknesses quickly and successfully through well-planned training and coaching. However, while outstanding practice in the school is now being shared, the school acknowledges that there are some remaining inconsistencies in a minority of teaching.
- Pupils' progress is checked carefully. Any underachievement is identified quickly and actions are taken to provide additional support. The school's leadership promotes and checks that all pupils have equal opportunities for success. It has put plans in place and carried out a number of well-considered actions aimed at improving pupils' attainment. For example, additional income received by the school to support those pupils eligible for the pupil premium is used very

effectively to accelerate the progress they make.

- The curriculum rightly focuses on the basic skills of reading, writing and mathematics while also making creative links between different subject areas. It is enriched by many exciting and memorable activities, such as residential visits, a range of after-school activities and well-considered visits and visitors, such as the visit from the 'Hedgehog Man' to the Reception class, which brings learning to life and fires up pupils' imagination.
 - Pupils have been given a wide range of opportunities to participate in many cultural and sporting activities. There are a number of sports teams and clubs which mean they can access artistic, dramatic, musical and sporting activities. During the inspection the pupils in Year 4 were linking work to 'Macbeth' and had been given the opportunity to perform the play, and in Year 3 pupils were taking part in a Pirates day with a visiting storyteller.
 - The school places strong emphasis on pupils' spiritual, moral, social and cultural development. Friendship was a key theme at the time of the inspection and this was seen to good effect in the teaching of personal, social and health education, and during a celebration assembly. Pupils are encouraged to investigate and explore moral and ethical issues, for example in a recent history project they had simulated the feelings of refugee children.
 - Since the previous inspection, the local authority had provided close support to the school. This level of support has now been reduced as it considers that the school has good capacity for further improvement.
 - Leadership and management are not judged as outstanding because teaching is not yet outstanding, but there are very positive signs for the future.
 - **The governance of the school:**
 - Governors know the strengths and areas for development in the school and how well the school's performance compares with others, and they appropriately challenge and support senior leaders. They have a good understanding of pupils' progress and know that pupils are now achieving well when compared to pupils nationally. They have discussed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have a good understanding of the quality of teaching in school, including how underperformance is addressed. Performance management procedures are very thorough, matched to best practice and well understood by governors. Governors sign off pay recommendations for staff and are involved in recruitment. They take advantage of training opportunities and visit the school regularly. Governors ensure statutory duties are met including safeguarding.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115637
Local authority	Gloucestershire
Inspection number	405594

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	160
Appropriate authority	The governing body
Chair	Sean Davis
Headteacher	Vince Southcott
Date of previous school inspection	17–18 May 2011
Telephone number	01453832382
Fax number	01453 836348
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