

Nunney First School

Catch Road, Nunney, Frome, Somerset, BA11 4NE

Inspection dates

9–10 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- The school has yet to ensure that all pupils make the progress they should, especially in writing.
- Teaching is variable in quality with not enough that is good and outstanding. Teachers' planning is not yet consistent across the school in order to support good rates of progress for all groups of pupils.
- Achievement requires improvement because progress across year groups is inconsistent.
- Teachers do not provide sufficient opportunities for pupils to be independent learners.
- Pupils are not always active enough in lessons and sometimes spend too much time listening to their teachers or other adults.
- The use of information about pupils' progress is not yet embedded sufficiently across the school to ensure that leaders and managers are able to make the necessary improvements in all subjects.
- Written and oral feedback throughout the school, and particularly for writing, needs to be more consistent and involve pupils more actively in understanding the next steps in their learning.

The school has the following strengths:

- The highly inclusive atmosphere means that all pupils are well cared for, happy and behave well.
- Pupils are known individually and this means that support is closely matched to their particular needs.
- The school has close links with the local community and uses these to the benefit of all pupils.
- The headteacher and her staff are fully committed to driving improvements for the school quickly.
- Governors understand the needs of the school well and are working with the headteacher to secure rapid improvement.

Information about this inspection

- The inspector observed six lessons or parts of lessons, three of which were joint observations with the headteacher.
- Discussions were held with school leaders, staff, members of the governing body and a representative of the local authority.
- The inspector observed the school's work and reviewed documentation, including improvement plans, the system for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. She heard groups of pupils read and spoke with others about their attitudes towards school.
- The inspector took account of the 15 responses to the online questionnaire (Parent View), views expressed by parents and carers who spoke to the inspector at the start of the school day and the responses submitted by staff in the staff questionnaire.

Inspection team

Marion Hobbs, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than average in size.
- Pupils are taught in three classes of mixed year groups.
- The proportion of pupils known to be eligible for extra funding through the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils from service families and those in the care of the local authority) is below average. Currently there are no pupils who are looked after in the care of the local authority or who come from service families.
- The majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average but those supported by school action plus or with a statement of special educational need is below that found nationally.
- The village pre-school shares the school site. This is managed independently but close links exist with the school.
- The headteacher took up her post in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is consistently good by:
 - ensuring teachers plan learning so that pupils make good progress in all subjects
 - encouraging pupils to be more actively engaged in learning through discussion and a range of tasks, rather than sitting and listening to adults for too long.
- Raise achievement in writing by using oral and written feedback to help pupils know how well they have done and how they can further improve their work.
- Ensure that information about pupils' attainment and progress is shared and understood by all stakeholders so that it is used to improve outcomes for all groups of pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils join the school with skills broadly in line with those expected for their age. They make good progress in the Reception Year because staff understand the needs of young children.
- Although the school has evidence of some pupils making good progress, this is not yet consistent across the school and so standards do not currently reflect this. The results of the Year 1 phonics screening check (linking letters and sounds) for 2012 were below the national expectation as were Key Stage 1 results.
- Attainment in writing is weaker than that in reading and mathematics and all are below the national average. Boys and girls performed less well in 2012 than their counterparts nationally.
- The small numbers of pupils eligible for the pupil premium achieved better than their peers in all subjects.
- By the time pupils leave the school at the end of Year 4 progress data show that they are reaching standards expected for their age. Achievement in mathematics for older pupils is particularly helped by regular 'mental maths' activities. Some pupils do not achieve as well as they should because teaching is too often teacher-led with insufficient opportunities for independent learning and exploration.
- The school works hard to develop all pupils' personal reading skills and habits. All pupils benefit from the generous amount of time volunteers give to listening to readers and talking with them about books and stories.
- Small year group numbers mean that group and one-to-one support for those pupils who are disabled and have special educational needs is tailored to meet individual need and results in them making at least the same progress, and frequently better, than other pupils of the same age.

The quality of teaching

requires improvement

- Teaching requires improvement because there is insufficient that is good and outstanding, although most parents and carers believe it to be good. Inconsistencies in the way teachers plan mean that pupils are not always able to make good progress in their lessons.
- In lessons requiring improvement, pupils tend to sit and listen to the teacher for too long. The pace of learning flags and teachers' questioning does not always encourage independent thinking and discussion that would support better rates of progress for all pupils, and especially the more able.
- Teachers plan interesting individual activities, and when teaching is more effective all pupils are actively engaged. For example, the current Africa topic across the school was used well for reception pupils to experiment with paint in making large animal prints while Years 1 and 2 researched information about wild animals. Pupils in Years 3 and 4 learned about farming and education in Africa and one boy commented, 'It makes you understand how lucky we are.'
- Teaching assistants work closely alongside teachers in planning and delivering lessons. At times they provide too much support which again impacts on pupils' independence as learners. However, many are skilful at asking appropriate questions that effectively help to develop the learning of those who are disabled or who have special educational needs.
- Pupils talk enthusiastically about school and their learning. They value the help that teachers and other adults provide but they are not always as clear as they might be on what they need to do in order to improve their work further.
- Work is marked regularly throughout the school but as yet the use of formative comments that would help pupils understand what they need to do to improve their work further is not embedded in all classes.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and have positive attitudes to learning. They are polite and well mannered at all times.
- Parents and carers told the inspector how pleased they are with all that the school does for their children and this was confirmed in the responses submitted to the online questionnaire (Parent View). Staff questionnaires also presented a highly positive return.
- The school provides a caring, welcoming, learning environment. School records show that there are no exclusions, racist incidents or incidents of bullying over time and attendance is above average.
- Pupils are confident that friendships are always positive. They talk eagerly about how they support each other at break and lunchtimes and how they enjoy the many extra-curricular activities on offer together in mixed-age groups.
- Pupils have a good understanding of how to keep themselves safe in many different contexts and feel strongly that school is a safe, happy place. They understand how bullying might take place in different ways but say this is not something that happens at their school.
- The highly inclusive atmosphere fostering strong relationships between all is apparent in many ways. A good example of this is 'Mucky Pups', a gardening and growing project for all age groups run fully by parent and governor volunteers in high-quality poly-tunnels and whose success is celebrated regularly at local and regional events such as the Bath and West Show.

The leadership and management require improvement

- The headteacher is committed to securing significant improvement across different aspects of the school's work quickly. Her capacity to make this happen is recognised by both governors and the local authority and she is using their support well.
- Plans to introduce systems that will help improve consistency in assessment and tracking of pupils' progress are in place but need time to embed and become shared practice among all staff. This is part of the school's commitment to ensure that there is no discrimination against any groups of pupils.
- The school makes good use of local authority support through the local Frome Learning Partnership both for teachers and governors in their different roles to improve provision and outcomes for all pupils.
- A robust and effective system of setting targets for teachers to improve their skills, closely linked to pupils' progress has been introduced by the headteacher since her appointment in September 2012. This is closely aligned to the new Teachers' Standards and ensures no automatic progression up the pay spine.
- Pupil premium is used effectively to ensure that pupils known to be eligible for this funding have access to opportunities that promote their well-being and support their learning, thus ensuring equality of opportunity for all pupils. The twice weekly breakfast club and monies to provide equipment and/or out of school visits are good examples of this.
- The curriculum is improving quickly through the whole-school topic approach. This engages all pupils and provides good opportunities for learning about other cultures and communities. The school recognises that it can make the curriculum even more effective by developing extended writing across the school and through a range of subject areas thus improving literacy for all pupils.
- **The governance of the school:**
 - Governors are experienced, proud of the school and committed to securing rapid improvement. They recognise the capacity of the headteacher to take forward the work of the school quickly and have made sure that they themselves are well trained in order to challenge the school and hold it to account. Governors work with the local authority to set challenging targets for the headteacher and these are monitored regularly alongside the performance

management cycle for all staff where teachers' pay is related to the quality of teaching. They understand how well pupils are achieving and how the pupil premium is allocated so that these pupils make similar progress. They monitor this effectively with the headteacher through the year. Governors involve themselves as fully as possible in the daily life of the school. Several are regular volunteers who support a wide range of activities with the children and are readily available to talk to parents and carers if needed. The governing body meets the statutory requirements for safeguarding, ensuring staff are vetted and regularly trained.

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	123657
Local authority	Somerset
Inspection number	412737

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	John Webb
Headteacher	Linda Howlett
Date of previous school inspection	25 November 2008
Telephone number	01373 836429
Fax number	01373 836429
Email address	office@nunney.somerset.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

