

Nursery Hill Primary School

Ansley Common, Nuneaton, CV10 0PY

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
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 school that requires improvement. It is not good because

- Pupils' attainment by the end of Year 6 has been below average, particularly in mathematics.
- While progress is improving, pupils have not made sufficient progress in Years 3 to 6 in the past.
- There are some inconsistencies in pupils' handwriting and presentation.
- There are insufficient opportunities for pupils to apply their literacy and numeracy skills in other subjects.

The school has the following strengths

- Children have a very positive start to school and many make rapid progress in Nursery and Reception.
- Teaching has improved since the last inspection and is now good. The improved teaching has not yet had the full impact in Year 6 test results.
- Teachers expect pupils to do their best and provide challenging work which engages them.
- Good support is provided for pupils who need it.
- Pupils have positive attitudes to learning and are well behaved in lessons and around the school.
- Pupils feel safe and well looked after.
- The headteacher provides strong leadership in improving teaching and in raising pupils' achievement.
- Other leaders, including governors, and staff work well together in improving the school.
- The governors provide good support and suitable challenge to the school.

Information about this inspection

- The inspector observed teaching and learning in 10 lessons. Some of these were seen jointly with the headteacher.
- Discussions were held with the headteacher, staff, a representative from the local authority, governors, pupils and parents.
- The inspector took account of 21 responses to the parents' online questionnaire, Parent View.
- Completed questionnaires from six members of staff were analysed.
- The inspector examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, safeguarding procedures and the school's development planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is also average.
- An above average proportion of pupils are supported by the pupil premium, though the numbers in each year group are very small. This provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of pupils who join or leave the school partway through the year is much higher than average.
- There have been several changes to the teaching staff since the last inspection.

What does the school need to do to improve further?

- Improve teaching and learning further and raise achievement by the end of Year 6 by:
 - increasing opportunities for pupils to apply and develop literacy and numeracy skills in other subjects
 - taking steps to improve the consistency of handwriting and presentation so that it is consistently good across the school.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement requires improvement because attainment by the end of Year 6 has not been high enough. In 2013, Year 6 attainment was well below average in reading and mathematics. Published data indicate that pupils made inadequate progress through Years 3 to 6 in these areas.
- Attainment by the end of Year 6 has been adversely affected by the higher-than-average proportion of pupils joining the school in Years 5 and 6. These pupils are often of a lower ability than those already in the school. However, until recently, not enough pupils made good progress in Years 3 to 6.
- Positive action has been taken to improve teaching and to raise achievement. Pupils are now making much faster progress and the under-achievement of the past in Years 3 to 6 has been halted. The better progress has not yet been sustained over time and has yet to have a full impact on attainment and progress by the end of Year 6. Nevertheless, the school's internal information shows that Year 6 attainment in 2014 is likely to be higher than in 2013.
- Children start in Nursery with knowledge, understanding and skills below those expected for their age. Many children in Nursery and Reception are making outstanding progress because of the high quality teaching. Children have made exceptional progress in their writing and some are now writing short stories about dinosaurs. In mathematics they are measuring accurately using standard units. They are beginning to estimate and check their measuring.
- Pupils' attainment by the end of Year 2 has steadily improved in recent years and is at least average in reading, writing and mathematics.
- Pupils' reading is improving. The results of the phonics (letters and the sounds they make) reading check in 2013 for Year 1 were below average. The teaching of phonics has been strengthened and this is having a positive impact on pupils' progress. Older pupils read a wide range of texts. They apply their reading skills well to their studies.
- Pupils' attainment and progress in writing by the end of Year 6 have been stronger than in reading and mathematics. The current Year 6 have made good progress in writing formal letters of persuasion and interesting, extended stories. Grammar, punctuation and spelling are developing well in Years 3 to 6. However, pupils are not applying and developing their writing skills sufficiently in subjects other than English. Handwriting and presentation skills are not consistently good in all classes.
- In mathematics, pupils have improved their calculation skills and mathematical vocabulary. While they are using their numeracy skills well to solve problems in mathematics lessons, opportunities for them to use and apply these skills in other subjects are currently limited.
- In 2013, there were too few Year 6 pupils supported by the pupil premium for their attainment and progress to be commented on without risk of identifying them. Throughout the school, good use of the additional funding helps eligible pupils to achieve at least as well as their peers.
- The most able pupils, particularly in Years 3 to 6, are being challenged and extended. The proportion of pupils attaining the higher National Curriculum levels is increasing.
- Disabled pupils and those who have special educational needs are now making faster progress.

Teaching assistants provide good guidance and support and work is well suited to their needs.

- Pupils are developing healthy lifestyles and physical fitness through physical education lessons and the additional sporting activities.

The quality of teaching is good

- Teaching has improved considerably since the previous inspection, particularly in Years 3 to 6 where, at the time of the last inspection, it was found to be less strong than in Years 1 and 2. The stronger teaching is having a positive impact on pupils' learning in lessons but has not yet had a full impact on Year 6 test results.
- Teachers' expectations of what pupils can achieve and the levels of challenge provided in their work have been raised. Teaching successfully engages pupils and promotes good learning and progress. Pupils informed the inspector, 'Teachers make learning exciting.'
- In Nursery and Reception, children are extremely well taught and many make rapid gains in their learning. They receive highly effective guidance and instruction from adults, especially in reading and writing skills.
- The teaching of phonics is stronger than before and there have been improvements to the teaching of mathematical skills. Teachers promote pupils' speaking and listening skills successfully. Explanations and demonstrations are used well to develop pupils' writing skills. There are not enough opportunities for pupils to apply their writing skills in a range of subjects; this means they cannot practise them with sufficient frequency. The teaching of handwriting skills is not consistent throughout the school. As a result, there is some variation in pupils' handwriting and presentation.
- Teachers use information about pupils' attainment well to plan their teaching and to set challenging work for different groups of pupils. Pupils are engaged in their learning; they are challenged well to make good gains in acquiring knowledge, deepening their understanding of concepts. Teaching is successfully challenging and extending the most able and they make good progress. Teachers use questioning skilfully to challenge pupils' thinking and to check their understanding of new learning.
- The teaching of disabled pupils and those who have special educational needs is effective. Teaching assistants make a valuable contribution to pupils' learning, particularly for those who need additional help with reading, writing and numeracy.
- Pupils receive clear and helpful feedback on their work from teachers and teaching assistants. Pupils' skills in assessing their own learning are developing well. The marking of pupils' work is effective throughout the school. Teachers provide praise for good work and constructive comments to help pupils to the next stages of their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Records of incidents show that behaviour is typically good over time. Pupils say that they feel safe at school and that they are well looked after by the staff. Pupils reported to the inspector, 'Staff are friendly and help us.'
- In both the Nursery and Reception, children thoroughly enjoy their learning and the interesting activities provided. Many make exceptional progress in their personal and social development.

Children's behaviour is very positive and supports their learning very well.

- In Years 1 to 6, pupils show a keen interest to learn. They work well together and participate with enthusiasm in the activities provided. Pupils remarked, 'Learning is fun', and 'Science days are really good'. The attitudes and behaviour of pupils in Years 4, 5 and 6 are sometimes impeccable. Just occasionally, a few pupils are less focused and their learning slows.
- Pupils are courteous and friendly, and show consideration and respect for others. They relate well to adults and to their peers. Those on the school council take their responsibilities seriously. Other responsibilities, such as being road safety officer, are tackled well.
- The school's work to keep pupils safe and secure is good. Discussions with pupils show that they demonstrate a clear understanding of bullying and its different forms, including name-calling and cyber-bullying. Pupils report that bullying is very rare. The school has clear and effective procedures for dealing with inappropriate behaviour, including bullying.
- The school works hard to promote good attendance and to discourage the taking of holidays during term time. Attendance levels are average.

The leadership and management are good

- The headteacher provides strong leadership in improving teaching and in raising pupils' achievement.
- Other leaders, staff and governors share the headteacher's ambitions and expectations for the school. All staff work well as a team in improving the school. Some subject leaders are new to the post but they are making a valuable contribution to improvements in English and mathematics. The leadership of the Early Years Foundation Stage is highly effective.
- There are clear systems for checking the school's performance. The headteacher and subject leaders effectively identify what the school does well and what areas are in need of improvement. Effective action has been taken to improve teaching and to speed up progress in reading and mathematics, especially in Years 3 to 6.
- New teachers have settled into the school well and are providing good teaching. The quality of teaching is effectively checked and developed by the headteacher. Teachers have had valuable opportunities to share good teaching practice with staff in other schools. Leaders and staff have been united in raising expectations of pupils' learning and in making their work more demanding.
- There are good procedures for the appraisal of teachers' performance. Teachers' targets are closely linked to pupils' progress and to the school's learning improvement plan. Effective training and support are provided to extend teachers' skills.
- The school provides an appropriate range of subjects and topics. Pupils enjoy the additional activities, such as clubs, sport and educational visits. The woodland and natural area, the 'forest school', provides opportunities for scientific study and other interesting activities. There is good provision for music. All pupils in Year 1 learn the recorder while all pupils from Year 2 to 6 learn to play a stringed instrument. All pupils have full and equal access to the learning activities provided. There are no signs of discrimination.
- The primary school sports grant is used effectively to extend pupils' opportunities and physical

development. There are clear plans for additional training of staff in physical education.

- Additional funding is used effectively to provide eligible pupils with extra support, which is having a positive impact on their progress.
- The local authority has a clear overview of the school's performance and provides good support when it is requested. For example, the local authority adviser has arranged for teachers to observe and share good teaching practice in other schools.
- **The governance of the school:**
 - Members of the governing provide considerable support. They show a clear understanding of pupils' attainment and progress. Governors are provided with clear reports about the quality of teaching and how it has improved. They have found visits to classrooms very useful. The clear overview that the governors have of the school's performance enables them challenge the headteacher and hold the school to account. Governors are familiar with the school's appraisal and performance management arrangements and ensure that promotion and pay awards properly reflect the progress that pupils make. They know how the pupil premium funding is used and check the impact of the funding on pupils' progress. The governors have attended a range of helpful courses and training to help improve their effectiveness. All safeguarding requirements are met.

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	125500
Local authority	Warwickshire
Inspection number	442519

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair	Karen Barber
Headteacher	Becky Pebody
Date of previous school inspection	5 March 2013
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