

# North Nibley C of E Primary School

The Street, North Nibley, Dursley, GL11 6DL

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Teaching is good and helps pupils to achieve well in all subjects, including English and mathematics.
- Children in the Early Years Foundation Stage make good progress because of the good teaching they receive and the high quality resources available to them.
- Teaching assistants work effectively alongside teachers to provide additional support where it is needed in reading, writing or mathematics.
- Every pupil is known as an individual and this means their personal and learning needs are well understood.
- The headteacher, the leadership team and the governing body work closely to secure improvement for the school.
- Pupils behave well both in and out of lessons. They are encouraged to take responsibility for looking after each other and are proud of these opportunities.
- Parents and carers are positive about the school's work and all it does for their children.
- The well-planned range of subjects and extra activities helps to ensure that the children find their work interesting.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure pupils make rapid progress.
- Planning does not always ensure that all pupils, and particularly the most able, are given activities that are challenging enough.
- The development of computing skills across a range of subjects for all pupils has yet to be enhanced.

## Information about this inspection

- The inspector observed nine lessons and made shorter visits to a number of other lessons. All observations were carried out jointly with the headteacher.
- The inspector listened to pupils read, talked to them about their attitudes towards their school and looked closely at their work in a range of subjects, including English and mathematics.
- The inspector talked to parents and carers at the end of the school day and took account of the 44 responses submitted to Parent View, the on-line questionnaire.
- The inspector met with the school staff to discuss how they work together to fulfil their roles, with members of the governing body, and with an officer from the local authority
- The inspector examined a range of documentation. This included data relating to the attainment and progress of pupils, the monitoring of teaching and learning, minutes of governing body meetings, information about attendance and documents relating to safeguarding.

## Inspection team

Marion Hobbs, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school serving a rural community.
- Nearly all pupils are of White British heritage.
- Only a very small number of pupils are supported through the pupil premium. This is additional government funding to support those pupils known to be eligible for free school meals and those who are looked after.
- The proportion of pupils with special educational needs supported at school action is below the national average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards which set out the minimum expectations for pupils' attainment and progress.

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

- Plan activities so that all pupils, especially the most able, are given work which will enable them to accelerate their rate of progress.
- Increase opportunities for the development of computing skills across a range of subjects.

## Inspection judgements

### The achievement of pupils

**is good**

- Most pupils join the Reception year with skills broadly in line with those expected for their age. They make good progress across all areas of their learning, including early reading, writing and number skills, and this readies them for more formal learning in Key Stage 1.
- The pupils' progress is regularly compared with that of pupils in other local schools, providing an accurate picture of pupils' attainment and progress and helping to inform any extra support that an individual pupil might need.
- Those pupils who are eligible for additional government funding make the same good rates of progress as their peers in reading, writing and mathematics across the school. By the end of Year 6 they are one term behind in writing and mathematics, showing that gaps are being closed rapidly. The most able pupils achieve well over time in all subjects, especially in reading, writing and mathematics. However, on some occasions, they could be extended further.
- Good rates of achievement are supported by good teaching and also by the work of teaching assistants. These members of staff are well trained to work with pupils in class and to deliver extra help in reading, writing or mathematics to identified pupils. This ensures that those pupils who are disabled or who have special educational needs make good progress.
- The small numbers in year groups make it difficult to compare the school's results with national statistics, since one or two pupils can cause disproportionate variations from one year's results to the next. For example, figures show that in 2011 and 2012 attainment at the end of Key Stage 2 in reading, writing and mathematics were above national averages. In 2013, while progress in reading and writing remained steady, progress in mathematics fell slightly.. The school has implemented plans to remedy this 'dip' in performance.
- Reading is a strength of the school. Pupils read with confidence in all classes and are supported by the many reading volunteers who come into school to listen to them. Every pupil is well known individually in this small school and this means that their abilities and needs are well catered for.
- Pupils benefit from a wide range of educational experiences beyond the classroom that helps to prepare them well for the next stage of their education. These include competitive sports and traditions within the school such as the annual summer production.

### The quality of teaching

**is good**

- Teaching across the school is good, and sometimes outstanding. This helps pupils to achieve well. There is not enough outstanding teaching, however, to ensure pupils make more rapid progress. Teachers have good subject knowledge and are enthusiastic in conveying this to pupils in different ways. Their use of subject specific language is a strength from which all pupils benefit.
- Both teachers and teaching assistants use questions skilfully to help pupils learn well. When appropriate, they adjust planning to ensure that pupils have secure understanding before moving on. Teachers use a consistent method of recording progress in reading, writing and mathematics.
- Throughout the school, there is a positive 'buzz' about learning. Teachers use sites such as the new spiritual garden and the recently refurbished outdoor Reception area to provide high quality opportunities for pupils to broaden their skills and understanding. The school is currently looking at ways of further increasing opportunities for pupils to use information technology as part of their learning.
- Teachers work together to plan pupils' learning. There is some inconsistency, however, across different classes in the way that activities are organised so that some groups, especially the more able, do not always work at a pace that suits their needs. This can slow down learning.
- Pupils' work is marked consistently by all teachers and pupils are well used to responding to their

teachers' written comments. Pupils have a good understanding of how to make their work better. This well-established approach helps all pupils to achieve well over time.

- Homework is set at an appropriate level of challenge in all classes and helps pupils effectively to consolidate their learning.

### **The behaviour and safety of pupils** are good

- Behaviour in lessons is good. Pupils' attitudes to their learning are positive and this has a good impact on their progress. There are few incidents of poor behaviour; if they occur, they are dealt with quickly and appropriately by adults.
- Pupils behave well outside the classroom. At break and lunchtimes all pupils play happily in mixed age groups. Older pupils take responsibility for younger ones and for organising games in both the playground and on the adjacent sports field. All pupils are welcoming and friendly. They are proud of their school and do much to help each other, for example as buddies or play leaders.
- Pupils are confident that bullying of any form does not impact on their learning. They have a good understanding of what constitutes different kinds of bullying, including homophobic or cyber bullying, and a strong moral disapproval should there be any unkindness. The school manages pupils' behaviour effectively through its inclusive ethos. The school's records show that pupils' conduct over time has been good and continues to improve.
- Parents and carers are positive about all aspects of the school's work. They appreciate the time teachers put in to giving their children the widest possible range of experiences.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are well managed. Pupils are highly aware of how to keep themselves safe in a range of situations, including in relation to e-safety. For instance, the school's work to ensure pupils' safety when out on educational visits or being transported to sporting events in the local area is exemplary.
- Attendance is above average and absence is closely monitored by the school, which makes determined efforts to ensure good attendance.

### **The leadership and management** are good

- The headteacher, staff and the governing body are fully committed to continuous school improvement. They work closely together at all times to achieve this for the benefit of all pupils.
- Information about pupils' attainment and progress is shared and interrogated thoroughly by school staff and governors on a regular basis. Where a child is seen to be falling behind, this is identified swiftly and support for the child put in place to secure improvement. The school and governors have made good use of the support available to them from the local authority over the past twelve months to address an apparent 'dip' in Key Stage 2 attainment.
- In this small school, all staff are middle leaders. Teachers take responsibility for different subjects and are effective in their roles. They make good use of the support provided by the local cluster of schools to help them develop their work and so improve outcomes for pupils.
- The school monitors and evaluates its own work accurately. Planning to address continuing improvement across all aspects of the school's provision is robust and monitored closely by the headteacher and governors. Leaders acknowledge, for example, that at the moment there are too few opportunities for pupils to apply computing skills as part of their learning and have plans to address this over the coming months.
- The good teaching is helped in turn by a strong system of checking the work of teachers and support staff. This is accompanied by appropriate coaching and support where necessary and by suitable opportunities for further training and professional development. Good performance is rewarded by salary progression and weaker performance addressed effectively.
- Pupils have a broad, rich experience in their learning across a range of subjects. Outdoor learning is important to all classes. For example, during Year 1 and Year 2 pupils' walk in the

woods the pupils were encouraged to reflect on 'what we are thankful of in the world' and thus promote their spiritual understanding.

- The school is fully committed to equality of opportunity and does not tolerate any form of discrimination. The school promotes a strong, shared system of values. This is modelled by staff at all times and promotes the pupils' good spiritual, moral, social and cultural development. The school has a long tradition of participation in a wide range of sporting activities, with many opportunities for pupils to engage in competitive sports. The school has used the additional government sport funding well to broaden and enrich pupils' sporting experiences. Pupils enjoy and perform well in running, athletics, gymnastics, dance and cricket, as well as team ball sports. The school has recently won the county award for archery.
- The school makes good use of its additional funding to help eligible pupils achieve well in English and mathematics.
- Families are known individually in this small school. The school strives for strong supportive relationships with parents. Parents were very positive about this aspect of the school's work. 'You can always come in and speak to someone,' said one parent.
- The school's arrangements for safeguarding pupils meet statutory requirements.

■ **The governance of the school:**

- The governing body effectively provides challenge and support for all aspects of the school's work. The governors take full advantage of training provided by the local authority to ensure they are up to date. They use the local authority's services to work with the school on any area identified as being at risk of underperformance. Governors interrogate school data rigorously with the headteacher. They are fully abreast of the attainment and progress of different groups, including the most able and those few pupils eligible for additional funding. Governors monitor the quality of teaching closely, both through the performance management of staff and in their focused, regular visits to classes. They are robust in tackling any identified underperformance and ensure that rewards are linked to good practice. Governors have a strong grasp of the school's finances and manage these well. This includes their monitoring of additional grants such as the primary sport funding and pupil premium.

## 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

<b>Unique reference number</b>	115695
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	439577

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

<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>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Sarah Corston
<b>Headteacher</b>	Paul Batchelor
<b>Date of previous school inspection</b>	11–12 March 2009
<b>Telephone number</b>	01453 542600
<b>Fax number</b>	01453 542600
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