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24 March 2015

Mrs D Kalynka  
Headteacher  
Nythe Primary School  
Nyland Road  
Nythe  
Swindon  
Wiltshire  
SN3 3RR

Dear Mrs Kalynka

### **Requires improvement: monitoring inspection visit to Nythe Primary School**

Following my visit to your school on 24 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- strengthen the targets set within the school improvement plan so that leaders can regularly check the progress the school is making towards meeting these.

### **Evidence**

During the inspection, meetings were held with the headteacher, senior leaders and representatives of the governing body. A written report was received from the local authority. Short visits to lessons were conducted to look at the quality of work in

pupils' books and the feedback provided to pupils by teachers. The school improvement plan was evaluated.

## **Context**

The headteacher of Orchid Vale Primary School is also working as the headteacher of Nythe Primary School. A new headteacher has recently been appointed and will take up post in September 2015. The school accesses ongoing support from Orchid Vale School.

## **Main findings**

The headteacher, since her arrival, has raised expectations across the school. The targets set for pupils' achievement are more challenging and teachers are clear about their role in ensuring pupils make at least good progress. Teachers now closely monitor the progress pupils make in their class, are required to provide extra support where necessary and report this information to leaders more regularly. As a result, the school is improving.

Leaders and staff at Orchid Vale Primary School provide effective support to staff at the school. Leaders work alongside each other to share, and learn from, best practice. Teachers observe each other's teaching, jointly plan lessons, scrutinise pupils' work and to discuss each pupils' current working levels. This has raised the confidence of staff; teachers have a far more accurate view of each pupil's learning.

A specialist dyslexia teacher works with a group of pupils, who have been identified as below age-related expectations, to develop their phonics skills (letters and the sounds they make). This speeds up the progress these pupils make. Teachers and learning support assistants work alongside this teacher to develop their skills to enable them to provide more effective phonics catch-up.

Pupils are more engaged in their learning and they exhibit positive attitudes. Teachers provide more regular feedback to pupils on what they have done well and how they can improve further. Pupils now routinely act upon this feedback and they have a much clearer understanding of their own learning. Classrooms are rich in learning information and pupils use this information as an aid to support them when completing their classwork.

A more focused approach has been implemented to develop pupils' writing skills across subjects. Work in pupils' books shows that they are writing more regularly; each week they complete an extended piece of writing. The information the school has on pupils' current achievement, including writing, shows that they are now making much better progress.

Governors have altered their committee structure to ensure all governors have a better understanding of the school's performance including the quality of teaching. Governors are offering more effective challenge and support to leaders. Governors collect first-hand evidence of the work of the school through increased visits to the school and discussions with staff and pupils. The school's development plan identifies the key areas in need of improvement. A clear strategy to bring about improvement has been implemented; more rigorous monitoring by leaders, including governors, is in place. Some targets that have been set, though, are not always specific enough to enable leaders to monitor the school's progress towards meeting them.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school receives effective support from leaders and teachers at Orchid Vale Primary School and the local authority. Staff at Orchid Vale work closely with leaders and teachers to share effective practice with regards to the quality of teaching, monitoring pupils' progress and scrutiny of pupils' work,

The local authority conducts regular monitoring visits to the school. These visits provide helpful, and accurate, feedback to leaders and governors on the improvements at the school and also identify areas that require further development.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Swindon.

Yours sincerely

Simon Rowe  
**Her Majesty's Inspector**