

# Nursery Hill Primary School

Ansley Common, Nuneaton CV10 0PY

<b>Inspection dates</b>	17–18 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Strong leadership from the headteacher, ably supported by other leaders and governors, has led to steady improvement in teaching and achievement since the last inspection.
- Staff are proud of their school and they work as a team with a common aim of providing the best education they can for their pupils.
- The school's curriculum is broad, balanced and rich. It helps pupils to develop a love of learning.
- Leaders and teachers know how well every pupil is progressing. They help pupils who fall behind to catch up quickly.
- The quality of teaching is now consistently good in all years and almost all subjects. This is enabling an increasing proportion of pupils to make good or better progress.
- Teachers give high-quality feedback that helps pupils improve their work.
- The presentation of work, including handwriting, is of a consistently high standard in all classes.
- Disadvantaged pupils make the same good, and often even better, progress as their classmates. They achieve similar standards to their peers.
- Pupils have good attitudes to learning. They enjoy school, work hard and are very proud of their school and their achievements.
- Pupils are confident, articulate, polite and courteous. They behave well in lessons, around the school and at break and lunchtime.
- Provision in the early years is good. Children make good progress and are well prepared for the start of key stage 1.

### It is not yet an outstanding school because

- Teaching in mathematics is not as effective as in other subjects. As a result, the improvement in mathematics since the last inspection has been slower than in English.
- Leaders and governors do not take sufficient notice of nationally published performance data.
- Some children's progress in the early years is slower than it could be.

## Full report

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

- Improve the teaching of mathematics so that pupils in all years make consistently good progress, by ensuring that:
  - pupils thoroughly understand mathematical concepts before moving on to new work
  - pupils are able to think and reason to solve problems, rather than just relying on learned methods
  - teachers and pupils consistently use correct mathematical language and notation
  - teachers regularly and consistently identify and tackle pupils' mathematical misconceptions.
- Improve leadership by sharpening leaders' and governors' use of published performance data to identify and address areas that need further improvement.
- Improve early years provision by ensuring that:
  - adults are vigilant in making the most of opportunities to intervene to maximise learning during activities that children initiate
  - better use is made of the well-equipped outdoor area to broaden children's experiences.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school has improved since the last inspection because of strong leadership from the headteacher, well supported by other leaders and governors. Achievement has improved steadily in all subjects, but particularly in reading and writing. Although mathematics has also improved, it has done so at a slower rate.
  - The headteacher demonstrates a relentless insistence that pupils should achieve as well as they can academically, while developing a love of learning and a particular appreciation of the arts. All staff share this vision and they work together very effectively as a team.
  - Other leaders in the school are knowledgeable, enthusiastic and focused on ensuring that their actions lead to visible improvement. Leaders are resilient and tenacious. They form a powerful team. Following careful analysis of the school's internal assessment information they put into place clear strategies designed to deliver improvement. For example, recent improvements in handwriting and presentation have come about as a direct result of leaders' plans. Occasionally, leaders' strong focus on in-school information means that they neglect the messages contained in external, nationally published information.
  - Teaching has improved because leaders carefully and regularly check its quality. They then speedily provide extra help and training for any area or individual where a weakness has been spotted.
  - Leaders have thoughtfully designed the school's curriculum with help from the whole school community. Subjects including history, geography and science are linked together into topics that interest pupils while helping them to learn and develop basic skills such as spelling. Termly science days supplement the science content of topics. These enable pupils to develop scientific skills as they investigate topics such as colour, growth and sound. Although all pupils in key stage 2 study French, this is less well developed than other subjects and leaders plan to increase pupils' experience of languages next year.
  - There is a strong emphasis on the arts in the school. All pupils learn the recorder in Year 1 and all learn a stringed instrument in Years 2 to 6. Pupils study the work of famous artists on termly art days and the school's walls are bursting with vibrant paintings produced by pupils. This emphasis contributes greatly to pupils' personal development.
  - Leaders have developed an innovative assessment system that links very closely to the curriculum, especially in English and mathematics. Leaders and teachers know exactly how much progress each pupil is making. They use this information regularly to identify pupils who are falling behind. Each pupil then receives a short-term catch-up programme that is targeted at their specific weaknesses. These pupils rapidly catch up with their peers.
  - The school's work to promote the fundamental British values of democracy, the rule of law, liberty, respect and tolerance is very effective. Pupils throughout the school have a good understanding of these concepts. For example, they learn about democracy as they vote for members of the school council and they learn about the law from visiting police and community support officers.
  - Leaders spend the pupil premium funding wisely and they monitor its impact closely. It has been spent on a variety of activities and interventions that have resulted in disadvantaged pupils making similar, and often better, progress than other pupils.
  - The primary sports funding has also been spent well. Teachers feel more confident in teaching sport and pupils have opportunities to play as part of a team. Extra equipment and changes to the school grounds have enhanced pupils' experience of sport in school.
  - Leaders and governors know the school well and their evaluation of the school's strengths and weaknesses is broadly accurate. They make particularly good use of assessment and other information about current pupils. However, they do not pay sufficient attention to published information against which the school is judged, for example about standards and attendance.
  - The local authority has provided leaders with helpful support and challenge since the last inspection. Regular 'task group' meetings help to hold leaders to account for progress against targets contained in the learning improvement plan.
- **The governance of the school**
- Governors know the school well. Leaders give them high-quality information about current pupils,

which they use well to question and challenge. However, they do not use nationally published data as effectively to challenge leaders.

- Governors discharge their statutory duties with care and diligence. They regularly check the effectiveness of the school's safeguarding policies and procedures, they carefully monitor the spending and impact of the pupil and sports premiums, and they ensure that the school's arrangements for managing teachers' performance are well focused on improving teaching and raising standards.
- Governors are thoroughly involved in school life and many show great commitment to the school. Several governors regularly attend staff training and all monitor the progress of part of the learning improvement plan.
- The arrangements for safeguarding are effective. Staff are knowledgeable and vigilant about potential dangers because of the regular and up-to-date training they have received. They are confident to pass on any concerns they might have, knowing that they will be taken seriously and that appropriate action will be taken. Procedures to recruit staff safely are in place and used well. Some parents expressed to inspectors concerns about the safety of the front of the school with its low fence onto a busy road. Leaders, supported by the local authority, have considered the potential risks and have put control measures in place, such as increasing the number of lunchtime staff in that area. The low fence is due to be replaced by a taller one.

### Quality of teaching, learning and assessment is good

- Teaching has improved since the last inspection and it is now consistently good across all year groups. It has improved particularly in English, where pupils become confident readers and writers. Pupils have a good understanding of spelling, punctuation and grammar and use them well. They are able to write interestingly and at length. Pupils' handwriting is of a consistently high standard across the school and pupils are proud of the work that they produce.
- Teaching at Nursery Hill is characterised by strong and respectful relationships between pupils and adults. Pupils are keen to do well and eager to learn. Teachers provide regular and helpful feedback and pupils use this to improve their work. Several pupils were keen to show inspectors their books and to explain how their spelling and handwriting had improved over the year. In mathematics, teachers sometimes fail to spot when pupils do not understand a concept and so, although their feedback corrects errors, it does not consistently tackle fundamental misconceptions.
- Classrooms are busy and purposeful. Pupils concentrate well and work hard. Routines are well established and pupils move from one activity to the next with a minimum of fuss. As a result, lesson time is well used and little time is wasted.
- Teachers use their good subject knowledge to question pupils skilfully and deepen their understanding of their work. Questioning is particularly strong in English but less effective in mathematics.
- Teachers regularly assess the progress that pupils are making. Teachers and leaders use this information quickly to identify any pupil who is beginning to fall behind their classmates. Leaders make sure that any such pupil is given extra help by way of a catch-up programme (CUP): a short-term series of intervention lessons focusing specifically on areas of weakness. Pupils who have CUPs rapidly catch up with their peers.
- The teaching of phonics (letters and the sounds they make) has improved and is now effective. Younger pupils use their knowledge of phonics to tackle new words. Pupils in all years are keen readers. They enthusiastically read to inspectors and were quick to explain how their teachers encourage them to develop a love of reading.
- Teachers and teaching assistants provide good support for pupils who have special educational needs or disability, both in class and at other times. As a result, these pupils make good progress.
- The teaching of mathematics is less strong than other subjects. Pupils typically learn a technique and then practise it repetitively. This means that they do not develop an understanding of the underlying mathematical concept because they do not have to think deeply to solve problems. The lack of variation in the problems that pupils do means that teachers do not always spot when pupils fail to understand the mathematics they are practising. For example, inspectors observed pupils whose books showed that they had recently been able to accurately add and subtract fractions. However, they had not mastered the concepts involved with fractions. So, once they had forgotten 'the rule', or if a problem was worded differently, they had no strategies at their fingertips to solve the problem.
- The accurate and precise use of technical vocabulary that is evident in English is much less evident in

mathematics. Younger pupils do not understand that 'times' and 'multiply' mean the same thing. Older, most-able pupils are imprecise when they set out algebraic solutions.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- In their time at Nursery Hill, pupils develop into mature, articulate and sensible young people. They are keen to take on individual responsibility, for example being members of the school council, mentors to younger pupils and junior road safety officers. Pupils run the school's tuck shop and they were keen to explain to inspectors that the shop only stocks healthy food.
- The school's rich curriculum, including its focus on the arts, especially art and music, helps pupils to become knowledgeable, reflective and thoughtful. The school is richly decorated with pupils' high-quality art work and this, along with other displays, makes the school building an interesting and stimulating learning environment. Older pupils develop confidence as they play their stringed instruments as part of a large orchestra in the local civic hall.
- Pupils understand how to keep themselves safe from a range of possible dangers, including busy roads and the dangers that the internet can pose. They understand different types of bullying and they know what to do should they, or someone else, experience it.
- Inspectors spoke with many pupils who told them that that bullying in school is rare and that they trust staff to deal with any that does happen. The school's records of bullying incidents confirm the pupils' views. Through Parent View (Ofsted's online questionnaire), some parents raised concerns about how effectively the school deals with bullying. Inspectors found no evidence to support these concerns.

### Behaviour

- The behaviour of pupils is good.
- Pupils enjoy school. They are confident, polite and respectful. Almost all pupils behave very well in class and at other times of the school day. The school is a calm and orderly environment throughout the day.
- Pupils exhibit excellent attitudes to learning. They are enthusiastic learners who are well aware of how their work is improving. They are keen to achieve rewards, for example one pupil excitedly told inspectors how she had finally achieved her 'pen certificate' after much effort. However, pupils are equally motivated to improve their work for its own sake, rather than for an external reward. Several pupils showed inspectors how their spelling, writing and handwriting had improved this year.
- Attendance, which had previously been close to the national average for primary schools, fell to well below average in 2015. Leaders carefully analysed the reasons for this drop and quickly put a range of strategies in place, including greater use of rewards and increased support for parents of pupils who are regularly absent from school. As a result, attendance has improved considerably this year and is now at last year's national average.
- The school has a small number of pupils who display particularly challenging behaviour. Teachers and other adults manage them well. Leaders use exclusion rarely and appropriately as a last resort for incidents of a serious nature. Through Parent View, some parents raised concerns about the behaviour of a small number of pupils. Inspectors observed some challenging behaviour from a very small number of pupils, but adults managed the situation well and ensured that there was minimal disruption to other pupils' learning.

## Outcomes for pupils

are good

- The majority of pupils make good progress from their starting points in a range of subjects. Pupils make consistently good progress in Nursery and Reception and in key stage 1. Pupils' progress in key stage 2 has improved since the last inspection and is now good.
- During key stage 2, pupils make strong progress in English because of good teaching and consistently applied policies and practice. Attainment has improved over three years and is now a little above average in both reading and writing.

- Pupils make slower progress in mathematics at key stage 2 because teaching is weaker. Attainment has improved over three years, but at a slower rate and from a lower base than in English, and so is now still a little below average.
- Pupils make good progress in key stage 1. They start Year 1 with skills that are broadly average and their attainment at the end of Year 2 is also broadly average. Improved teaching of phonics has led to considerable improvement in the results of the Year 1 phonics reading check, which have been close to, or above, the national figure for two years.
- Children in Nursery and Reception make good progress. Their starting points when they enter the school vary each year, but outcomes at the end of Reception are consistently above the national figure. As a result, children are well prepared to start Year 1.
- Disadvantaged pupils in all years make similar or better progress than their peers. Teachers very quickly identify any pupil who falls behind their classmates and give them extra help to catch up, through a catch-up programme.
- Pupils who have special educational needs or disability make good progress at Nursery Hill. Teaching assistants give skilled help in class and pupils take part in catch-up programmes when appropriate. Leaders also work closely with parents to decide what interventions will be most effective for their child. Leaders and parents regularly review the impact of interventions to decide whether to continue with them or to curtail them and try something new.
- The most able pupils are making good progress in key stage 1 and in many subjects in key stage 2, including English. Their progress is slower in mathematics in key stage 2 because teaching does not help them to develop a deep understanding of mathematical concepts.

## Early years provision

is good

- Strong leadership and good teaching leads to children making good progress from their different starting points. Their starting points when they enter the school vary each year and, by the end of Reception, the majority reach a good level of development and they are well prepared to start Year 1.
- Children are enthusiastic and enjoy their learning. They listen well to adults and behave well. They move sensibly between activities and show consideration for others. They are active and inquisitive learners.
- Disadvantaged children make similar progress to others because pupil premium funding is used effectively to provide children with extra help if they fall behind.
- Parents are positive about the good start that their children have had in the school. There are regular opportunities for parents to meet staff to discuss their child's progress. Parents are also able to contribute evidence of their child's development, and some make use of this opportunity.
- Leaders ensure that children's safety is a top priority. They make sure that children's safeguarding and welfare needs are fully met and, as a result, children feel safe and are happy.
- Much of the teaching in the Nursery and Reception classes is effective and helps children to develop their love of learning and sense of achievement. For example, clear and precise teaching of phonics helps children to sound out words as they start to read. Adults know the children very well and they make sure that children engage in activities that interest and motivate them. However, adults are sometimes too slow to help and prompt children when they are taking part in these activities and this means that some children do not learn as quickly as they could.
- The learning environment is well organised, interesting, vibrant and engaging. However, the well-equipped outdoor area is under-used and this limits children's experiences.

## School details

<b>Unique reference number</b>	125500
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10012412

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Barber
<b>Headteacher</b>	Becky Pebody
<b>Telephone number</b>	02476 392318
<b>Website</b>	<a href="http://www.nurseryhillprimary.co.uk">www.nurseryhillprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:admin2001@welearn365.com">admin2001@welearn365.com</a>
<b>Date of previous inspection</b>	18 June 2014

## Information about this school

- This is a smaller than average sized primary school.
- Most of the pupils are White British.
- The proportion of pupils who have special educational needs or disability is below average.
- An above-average proportion of pupils are supported by the pupil premium. This provides additional funding for pupils in 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.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed learning in lessons in all classes; some of these were conducted jointly with the headteacher.
- Inspectors talked to many pupils about their learning and their attitudes to, and opinions about, school. They observed pupils at break and lunchtimes and as they moved around the school. Inspectors heard pupils read and talked to them about the books they enjoy.
- Inspectors scrutinised pupils' books from all year groups and paid additional attention to those from Years 5 and 6.
- A wide range of documents were scrutinised, including information relating to attendance, behaviour, safeguarding, pupils' progress and the checks made on the quality of teaching.
- Inspectors met with the headteacher, senior and other leaders, a group of governors, including the chair of governors, and a representative of the local authority.
- Inspectors considered 35 responses to Parent View and spoke with parents at the beginning and the end of the school day. They also met with three parents who asked to speak to inspectors.
- Inspectors took account of 15 responses received to a staff inspection questionnaire.

## Inspection team

Alun Williams, lead inspector

Diane Pye

Her Majesty's Inspector

Ofsted Inspector



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