

Inspection of a good school: North Nibley CofE Primary School

The Street, North Nibley, North Nibley C of E Primary School, Wotton-Under-Edge,
Gloucestershire GL11 6DL

Inspection date:

26 April 2023

Outcome

North Nibley CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at North Nibley. The school's vision to inspire and celebrate learning, achievement, faith and fun shines through its work. Parents say that staff are committed and that pupils feel a strong sense of belonging.

Leaders are ambitious for every pupil. Staff meet pupils' individual needs, including those with special educational needs and/or disabilities (SEND). Consequently, North Nibley is a place where pupils thrive.

Leaders have created an environment where behaving well is the norm. Pupils are courteous. They are motivated in their learning. Bullying rarely occurs. When it does, staff address it quickly. Pupils are caring and charitable. They show this with their work in the local area, such as serving food at the community kitchen.

Pupils appreciate the many opportunities provided to them. They take part in sports tournaments and trips to the pantomime. There are many clubs, including cross-stitch, drawing, rounders and football. Pupils enjoy responsibilities such as play shed monitors, buddies to Reception children and school councillors. These clubs and responsibilities widen pupils' interests.

What does the school do well and what does it need to do better?

Leaders have prioritised curriculum development in most subjects. They have planned precisely what pupils need to learn and in what order. For example, in physical education (PE), staff revisit previous learning with pupils in order to build their confidence and skills over time. Pupils apply their learning to other areas of school life, such as during play times. However, in a few subjects, such as history and geography, curriculum development is at an earlier stage. Leaders are still working on identifying the essential knowledge that pupils need to learn. This means that pupils do not develop the same depth of knowledge as they do in the majority of subjects.

Pupils' confidence and ability in writing have increased over time. Teachers highlight key features within texts, and pupils practise using these in their writing. Pupils enjoy writing about their experiences. For example, they visit a local travel agent to inspire them to write a tourist leaflet. This results in pupils writing high-quality pieces.

Children develop their knowledge of number from the early years. They confidently use resources to solve mathematical problems. Many pupils are supported to problem-solve and reason. They do so with success. Even so, there is work to do to ensure that all staff have the expertise to be able to develop pupils' understanding of these skills.

Leaders identify the needs of pupils with SEND quickly. They liaise with external agencies when appropriate to ensure pupils get the support they need. Pupils with SEND learn a broad and balanced curriculum alongside their peers. As a result, most pupils with SEND achieve well.

Leaders have prioritised the development of reading. Pupils learn the sounds that letters represent as soon as they start school. Leaders provide pupils with books to help them practise the sounds they have learned. Staff are well trained to identify and address any gaps in pupils' phonic knowledge. They check pupils' learning and provide additional support to those who need it. Pupils talk with excitement about their favourite books and authors. They learn to read well.

Pupils actively engage in their learning. They behave sensibly in lessons and around the school. From the early years, children learn routines and understand what adults expect of them. Staff forge positive relationships with pupils and encourage them to become independent.

Leaders have constructed a curriculum that includes learning about difference, diversity and healthy living. Pupils say it is very important to have someone you can talk to. Staff praise pupils' successes in weekly celebrations. A favourite for many pupils is the assembly led by church volunteers. This contributes to pupils' understanding of spirituality. These assemblies help to deepen pupils' understanding of spirituality. Leaders plan workshops and events, such as a Chinese New Year celebrations, to enhance pupils' knowledge of different cultures and religions.

Staff feel well supported by leaders and governors. They are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders deliver safeguarding training so that staff know how to identify and report any concerns about pupils. Leaders make decisions quickly. They work closely with parents and external agencies to keep pupils safe. Leaders ensure that everyone who works at the school is safe to do so.

Pupils learn about how to stay safe, including online learning. They are taught about respecting others and recognising personal space. Pupils know adults will listen and take action if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not identified the key knowledge pupils need to learn. In these subjects, some pupils' knowledge is not as well developed as others. Leaders must identify the essential knowledge they want pupils to learn in all subjects.
- In mathematics, there are inconsistencies in how well some pupils are supported to problem-solve and reason. As a result, not all pupils deepen their knowledge and understanding of mathematical concepts well. Leaders need to ensure that all staff have the expertise to support pupils to reason and problem-solve successfully.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115695
Local authority	Gloucestershire
Inspection number	10256674
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair of governing body	Mark Perry
Headteacher	Steven Hodgkinson
Website	www.northnibley.gloucs.sch.uk
Date of previous inspection	31 October 2017, under section 8 of the Education Act 2005

Information about this school

- There have been changes in leadership since the previous inspection. The current headteacher took up post in January 2023.
- The school does not use any alternative provision.
- The school is designated as having a religious character. Its last inspection under the Statutory Inspection of Anglican and Methodist Schools was in 2017, when it was judged good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator, school staff, pupils, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and look at samples of pupils' work.

- The lead inspector listened to pupils read from Years 1, 2 and 3.
- Inspectors evaluated the effectiveness of safeguarding. They looked at the school's single central record and records of concerns and at how staff work to keep pupils safe. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunch and break times. In addition, they met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the pupil survey and the staff survey.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

Nicola Berry

Ofsted Inspector

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