

Inspection of a good school: Nassington Primary School

Church Street, Nassington, Peterborough, Cambridgeshire PE8 6QG

Inspection date: 1 November 2023

Outcome

Nassington Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy their learning. They listen carefully to adults and their friends. Pupils try their best in lessons. They say that 'everyone helps each other'. Many pupils would recommend Nassington Primary School to their friends.

Pupils are courteous and polite. They answer questions with maturity and sensitivity. They know that some pupils need help to manage their own behaviour, and they kindly help their friends. Pupils feel safe at the school. They know there are adults who are there to help. They know they can also share their worries using the 'worry box' if needed.

Pupils have a good understanding of what bullying is. They say bullying is rare. They know what to do if they if they have a concern about bullying.

Pupils enjoy following the well-considered curriculum. They respond positively to the challenges and expectations it provides. Pupils know the school values well. They know they are important. They vote for the pupil and the adult they feel deserve the 'values certificate' each week. Parents and carers appreciate the hard-working staff.

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

The school has designed an ambitious curriculum. Each subject develops important skills and knowledge. It is sequenced well. The curriculum builds knowledge year after year, providing detail from early years to Year 6. What pupils need to know in each lesson is clear. The curriculum is typically well taught.

Phonics is a high priority in the school. Checks on learning are effective, and staff are well trained. Staff know exactly what they need to teach. They provide pupils with challenging word-building tasks. Pupils enjoy reading books that contain the letter sounds they need to practise. Small-group teaching ensures that pupils quickly get the help they need. Any pupils who are at risk of falling behind, and those who need additional support, receive extra 'keep up' sessions. These sessions meet their needs well.

Some subjects, such as geography, are well taught. Pupils learn how to use grid references accurately. They use Eastings and Northings vocabulary with precision. Pupils are able to recall prior knowledge. They can locate the continents, oceans and main countries on a map.

However, some subjects are not as well taught. This does not reliably support the pupils to learn new skills. Occasionally, pupils do not have enough opportunities to practise and learn what they have been taught. When this happens, the learning is not secure. The school checks on what pupils have learned. However, some of these checks are not exact enough. Where this is the case, the school is not able to provide staff with the precise support and guidance they need to enable them to deliver the curriculum effectively.

Pupils with special educational needs and/or disabilities (SEND) receive effective support in lessons. Adults adapt teaching so that these pupils can learn the curriculum. However, some SEND support documents do not provide staff with all the specific information they need to ensure provision for pupils with SEND is precise.

In the early years, the curriculum is well thought through. The school has thought carefully about the knowledge and skills children need to learn each term. The activities provided meet children's needs well. For example, children use a nature table effectively to develop sorting and patterning skills. Children settle very quickly into school life. They know the routines and procedures. They listen attentively to stories. They show respect to each other. Adults are caring and responsive. Children get off to a strong start.

The school checks attendance carefully. It holds meetings with families to reduce absence. The school takes effective action when individual attendance falls too low. This helps to establish a culture in which every school day is important.

Pupils' broader development is a strength of the school. Pupils enjoy opportunities to join many clubs, including dance-based exercise, library, football and instrument tuition. They develop their leadership skills through the school council and sports leader roles. They learn about life in modern Britain. They are well prepared for secondary school.

Teachers say they are well supported by leaders. They feel their workload is manageable. They feel valued and respected.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not ensure that precise checks are made on how well pupils are learning the planned curriculum in some subjects. Best use is not reliably made of some SEND support documents to ensure provision for pupils with SEND in classrooms is as precise as it could be. As a result, the school cannot provide the support and

guidance staff need to help them improve the teaching of the curriculum for all pupils. The school needs to ensure that precise checks are made on all pupils' learning across the curriculum and that staff receive the support and guidance they need to teach all subjects effectively.

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 first ungraded inspection since we judged the school to be good in June 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121847
Local authority	North Northamptonshire
Inspection number	10298433
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair of governing body	Deborah Manger
Executive Headteacher	Ed Carlyle
Website	www.nassingtonschool.org.uk/
Dates of previous inspection	12 and 13 June 2018, under section 5 of the Education Act 2005

Information about this school

- Nassington Primary joined the Unity group of schools in September 2021. Since joining the Unity group, a new executive headteacher and head of school have joined the school.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the executive headteacher, head of school, deputy headteacher, subject leaders, early years leader and the special education needs and disabilities coordinator. Members of the governing body and representatives from the local authority were also spoken to.

- The inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also heard pupils read.
- The inspectors reviewed curriculum documentation in other subjects.
- The inspectors reviewed the responses received to Ofsted Parent View and considered the results of Ofsted's questionnaire for staff and pupils.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

Elizabeth Mace

Ofsted Inspector

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