

Nassington Primary School

Inspection report

Unique Reference Number	121847
Local Authority	Northamptonshire
Inspection number	314119
Inspection date	26 September 2007
Reporting inspector	Alison Cartlidge

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

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	79
Appropriate authority	The governing body
Chair	David Naylor
Headteacher	Paul Archer
Date of previous school inspection	6 October 2003
School address	Church Street Nassington Peterborough PE8 6QG
Telephone number	01780 782743
Fax number	01780 782743

Age group	4–9
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The pupils come to the school from the village of Nassington and the surrounding area. Attainment on entry varies, but most children are working within the levels expected for their age when they start in the Reception Year. The proportion of pupils with learning difficulties and/or disabilities is below average. Most pupils are of White British heritage and no pupils have English as an additional language. The number of pupils on roll has been increasing in the last three years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Pupils are exceptionally enthusiastic about this good school. Good teaching enables them to achieve well. Children make a good start in the Reception Year, where sensitive and clear instruction enables them to learn quickly. Good progress continues throughout the school, leading to above-average standards in English and science by the time pupils leave at the end of Year 4. Standards in mathematics are broadly average and progress is only satisfactory in this subject. In mathematics, not all pupils, particularly the more able, do as well as they could and the work provided for them is not always sufficiently difficult. Teachers and teaching assistants support less able pupils and those with learning difficulties and/or disabilities well and as a result, most learn quickly in all subjects.

The care, guidance and support for pupils are good. Strong and effective pastoral care contributes much to pupils' good personal development and well-being. Members of staff are friendly and approachable and have good relationships with the pupils. Pupils respond positively to this support by behaving well, contributing to the school community and by helping each other. An interesting and well-delivered curriculum meets the needs of most pupils well. It includes many opportunities for pupils to develop a good understanding of how to stay safe and healthy. A wide range of clubs and visits contributes especially well to the pupils' thorough enjoyment of school.

Recent developments in academic support are involving pupils well in evaluating their learning. Pupils are pleased to explain their individual targets, which provide them with clear guidance on how to improve their work. They enjoy putting their thumbs up when they have understood or think they have done well in class.

The school is well led and managed. Self-evaluation is good overall and all staff and governors are committed to improving pupils' progress. There are clear and well-founded plans to develop relevant aspects of the school's work. However, newly available assessment information is not analysed in enough detail to identify really precisely all areas in which improvements can be made quickly, for example, in specific aspects of the mathematics teaching and curriculum.

The school's good partnership with parents and outside agencies supports pupils well. Most parents are pleased that their children come to this school. One summed up the views of many by saying, 'I'm very happy with Nassington School, all the children are happy and confident.'

Effectiveness of the Foundation Stage

Grade: 2

Good teaching ensures that children in the Foundation Stage (Reception Year) make good progress. Consequently, by the start of Year 1, most children are working securely at or beyond the expected levels for their age. Progress is especially good in mathematical development because the teacher introduces new skills through practical tasks. The teacher and teaching assistant work together well to support children's differing needs. Good links with pre-school providers help to ensure that there is a smooth transfer at the start of the year and that children settle well and learn new routines quickly. There is a good curriculum indoors. Adults plan interesting and engaging activities inside, but the outdoor work area is not well resourced, restricting the learning that can take place outside.

What the school should do to improve further

- Provide more challenge in mathematics in Years 1 to 4, especially for the more able pupils.
- Improve the resources and opportunities for children in the Reception Year to learn outdoors.
- Make better use of new assessment information on how well pupils are doing to ensure that the right areas for improvement are identified precisely and quickly.

Achievement and standards

Grade: 2

Pupils' achievement is good. Standards by the end of Year 4 are above average in reading, writing and science, and average in mathematics. In mathematics, whilst most pupils reach the levels expected for their ages, comparatively few are working beyond them. Progress in mathematics is satisfactory because some pupils, particularly the more able, are not always challenged enough and this reduces the progress they make. Pupils make good progress in other subjects, including in English and science, and the school's strategies to improve writing have been successful. Less able pupils, including those with learning difficulties and/or disabilities, are supported well by teachers and teaching assistants, enabling them to make good overall progress too. The school has recently introduced challenging targets for pupils' standards at the end of each year. These targets, together with a more thorough system for checking pupils' progress, are enabling the school to track progress more rigorously.

Personal development and well-being

Grade: 2

Pupils behave well and are very happy at school. This was nicely summed up in the words of one pupil who said, 'I love coming to school and I get all excited when the bell goes'. Despite the very high levels of enjoyment shown by pupils, rates of attendance are only satisfactory because some parents take their children on term-time holidays.

Pupils' spiritual, moral and social development is good. Pupils quickly develop skills that will stand them in good stead when they move to the next stage of their education. They have positive attitudes towards learning, work well together and are keen to do their best. They take responsibility willingly. The 'playground crew' helps to make lunchtimes calm and harmonious and the active school council allows pupils to make a good contribution to the community. Pupils are pleased that teachers hear and respond to their views so well. Pupils' cultural development is satisfactory. Although pupils raise funds to sponsor a child in Africa, they have only a limited understanding of cultures other than their own. The school has correctly identified cultural awareness as an area for development.

Pupils have a good understanding of how to stay safe and healthy. They grow their own produce in the school garden and most eat healthy snacks at playtime. They are very enthusiastic about after-school sport and understand the importance of exercise. As one said, 'If we let off steam at playtime we will work harder in lessons'. Recent classwork has enabled pupils to understand the dangers of misusing the Internet.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, teachers get on well with pupils and use praise effectively to boost self-esteem. They successfully encourage positive attitudes towards learning by making learning fun and by planning interesting and exciting work. This was demonstrated well in a literacy lesson in Years 3 and 4, where pupils worked enthusiastically in groups deciding which items they would need for an 'island adventure'. Teachers plan carefully for lessons, but in mathematics they do not always match work closely enough to the needs of all pupils. The result is that pupils learn at a slower pace in mathematics, particularly the more able pupils who are not fully challenged. Skilled teaching assistants give less able pupils or those with learning difficulties and/or disabilities good support, especially in literacy, helping to ensure that they make good progress.

Curriculum and other activities

Grade: 2

The curriculum provides pupils with a wide range of interesting experiences, helping to ensure that they greatly enjoy school. The school allows extra time for the teaching of key literacy skills, which contributes much to pupils' good progress in reading and writing. In contrast, the school allows less time for teaching numeracy either in lessons or by using investigative or problem-solving skills in other subjects.

A good range of clubs, visits and visitors enriches the curriculum and enhances learning. Pupils particularly enjoy their residential visits, where they learn new skills, such as working as a team. Good links with other schools and outside providers ensure that pupils are able to try out different sports and take part in competitions. This sporting provision makes a good contribution to pupils' understanding of healthy lifestyles.

Care, guidance and support

Grade: 2

This is a very happy school where pupils feel safe and secure because they are well looked after. Pupils say that they know to whom they should turn if they have a worry and they find all adults 'kind and caring'. The school works well with parents and outside agencies to safeguard pupils' well-being. As one parent said, 'The children are well cared for and nurtured'.

The school has thorough systems for assessing pupils' learning. Teachers are beginning to use this information to plan work that builds on pupils' starting points, although this is currently more effective in literacy than in numeracy. Pupils have a good understanding of the targets that they have been set and find them helpful. Teachers mark work frequently, although written comments do not always show pupils how to improve. Teachers support pupils with learning difficulties and/or disabilities well and provide them with clear guidance to help them with their work.

Leadership and management

Grade: 2

The headteacher, subject leaders and governors remain focused on improving provision and pupils' progress. The school's self-evaluation is good overall. Systems for checking the school's effectiveness have improved with the new assessment information. Governors and members of staff have an accurate awareness of the school's general strengths and areas for development. They take positive steps towards including suggestions made by parents and pupils in their plans. For example, following a recent survey of parents, they have correctly identified steps to improve communication between home and school.

The success of action taken to improve pupils' progress in writing and learning letter sounds demonstrates the school's good capacity to improve further. However, new information on pupils' progress in mathematics has not been analysed in enough depth to ensure that the precise action is taken so that all pupils do as well as they should in this subject. The school's monitoring of learning has revealed the lack of challenge for some more-able pupils generally, but this is not identified as a main priority for improvement in mathematics specifically.

Governance is good. Governors are knowledgeable and question the school rigorously about its effectiveness. There are careful financial plans to manage the increasing size of the school. The friendly and welcoming atmosphere in the school supports the pupils' personal development well and ensures that the school runs smoothly.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

27 September 2007

Dear Children,

Inspection of Nassington Primary School, Peterborough, Cambridgeshire PE8 6QG

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a good education.

Here are some other things about you and your school:

- You make good progress and reach above-average standards, but those of you who are quick at learning could do better in mathematics.
- You are polite and friendly and take responsibility well. We like your thumbs up and traffic lights that you use when you have done well.
- Teaching is good and members of staff help to make learning interesting.
- You study a good range of things in lessons and clubs.
- All adults in school are kind and caring and they look after you well.
- Your headteacher, other teachers and governors are working hard to make your school even better.
- Your parents and carers are pleased that you enjoy coming to this school.

What we have asked your school to do now:

- Help you to do better in mathematics in Years 1 to 4, especially those of you who are quick learners.
- Provide better resources and opportunities for children in the Reception Year to learn outside.
- Ensure that teachers use all available information to decide the most important things to improve next.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

Yours sincerely,

Alison Cartlidge Lead inspector

Annex B

27 September 2007

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Lead inspector