

# Nursteed Community Primary School

Inspection report

---

<b>Unique Reference Number</b>	132832
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	316033
<b>Inspection dates</b>	23–24 January 2008
<b>Reporting inspector</b>	David Curtis

This inspection of the school 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Eaves
<b>Headteacher</b>	Tim Heath
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Brickley Lane Devizes SN10 3BF
<b>Telephone number</b>	01380 730538
<b>Fax number</b>	01380 729342

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	23–24 January 2008
<b>Inspection number</b>	316033

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is slightly smaller than the average primary school. Numbers have continued to rise since it opened in 2002, but it is not at full capacity. Children start school in Reception with standards that meet expectations for their age. A high proportion of older pupils did not start the school in Reception and joined at various points during the school year, particularly when families moved into new houses. The proportion of pupils with learning difficulties and/or disabilities is slightly above the national average. The headteacher was appointed in September 2006. Three of the seven class teachers have left and three joined in the last two years. The school is part of the local authority 'Supporting Achievement in Schools' programme.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: raising achievement and standards in Year 6, and in writing in Years 3 to 5; improving the proportion of teaching that is consistently good; and improving the use of assessment so that all leaders have a clear picture of the current performance of each year group.

Although the school's current provision is not effective in meeting the needs of all learners, its capacity to improve is satisfactory. The headteacher, supported by staff, governors and the local authority, is determined to raise standards and achievement. Initiatives introduced by the headteacher to improve the assessment and tracking of pupils' achievement, linked to an increasing proportion of good teaching, are bearing fruit. In Year 6, standards are well below average and achievement is inadequate. Evidence from their current work in particular shows that they are not making sufficient progress in order to catch up on gaps in prior learning. However, in Years 3 to 5, there is demonstrable evidence that pupils have made good progress since July in reading and mathematics, although significant underachievement remains in writing. Children in the Foundation Stage make good progress because of the effective provision for them.

The proportion of good teaching is not consistently high enough across the school to enable all pupils to make good progress in order to raise their achievement. Teachers' expectations as to how much work pupils should achieve in lessons are inconsistent. Marking does tell pupils how well they are doing, but it is not consistently informing pupils how they can improve their work. In Year 6, too many worksheets are used in science which do not challenge pupils sufficiently. Strengths of effective teaching are evident in the quality of planning and questioning to develop pupils' knowledge and understanding.

Pupils are cared for well by all adults in the school. Parents value the way in which the school works effectively to help new pupils settle quickly and confidently into its day-to-day life. The new initiative to involve pupils in their 'next steps' is beginning to have a positive impact on pupils' understanding of what they need to do in order to improve. However, these 'next steps' are not used consistently across the school. Whilst teachers have good records of individual pupil progress, this information is not currently available as a summary of year group performance, which means that leaders do not have an up-to-date, 'at a glance' picture, of pupils' achievement.

Most pupils enjoy school, especially lessons where they can use the laptop computers or teachers use the interactive whiteboards to introduce new learning. Behaviour is satisfactory. Pupils feel safe in school and know there is an adult or a 'buddy' to whom they can turn with worries or concerns. They enjoy sport and whilst their understanding of healthy lifestyles is good, their choice of snacks does not always reflect this. Currently, because of weaknesses in their key skills of literacy and numeracy, pupils are not prepared sufficiently well for their future economic well-being.

The support from the local authority, together with the governing body's assistance in funding an additional teacher and more teaching assistants, is having a positive impact in raising

standards, especially in mathematics. As a result, the significant proportion of pupils underachieving in the subject has been reduced in Years 3 to 5.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make a good start in the Reception class. They quickly and readily adapt to the day-to-day life of the school. As a result of good teaching, they make good progress in their learning and reach or exceed the goals they are expected to attain by the time they start in Year 1. Children do well in relation to other children in the local authority. The quality of support provided by adults in teaching key skills is good, but there are times when children do not spend enough time choosing activities for themselves. The use of assessment to identify children's next steps in learning is good. Children are cared for well and this helps them to become confident learners. There is good liaison with Year 1 to ensure the smooth transfer of children and continuity of learning.

### **What the school should do to improve further**

- raise standards and achievement for pupils in Year 6 in English, mathematics and science, and for pupils in Years 3 to 5 in writing
- increase the proportion of teaching which is consistently good so that all pupils make good progress in lessons and over time
- improve the use of assessment so that all leaders can identify readily and monitor effectively standards and achievement in their subjects and phases.

## **Achievement and standards**

### **Grade: 4**

In Year 6, achievement is inadequate and standards are well below average in English, mathematics and science. Achievement in writing is inadequate in Years 3 to 5. In reading and mathematics, achievement is improving in Years 3 to 5, and it is satisfactory for most pupils. In writing, there are weaknesses in pupils' basic skills of spelling, grammar and punctuation. Pupils' understanding and use of calculations and multiplication tables is a significant weakness in Year 6. In science, the overuse of photocopied worksheets means that pupils' knowledge and understanding of science and their skills of enquiry and investigation are underdeveloped. After a decline in 2007, standards have improved in Year 2 and pupils are on course to reach average standards in reading, writing and mathematics.

## **Personal development and well-being**

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are safe in school and they handle equipment responsibly, including the laptop computers. They carry out their responsibilities effectively. A number of pupils and parents say that behaviour in some lessons causes distractions which impede learning, and inspection evidence supports this. Pupils enjoy sport and talk enthusiastically about their enjoyment of games lessons when pupils from Years 3 to 6 join together. They value having 'buddy bees' in the playground to whom they can turn with worries or concerns. Pupils attend school regularly and, where teaching is good, they show enjoyment of, and enthusiasm for, learning.

## Quality of provision

### Teaching and learning

#### Grade: 3

Improvements to teaching and learning mean that there is a consistency in the quality of teachers' planning, especially in meeting the needs of different learners. Most lessons begin with clear introductions. Pupils particularly enjoy it when teachers use interactive whiteboards to teach new skills and knowledge. However, there are occasions when lesson introductions are too long and these result in pupils losing interest and concentration. There is inconsistency in the level of challenge for pupils in lessons, especially in the amount of work they are expected to do. In Year 6, the overuse of worksheets in science means that pupils are not challenged enough in their learning, which contributes to their underachievement. Most teachers' marking is positive in that it tells pupils how well they are doing, but it does not consistently tell all pupils how they can improve their work.

### Curriculum and other activities

#### Grade: 3

Pupils come alive when they talk about events, such as the recent 'World War II Day' in Year 6, and the use of laptops to support their learning in Year 5. Such views indicate the success of a more cross-curricular approach which is having a positive impact on pupils' learning and achievement. However, there is still inconsistency in planned opportunities for pupils to use their literacy, numeracy and information and communication technology (ICT) skills in other subjects, especially in science in Year 6. As a result, pupils underachieve in the subject. The school provides a good range of extra-curricular activities and the take-up of these by pupils is good. The consistent use of the 'Building Learning Power' programme in classes has a positive impact on improving attitudes to learning for most pupils.

### Care, guidance and support

#### Grade: 3

The school complies with all requirements for safeguarding pupils and child protection. Staff know pupils well and provide good support for their day-to-day welfare, which is recognised and appreciated by parents. The school liaises with outside agencies and provides appropriate support for pupils with learning difficulties and/or disabilities. The school has introduced 'next steps' for pupils' learning in literacy and numeracy. Pupils show a growing understanding of these, especially in literacy where they talk quite confidently about them. At present, these are not embedded across the school and there is inconsistency between classes in how effectively they are used. It is not always clear when these 'next steps' are set or achieved.

## Leadership and management

#### Grade: 3

Since his appointment, the headteacher has gained the support of staff and governors in the key task of raising achievement and standards in the school, following the very poor results in national tests in 2006 for pupils in Year 6. Strategies to improve the quality of teaching and the assessment of pupils' progress are having a noticeable impact, especially in Years 3 to 5, but less so in Year 6. Challenging targets have been introduced for pupils and whilst these are

realistic, the school currently is not monitoring pupils' progress towards achieving these targets soon enough. As a result, it has no clear picture of the performance of each year group in relation to pupils who still underachieve.

The support from the local authority and the governing body has contributed successfully to the improvement in numeracy standards and achievement in Years 3 to 5. Subject and phase leaders have a clear understanding of what needs to be done in order to raise achievement, but are not clear about the impact of actions taken to improve pupils' performance. For example, the results of writing assessments carried out in December 2007 have not been collated so that leaders can use this information to support pupils.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

## Text from letter to pupils explaining the findings of the inspection

28 January 2008

Dear Pupils

Inspection of Nursteed Primary School, Devizes SN10 3BF

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed meeting you. I would like to say a special thank you to the school council and those of you in Year 2, Year 5 and Year 6 who gave up part of lunchtime to speak with us. Although your school is improving, it is not doing as well as it should so we are giving it a 'Notice to Improve'. You may receive a visit from an inspector in about six months to check up on how well the school is doing. In about a year, you will have another inspection.

There are some things that your school does well and these include:

- children in Reception make good progress when they start school
- many of you are doing much better in reading and writing than in July
- you enjoy sport and healthy exercise
- you particularly enjoy lessons when you can use the laptops
- all adults care for you and look after you well
- all those who lead and manage your school want you to improve your work.

However, there are a number of things which need to be improved. These are:

- to help those of you in Year 6 to make better progress and achieve higher standards in English, maths and science; and to help those of you in Years 3 to 5 to improve your writing
- to make more of your lessons good so that you can make good progress
- to make sure teachers check up sooner on the progress made by each year group during the school year.

You can all help by working hard to improve your writing, especially with spelling.

Yours sincerely

David Curtis Lead inspector

**Annex B**



28 January 2008

Dear Pupils

**Inspection of Nursteed Primary School, Devizes SN10 3BF**

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed meeting you. I would like to say a special thank you to the school council and those of you in Year 2, Year 5 and Year 6 who gave up part of lunchtime to speak with us. Although your school is improving, it is not doing as well as it should so we are giving it a 'Notice to Improve'. You may receive a visit from an inspector in about six months to check up on how well the school is doing. In about a year, you will have another inspection.

There are some things that your school does well and these include:

- children in Reception make good progress when they start school
- many of you are doing much better in reading and writing than in July
- you enjoy sport and healthy exercise
- you particularly enjoy lessons when you can use the laptops
- all adults care for you and look after you well
- all those who lead and manage your school want you to improve your work.

However, there are a number of things which need to be improved. These are:

- to help those of you in Year 6 to make better progress and achieve higher standards in English, maths and science; and to help those of you in Years 3 to 5 to improve your writing
- to make more of your lessons good so that you can make good progress
- to make sure teachers check up sooner on the progress made by each year group during the school year.

You can all help by working hard to improve your writing, especially with spelling.

Yours sincerely

David Curtis  
Lead inspector