

# Nursteed Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	132832
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	328681
<b>Inspection dates</b>	10–11 March 2009
<b>Reporting inspector</b>	David Townsend HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	176
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<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>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Brickley Lane Devizes SN10 3BF
<b>Telephone number</b>	01380 730538

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<b>Age group</b>	4–11
<b>Inspection dates</b>	10–11 March 2009
<b>Inspection number</b>	328681

**Fax number**

01380 729342

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## Introduction

One of Her Majesty's Inspectors and an Additional Inspector carried out the inspection. When Nursteed Community Primary School was inspected in January 2008, it was judged to require significant improvement and was given a Notice to Improve.

## Description of the school

Nursteed is slightly smaller than the average primary school and serves the immediate area to the southeast of Devizes. Most pupils are of White British heritage. There are a small proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils with learning difficulties and/or disabilities is also currently in line with the national average. Children join the school in the Reception class, which is the final stage of the Early Years Foundation Stage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

One parent spoke for many when she praised the school's 'caring and nurturing environment'. The staff know, care for and guide each pupil well. This, along with their emphasis on offering pupils a wider range of practical learning experiences through the improved curriculum, means that pupils' personal development and well-being are good. They enjoy school, attend well and exhibit good behaviour in lessons and around school. They contribute well within the school and the local community but their understanding of diversity within modern British society is more limited.

The school is emerging at a good rate following a period of turbulence caused by changes of staff which had an adverse impact on pupils' achievement. The headteacher has worked hard, with success, to stabilise and develop the staff team. Improvements to the accuracy of assessments and the tracking of pupils' progress have enabled teachers to target pupils' needs more closely in class. Teaching is improving fast because senior leaders, and latterly subject leaders, have been comprehensively evaluating its quality and supporting colleagues to bring about improvements. However, whilst many lessons are good, there remains some inconsistency in the quality of teaching and learning. Whilst most pupils are making better progress this year and catching up on lost ground, some opportunities are missed, particularly in mathematics lessons, to challenge all pupils, especially the more able.

Achievement is satisfactory and improving. Standards in English, mathematics and science by the end of Year 6 have risen from well below average at the time of the last inspection to broadly average. Nonetheless, given pupils' average starting points, this represents satisfactory rather than good achievement, particularly as not enough pupils are reaching the higher National Curriculum levels in some classes.

Leadership and management are good. The headteacher has united the school community in his drive to raise achievement and standards, and has ensured that all teachers take full accountability for their role in improving pupils' progress. The school sets challenging targets and measures the extent of progress towards them assiduously.

The quality of provision has improved markedly since the last inspection. For example, approaches to sharing targets with the pupils themselves have worked well. The curriculum is now good and has been successfully adapted to reflect a focus on the skills pupils should develop in each subject, as well as the need to apply basic skills across all subjects. The rate and extent of the improvement since the last inspection, secured largely through the school's own widening leadership expertise, mean that the capacity to improve further is good.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children join school with skills that are broadly as expected for their age, although in communication, language and mathematical development, particularly for boys, skills are below those expected. Children make good progress across all areas of learning due to the good provision on offer, and reach average standards by the time they enter Year 1.

The provision is led and managed well. Good links with local pre-school settings and well-organised induction procedures mean that adults know the children well before they start school. The partnership with parents and carers is very good. They regularly support their children at home with the reading activities organised by the school. Relationships in the classroom are warm and calm, creating an atmosphere in which young children rightly feel secure and very well cared for. As a result, their personal development and well-being are good. They settle in quickly, helped by sensible routines that build their confidence and independence. Children make good progress in their learning because teaching is stimulating and there is a well-planned curriculum. Children love to take part in action songs, joining in with alacrity while developing their coordination and mathematical skills. During science week, their attention was completely caught when looking for minibeasts in the compost. This gave rise to very good speaking and listening opportunities. The outside area is freely available to children during the day, although the range of activities there is sometimes limited. Careful observations by adults result in thorough planning that meets the individual needs of each child. Assessments of children's progress made over time are accurate but are not carried out and recorded systematically on a regular daily or weekly basis. The balance between teacher-directed learning activities and those chosen by children has improved since the last inspection.

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

- Further raise standards, especially in terms of the proportion of more able pupils reaching higher National Curriculum levels.
- Ensure that teaching consistently challenges all ability groups to do well, particularly in mathematics.
- Widen pupils' awareness, experience and understanding of different faiths, cultures and traditions within the United Kingdom and beyond.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards have risen, and are now broadly average. Achievement, although improving faster in recent terms, is satisfactory overall, as rates of progress remain a little uneven.

Standards in Year 2 have risen this year, so that the proportion of pupils working at the expected level for their age is broadly average in reading, writing and mathematics although the number reaching the higher levels is slightly lower. From their average starting points, this represents satisfactory progress during their time in Key Stage 1.

Attainment in Key Stage 2 is rising this year and is broadly average overall. The school has moved quickly to put in place effective approaches to the teaching of spelling, punctuation and grammar, but weaknesses from the legacy of underachievement in the past are still apparent in pupils' writing. Standards are variable in Years 3 and 4 and in some respects are below average; for example, too few pupils are reaching the higher levels in mathematics. Across the school, pupils with learning difficulties and /or disabilities are making at least satisfactory progress now, and some are achieving well, especially those pupils for whom English is an additional language. Up to and including 2008, results in the national tests at the end of Key Stage 2 were well below average in each subject. Improvements to teaching in Years 5 and 6 have enabled

pupils to make good gains in lessons this year. The proportion of pupils set to attain at or above the levels expected for their age has increased and standards are at least average in English, mathematics and science. However, given their average starting points upon entering Year 3 and that the improvements secured in terms of their knowledge and understanding are relatively recent, their achievement over time is satisfactory.

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

### **Grade: 2**

Pupils enjoy coming to school, as shown by their above average attendance. They behave well, take full advantage of all the extra activities offered to them and say of learning that 'teachers make lessons interesting and fun'. Pupils are very good at caring for one another and the school environment, taking their responsibilities as 'playground buddies', 'eco-monitors' and members of the school council very seriously. The development of these personal attributes, along with their improving literacy and numeracy skills and good attitudes to learning, is preparing them satisfactorily for the future. They have a clear understanding of the need to adopt a healthy lifestyle through healthy snacks and regular exercise, although some children indulge in packets of crisps at both break and lunch time. Pupils are well aware of how to keep safe and know to whom to turn if they have a problem. They say that the school is a very friendly place and they feel confident in dealing with any minor disagreements themselves. Pupils' spiritual, moral and social development is good. They engage well with the local community and support national charity events such as Red Nose Day. However, their understanding of the wider global community and the cultures and beliefs of others in modern Britain today is limited.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is improving, but whilst many lessons are now good, some are less effective and this is reflected in the uneven rate of pupils' progress.

Relationships within each class are very positive and this creates a good climate for learning. Teachers make clear the learning intentions for each lesson and some use computerised whiteboards effectively to show pupils visually the key steps in a task. They provide engaging practical activities for pupils, who respond with interest and enthusiasm. Teaching assistants are providing good support, especially for less able pupils and those with specific learning difficulties, including some with speech, language and communication needs. Teachers mark pupils' work regularly and give good feedback on how they can improve further. However, in some mathematics lessons in Key Stage 2, expectations are not high enough to challenge pupils of all abilities, particularly the more able pupils. They sometimes get insufficient opportunities to explain their thinking, and occasionally teachers' explanations and the tasks they set limit pupils' understanding of key concepts. This serves to slow rates of achievement.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum encourages pupils' personal development well. It is broad, balanced and enriched through a range of extra-curricular activities, visits, special events such as Science Week and visitors to the school. Teachers are diligent in checking that pupils get regular opportunities to experience the wider curriculum to the full, for example being able to perform,

compose and evaluate in their music lessons. Attractive displays around the school and pupils' work in lessons show that standards in art are good. Provision for literacy and numeracy is improving well, although it is too soon to see the full impact on pupils' achievement of the improved planning and practice in these subjects. The teaching of basic skills receives close daily attention in class and pupils receive more opportunities now to apply these skills to their learning in other subjects. For example, pupils readily apply their good skills in information and communication technology (ICT) to their learning in mathematics and science.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for by a teaching team who know their needs very well. The school's procedures for safeguarding pupils are rigorously applied and they enjoy a safe and secure life in school. Those with learning difficulties and/or disabilities are fully included in all that the school offers. A skilled team of teaching assistants offer them sensitive and high quality guidance in lessons. Good links with outside agencies such as specialised therapists ensure that those with more complex needs are also well supported.

A new system for targets and the next steps in learning is beginning to have a successful impact upon pupils' progress, especially for those in Years 5 and 6. All pupils have a good awareness of their individual targets and understand how to review and improve their work.

## **Leadership and management**

### **Grade: 2**

Led by the very well organised headteacher, the whole school community has worked exceptionally hard to improve achievement and standards since the last inspection. Everyone, including the governors, who are conscientiously fulfilling their role, is determined to build on this further. At the heart of the school's improvement is a tracking system that tells teachers on a regular basis how well pupils are progressing towards their challenging targets. Accurate and ongoing self-evaluation, good monitoring procedures and a development plan with the correct priorities supported by clear action plans are all good tools that are helping the school to measure its success and improve further. Leaders of the core subjects of English, mathematics and science are now more involved in monitoring strengths and weaknesses and this is another improvement since the last inspection. There is a serious commitment to working in partnership with a range of stakeholders from pupils and parents to the local authority, and this has strengthened the fulfilment of the vision because everyone is involved. All of these improvements are in the early stages of development but rigorous processes are ensuring that the capacity for further improvement is good. The school's links with the local community are good. The plans in place to address the limited national and global links in cultural diversity are at an early stage of development, therefore, the school's promotion of community cohesion is satisfactory rather than good.

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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?	3
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	3
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	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?	No

**Annex B**

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

12 March 2009

Dear Pupils

Inspection of Nursteed Community Primary School, Devizes SN10 3BF

I am writing to thank you all for making us feel welcome during our recent visit to your school and to tell you what we found.

The adults in your school have worked hard, with success, to make improvements since the last inspection. As a result, your school is now satisfactory overall and some aspects are good. The care shown by the adults, who know you all well, helps you feel safe and secure in school. We noted your good behaviour in class and around school. You develop as thoughtful, considerate young people, willing to help others and keen to learn. You told us you like how teachers try to make lessons interesting and fun and we saw how positive your attitudes to learning are. The good curriculum provides you with lots of opportunities to learn. We particularly enjoyed looking at all the attractive displays around school that show how you are making faster progress in your work now and are developing as skilled artists!

Your headteacher and everyone at the school has worked hard to develop ways to improve the standards you achieve in your work. We could see this is working when we visited lessons, spoke with you about your learning and looked at your books. We have asked the school to take this work further by ensuring that even more of you reach the higher levels in your test results. We have also asked that in lessons, especially in numeracy, teachers help all of you to move on more quickly in your learning. Finally, we have asked the school to help you learn more about life in different communities, both in the United Kingdom and across the world.

You have an important role to play in the future by continuing to work hard and participate fully in everything on offer in school. I am sure that you will.

Yours faithfully

David Townsend

Her Majesty's Inspector