

Inspection of Nursteed Community Primary School

Brickley Lane, Devizes, Wiltshire SN10 3BF

Inspection dates:

28 February and 1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils know the school's motto: 'Through kindness, teamwork and determination we thrive'. They learn what these words mean through assemblies and the curriculum. However, this is not always their experience. Some low-level disruption means that pupils can find it difficult to focus on their learning. They are confused about the rules, rewards and sanctions. Recent work to clarify these for pupils has not been effective.

Where the curriculum is well developed, pupils listen attentively and learn well. In some subjects, where the curriculum is not as well matched to their needs, pupils are easily distracted from their learning.

At times, some pupils behave in ways that are not respectful to others. Pupils, and some parents, do not have confidence in adults to deal effectively with incidents of inappropriate or prejudiced behaviour. Sometimes, pupils are reluctant to report incidents. In other cases, the behaviour begins again.

There are opportunities for pupils to develop their character and cultural capital. Pupils enjoy being school councillors and librarians where they take on responsibilities. They contribute to local events such as the lantern parade and charity fundraising.

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

Leaders have not yet secured a high-quality curriculum for pupils. Some subject curriculums are still under review. Others are in their infancy, which means the impact on pupils' learning is limited. Leaders do not have an accurate view of the impact of their actions on children's learning.

Where leaders have reviewed the design of subjects, the curriculum is stronger. In these subjects, leaders have identified and sequenced knowledge well so that pupils know more and remember more over time. For example, in geography, pupils can recall knowledge about how people have an impact on their environment. This enables them to understand the cause and effect of deforestation in rainforests.

Leaders have prioritised the development of early reading. The new phonics programme is implemented with consistency. Leaders ensure that teachers' subject knowledge is secure. As a result, teaching enables pupils to segment words and blend sounds accurately. Pupils read books that match the sounds they know, which reinforces their fluency. For a few pupils, however, learning is not always accurately matched to the sounds they know.

Older pupils, who are secure in their phonics, continue to develop their reading. However, the texts they use are not always ambitious enough. Leaders do not have a clear vision of how older pupils' reading will be developed. Teaching strategies do

not always deepen pupils' love of reading. Teachers do not check enough on pupils' understanding during lessons to know whether they have secured the intended learning.

Pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified. Plans to support them are written together with parents. In most subjects, teaching ensures that these pupils can access the same curriculum as their peers. This is not always the case in reading, where pupils with SEND sometimes struggle to understand or read the class text.

Children make a very positive start to school in Reception. Staff make sure they gather a full picture of children before they start. This enables them to match learning to children's interests and needs right from the very beginning. Staff ensure that vocabulary and communication are a clear focus in all learning. They have high expectations for children to develop and use this vocabulary. Carefully chosen resources and activities give children plenty of opportunities to practise and secure knowledge in their play. As a result, children develop into confident, independent learners.

Governors are committed to their roles. They seek to assure themselves of the effectiveness of leaders' actions. However, the impact of leaders' plans and actions is not evaluated accurately. As a result, improvements to the education and provision for pupils have not been successful enough.

Leaders work well with their staff. Staff feel listened to and supported to manage their workload. They enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff know the signs of abuse. Staff use the system for recording and reporting diligently. This enables leaders to act swiftly where necessary. Leaders work with a range of external agencies to help pupils and families get the right help at the right time. The recruitment of staff is rigorous. Governors assure themselves that the school's processes for safeguarding are effective.

Pupils learn how to stay safe online. They understand positive and negative relationships. Pupils are less clear about personal space and boundaries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not designed with clearly sequenced knowledge. This means that pupils are not able to coherently build on what they already know. Leaders must identify the knowledge they want pupils to know in all subjects, including reading beyond phonics, and sequence this so that pupils know more and remember more over time.
- Leaders' actions to ensure consistently positive behaviour from pupils is not always effective. Consequently, some pupils' behaviour and language are disrespectful. Pupils do not have confidence in staff to deal with this effectively. Leaders must ensure the curriculum teaches pupils tolerance and respect. Leaders should establish commonly understood expectations and effective systems for managing behaviour.
- Leaders' actions to improve the quality of education are not strategic. As a result, impact is measured by the completion of actions rather than how these improve outcomes for pupils. Leaders, including governors, need to ensure they accurately evaluate the impact of any actions on pupils' learning.

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	132832
Local authority	Wiltshire
Inspection number	10240675
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Andrew Geddes
Headteacher	Kay Vousden
Website	www.nursted.wilts.sch.uk
Date of previous inspection	2 and 3 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second 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.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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 held meetings with the headteacher, deputy headteachers, the early years leader, the special educational needs coordinator, curriculum leaders, teaching and support staff.

- The lead inspector met with members of the local governing body, including the chair of governors.
- The lead inspector met with the designated safeguarding leads to discuss how pupils are kept safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including documentation relating to safeguarding.

Inspection team

Angela Folland, lead inspector

His Majesty's Inspector

Andrew Evans

Ofsted Inspector

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