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Mr Paul Batchelor  
Headteacher  
North Nibley Church of England Primary School  
The Street  
North Nibley  
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Gloucestershire  
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Dear Mr Batchelor

### **Short inspection of North Nibley Church of England Primary School**

Following my visit to the school on 31 October 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the previous inspection. You have worked effectively with newly appointed staff and, as a result, you have improved subject leadership across the school. Consequently, teachers' planning of lessons is better. You have developed computing skills within subjects. However, you know that pupils still need to engage in extended writing in more subjects. Similarly, they need to be challenged in mathematics lessons. You have also worked well to increase the participation of pupils in after-school events. In particular, you have increased the number of sports available.

Changes in the governing body include a new chairperson and several new governors. Governance continues to be a strength following extensive skills audits. Governors have received training on providing effective challenge to the school's leaders.

The strong relationships and mutual respect between teachers and pupils results in engagement and enthusiasm in learning. Pupils are supportive of one another. They are very welcoming and respectful of visitors. They are proud of their school. One pupil informed me that 'I like this school because the teachers know us so well and they make the work hard but enjoyable.' This view was typical. Pupils enjoy the wide range of sporting activities and trips.

Parents feel very positive about the school's development under your leadership. Parents commented that the school is 'all about the child'. They like the close community ethos of the school.

### **Safeguarding is effective.**

Safeguarding is effective. The leadership team has ensured that all safeguarding arrangements are fit for purpose. Records are detailed and of high quality. Staff carry out thorough checks. The school is a safe place. Reports from the governing body highlight pupils' safety as an ongoing priority.

Every member of staff and volunteer is aware of their responsibilities. They receive regular training and support. Staff know the pupils well. Vulnerable pupils are monitored carefully.

Pupils feel safe at school. They support one another if they have a concern or worry. They know that staff in school will help them too. Pupils spoke of how the school supports them to stay safe online.

All parents who responded to Ofsted's online questionnaire, Parent View, said that their children are safe in school.

### **Inspection findings**

- My first key line of enquiry explored how the curriculum supports the progress and attainment of pupils across subjects in different year groups. Pupils explore subjects through topic work. Visits to cities broaden pupils' experiences effectively. They understand different cultures and religions. Pupils make good progress in many subjects.
- My next line of enquiry explored the progress and attainment of pupils in writing. Pupils have not done well in the end of key stage 2 tests in writing. Staff have moderated pupils' work with other schools. This ensures that they assess pupils' work accurately. They have had training on their teaching of spelling methods. There is an improved assessment scheme in writing.
- Pupils' success in reading supports the development of pupils' writing. You have produced reading lists. You make sure parents understand the role they have in supporting their child's learning.
- You have introduced talking about topics before writing about them to engage pupils, especially boys. It helps pupils to appreciate the effects and impact of different techniques and styles. More recently, you have introduced blogs for pupils. In addition, some pupils write a diary regularly. As a result, pupils, especially boys, are making greater progress in their writing. This is an area that the school needs to develop further. Enabling pupils to write for specific audiences and purposes remains a key focus for you.
- My next line of enquiry explored the progress and attainment of pupils in mathematics. Results in the end of key stage 2 tests in 2017 showed a dip in performance. You were quick to analyse the issues. You have provided support

swiftly for teachers and pupils. You have explored methods for teaching ratio and proportion. Teachers have greater expertise now. Targeted, individual sessions on the specific learning needs of pupils have improved progress. Pupils have a greater mastery of key mathematical concepts. Pupils' interest and enthusiasm are better. However, some mathematics work does not sufficiently challenge pupils, including the most able.

- I looked at leaders' actions to secure the progress of the most able and middle-ability pupils. Assessment is more secure. Work is targeted at the appropriate ability level. Teachers encourage pupils to be aspirational. The most able pupils achieved better than others nationally in the end of key stage 2 tests in 2016/17. Currently, this group of pupils is making rapid progress.
- My final line of enquiry focused on how leaders' actions have been successful in improving attendance. You have tackled this issue by working closely with families. You have educated them about the importance of attendance. For example, you demonstrated the impact low attendance has upon future educational success. You liaised with other agencies when necessary. Strong, supportive leadership has improved attendance for all groups in the current academic year so that it is at least in line with the national average.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils engage in extended writing for a range of purposes and audiences across the curriculum
- pupils are challenged to develop their reasoning and problem solving in mathematics.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Gloucester, the regional schools commissioner and the director of children's services for Gloucestershire. This letter will be published on the Ofsted website.

Yours sincerely

Matthew Shanks  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, you joined me in observing learning in classrooms. Together, we looked at pupils' books. I held meetings with senior staff and five governors, as well as speaking to staff during the school day. I scrutinised a wide range of documentation, including the school's self-evaluation and development plans, governor minutes and visit notes. I looked at safeguarding and child protection

records and the school's assessment information. I spoke with a member of the local authority with responsibility for supporting the school.

I talked with pupils in lessons as well as breaktime and lunchtime. I met with parents before school and took account of the views of 53 parents who responded to Parent View, and 11 staff and 30 pupils who completed Ofsted's online surveys.