

Nyland School

Nyland Road, Nythe, Swindon, SN3 3RD

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school

- There is a strong staff team and relationships with the pupils are good. Staff have good knowledge and understanding of all the factors affecting pupils' behaviour. Mutual respect and trust ensure that everyone works well together.
- Pupils achieve well. They make particularly good progress in reading and mathematics. Many pupils arrive having had disruptions to their education. When they have settled, some make outstanding progress.
- Teachers make sure, with good questions and reminders, that pupils know exactly how well they are doing and what they need to do to improve, both in their work and their behaviour.
- Pupils behave well in lessons. They feel safe and report that incidents of bullying are rare and dealt with well by staff. They are making gains in understanding how to manage their reactions and so improve their behaviour.
- Leaders have ensured that teaching has improved since the previous inspection and that they carefully check the progress that pupils are making.
- There are good partnerships within the federation of schools and with many other agencies including the health authority. This ensures pupils can continue to make progress with the aim of returning to a mainstream school.
- The governing body checks the work of the school effectively.

It is not yet an outstanding school because

- Teaching does not always ensure that older pupils are fully motivated to learn.
- Occasionally, pupils are not given enough opportunities to extend their skills in reading, writing and mathematics across the full range of subjects.
- There are not yet enough opportunities for parents, carers and members of the local community to be fully involved in helping the school to improve further.

Information about this inspection

- The inspector observed 11 lessons or part lessons taught by five teachers, of which four were joint observations with the executive headteacher and the Principal.
- The inspector listened to pupils read.
- Meetings were held with the executive headteachers, principal, assistant principal, groups of pupils, a representative of the local authority and the Chair of the Governing Body. The inspector took account of the results of a questionnaire for all current staff.
- The inspector looked at school documents, including data relating to assessment and pupils' progress, planning for school improvement and records about behaviour, attendance and safeguarding.
- There were no responses to the online Parent View questionnaire. The inspector considered a recent questionnaire undertaken by the school.

Inspection team

Janet Dinsmore, Lead inspector

Additional inspector

Full report

Information about this school

- Nyland School is part of the Nyland Campus provision for supporting pupils with emotional, social and behavioural difficulties. Nyland Campus is part a multi-academy trust, The Whitehorse Federation, formed in August 2012. There are thirteen different educational settings or services in the federation. When its predecessor school, Nyland School, was previously inspected by Ofsted it was judged to be satisfactory overall.
- The multi-academy trust has two executive headteachers and there is a Principal with responsibility for day-to-day management and teaching and learning at Nyland School. The governing body is the Trust board of the federation. Each setting also has a smaller board to assist in the governance and this in the process of being set up for Nyland.
- All pupils have a statement of special educational needs for emotional, social and behavioural difficulties frequently combined with medical and autistic spectrum conditions. There are 20 pupils attending full time. Twelve pupils have dual registration with their mainstream primary school and attend Nyland for three days a week.
- The proportions of pupils known to be eligible for free school meals are much higher than average. There are average proportions looked after by the local authority and from service families. The school receives additional government funding for these pupils through the pupil premium.
- Almost all pupils are from White British backgrounds and there are very few pupils from minority ethnic groups.
- Since the previous inspection the executive headteacher has been appointed as joint executive headteacher in the multi-academy trust. Two staff who previously held roles as middle leaders have become Principal and assistant headteacher of the school.

What does the school need to do to improve further?

- Improve teaching so that a greater proportion is outstanding by ensuring that:
 - all older pupils are captivated by lesson content and motivated to learn
 - pupils are given more opportunities to extend their reading, writing and mathematical skills across all subjects.
- Improve leadership and management by ensuring that there are more opportunities for parents, carers and members of the local community to be fully involved in helping the school to improve further.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their starting points. The majority of pupils arrive at times other than would normally be expected, often after a period of interrupted education because of the difficulties that they have experienced with their behaviour in mainstream schools. Once they have settled in the school they make rapid gains in reading and mathematics and good progress in writing, overcoming many of the specific difficulties many have with acquiring these skills.
- Progress in mathematics is good with a majority of pupils making better than expected progress. They eagerly apply calculation skills to four-digit numbers in Year 5, understanding thousands, hundred, tens and units well. Activities at the start of the day also enable pupils in Years 4, 5 and 6 to be independent in choosing a task to complete and to practise their skills in multiplication. As a result, they are able to recall facts well.
- Progress in reading is also good with a higher than average proportion making better than expected progress. They know the sounds of letters well and use these skills to work out words they are unfamiliar with. They also used this knowledge to work out hieroglyphic codes as part of the Egyptians topic. Older pupils enjoy reading a range of books and can explain what they have read.
- Progress in writing is good. Pupils in Years 5 and 6 use their knowledge of grammar to improve their writing. They use interesting adjectives and adverbs, describing how people say things and acting them out to demonstrate their understanding. Pupils are gaining confidence in working independently and are keen to show that their achievement is improving, especially when writing to the Principal to demonstrate that they are ready to return to mainstream schools.
- Pupils in receipt of additional support through the pupil premium achieve as well as their peers and there is no difference in the average points scores for English and mathematics for these pupils in the school. The small number of pupils from minority ethnic groups also make good progress.
- Pupils also make good progress in developing confidence and physical and social skills because there are opportunities within the school day at snack, break and lunchtime to talk about what they have been doing, as well as to play football and use the climbing frame.

The quality of teaching is good

- Teachers plan work that ensures that all the individual pupils in the class can make good progress in the lesson. Pupils know how well they are doing because teachers frequently tell them, also explaining what they have to do next to continue to make progress.
- Teachers use marking well to explain what pupils need to do to improve their work and check this progress frequently so that pupils stay on track. Teachers have good knowledge of how to do this. They ensure that pupils can make up for learning they may have missed before coming to this school.
- Reading is taught well and pupils who have additional difficulties in this area receive support that enables progress to be accelerated. The pupil premium is used to fund this support.
- Staff use questioning well to enable pupils to explain what they are learning and to make sure any misunderstandings are corrected. Occasionally, the links between subjects are not well planned enough for pupils to use their reading, writing and mathematical skills in other subjects. Opportunities are sometimes missed to use parts of the school day to promote these skills.
- Pupils have excellent opportunities to excel in sporting skills, for example in tag rugby, understanding techniques and rules very well, as well as the importance of teamwork. Visiting tutors teach drumming skills and there are opportunities to perform in dance and drama.
- The excellent relationships between all staff and pupils help staff to make sure that pupils are motivated to learn. Occasionally, the work in lessons is not exciting enough to motivate some

older pupils.

The behaviour and safety of pupils are good

- The checking and reward system for behaviour, 'Green Apples', is used each half hour to motivate pupils and help them improve their behaviour. It is linked well to monetary rewards that classes use to create products to sell across the federation of schools so that they can spend class funds on resources or special trips.
- The 'Green Apples' measure is also used to help pupils take responsibility for their behaviour and demonstrate whether they would be able to return to a mainstream school. This is a clear goal for pupils at the school.
- A range of therapies, including music and art, is used well for individual pupils to enable them to express their feelings and gain understanding of their reactions. Pupil premium funding is used for this. Pupils look forward to celebrating each other's success when 'star of the week' is awarded during Friday assemblies.
- Pupils know how to stay safe when using the internet and report that incidents of bullying are rare and staff deal with them well. There are no recent records of use of racist or homophobic language and staff ensure that pupils understand each other's circumstances well so that they are considerate to each other. They work well with partners in class and in teams when playing sport in lessons or at break times.
- The systems for recording all incidents of poor behaviour and necessary physical intervention are robust so that leaders can check on this. Records demonstrate marked improvements for individuals during their time at the school. Headteachers of primary schools that are working in partnership with Nyland report that the consistent behaviour management systems created between the settings have enabled individual pupils' behaviour to improve on the days they are at their primary school.

The leadership and management are good

- A good system for checking the teaching and learning of pupils is in place and used well to identify any slowing in progress. Prompt action ensures that this is corrected. There are also good systems for managing the performance of staff, with secure links to pay progression. The executive headteacher has oversight of the school and ensures that the performance of the Principal is well managed.
- Statutory requirements for safeguarding are met. The senior leaders take advice where necessary and use effective checking systems to ensure that this is maintained to high standards in the school. There is effective working and strong partnership with other children's services. A consultant paediatrician uses the school premises for a weekly surgery and highly values the opportunities that this gives for multi-disciplinary working and observation of the pupils.
- The school has improved since the previous inspection as pupils are now making good progress. This is largely due to improvements in the quality of teaching. Staff report that they are well trained for their roles within the school and all know what the school is aiming to achieve. They are committed to the specialist work of the school and are extremely effective as a team. The school works well with some parents and carers, providing opportunities for family learning. However, it does not yet fully involve the wider group of parents and carers, as well as members of the local community, in taking an active role in contributing to school improvement. There are individual examples of good support for parents and carers through working with many other agencies for those facing difficulties. The school is very active in ensuring that there is no discrimination of any kind and it strives actively to promote equality of opportunity at all times.
- The pupil premium is used well. The funding helps to provide additional staff to ensure that pupils have good quality individual support in school, especially for reading and a range of

therapeutic experiences. This work helps pupils to be ready to learn in school.

- The partnership of the schools across the whole federation works together well to provide essential training for staff. There are opportunities for all the schools to join in activities together, for example a recent art festival.
- The local authority highly values the work of the school and commissions it to provide services for pupils with emotional, social and behavioural difficulties in its schools. It provides minimum levels of support as it monitors the quality of services provided by this academy.
- **The governance of the school:**
 - The governing body monitors the work of the school effectively and has a clear understanding of its performance, including the quality of teaching. It ensures that pay is related well to performance in the classroom and that the pupil premium is used to ensure increased progress for eligible pupils. It uses external advice to make sure that the performance of the executive headteachers is well managed. The governing body receives regular reports about the progress of pupils and has supported the leadership in ensuring that underperformance is tackled. It is at an early stage of development for a multi-academy trust. Governors have a secure overview of the school's finances.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138307
Local authority	NA
Inspection number	406876

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

Type of school	Primary
School category	Academy special
Age range of pupils	6–11
Gender of pupils	Boys
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Ian Cooke
Executive Headteachers	Lauren Connor, Nick Capstick
Principal	Andrew Denham
Date of previous school inspection	19 October 2010
Telephone number	01793 535023
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