

Inspection of Nerrols Primary School and Nursery

Nerrols Drive, Taunton, Somerset TA2 8GS

Inspection dates: 28 and 29 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are friendly, kind and respectful towards each other at Nerrols. They love coming to school and attendance is high. Pupils state that bullying does not happen but that if there were a problem, staff would resolve it quickly.

Relationships between staff and pupils are very strong. Pupils feel cared for, nurtured and protected. Pupils are attentive and follow instructions well both in class and around the school. Children in Nursery and Reception get an excellent start to their time at school. They learn the routines of school extremely well and thrive.

Pupils have many opportunities to develop their leadership skills. For example, pupils stand for election to the student council. They also apply to be reading champions and read to children in the early years setting. In addition, pupils act as play leaders at breaktime and lunchtime, helping other pupils to play happily together. Parents are overwhelmingly positive about the quality of education at the school alongside the strong pastoral support. One parent's comment in the online questionnaire echoed the views of many, 'an excellent, nurturing school where staff go out of their way to support and encourage the children'.

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

The headteacher's vision and enthusiasm are shared by staff and governors. Leaders have worked hard to develop a well-structured curriculum in many subjects. For example, in mathematics, pupils revisit their knowledge of multiplication, division, addition and subtraction to help them solve progressively more complex problems. In English, pupils read a breadth of texts to help them learn how authors craft their writing. Through the study of texts, pupils learn new vocabulary, which helps them to understand themes and ideas. They learn a range of synonyms, which enriches their knowledge of texts and their writing. However, leaders acknowledge that the curriculum in some subjects is not as well developed and pupils do not learn as well as they could.

Reading is a priority across the school. Leaders have implemented an early reading programme with success. All staff have been well trained and teach the programme effectively. From early years to key stage 1, pupils relish learning to read. They make strong links between letters and their corresponding sounds. Pupils use their phonic knowledge well to read unknown words. Staff continuously check what pupils know and do not know and adapt their teaching accordingly. Consequently, pupils learn to read well. From Nursery to Year 5, children and pupils are immersed in reading. Staff read high-quality texts to pupils, and pupils respond eagerly. In Reception, for example, children were highly enthused by the text 'Coming to England' by Floella Benjamin. Children talked knowledgeably about the feelings of the children in the book.

Teachers' subject knowledge is strong. Pupils with special educational needs and/or disabilities (SEND) receive bespoke support. The special educational needs and disabilities coordinator (SENDCo), teachers, parents and pupils co-produce the support to enable pupils to learn successfully. Leaders and staff continuously check that pupils with SEND learn well, and they adapt the support where needed.

Through the curriculum, pupils learn to manage their emotional well-being and their physical health very well. For example, pupils articulate knowledgeably the dangers of vaping, smoking and alcohol. They also learn about the importance of not being embarrassed to share a concern about their mental health.

Leaders and staff manage the behaviour of pupils well across the school. Pupils are motivated and aspire to do well. They are proud of their work and enjoy learning. Through developing nurturing relationships with pupils, staff ensure the well-being of pupils in their classes. Consequently, the number of suspensions has reduced significantly.

Children in the early years get off to a flying start. The curriculum is exceptional in enabling children to develop strong speech and language skills. Through the well-structured activities, children learn to take turns and expand their vocabulary and grammar very well. As a result, from Nursery to Reception, children learn progressively more complex language with which to express their knowledge about the world. Children's understanding of the world is developed through the study of different faiths and cultures. For example, children in Nursery learn about Ramadan. Children learn about number and patterns very well. Disadvantaged children flourish through the strong focus on language. Children with SEND are supported exceptionally well and thrive.

Governors and the trust know the school well. Governors ask challenging questions and gather pertinent information. Staff are unanimous in feeling well supported by leaders. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in ensuring that pupils are emotionally and physically safe. They work closely with external agencies to ensure that pupils receive the most appropriate support where possible. All staff and governors have received safeguarding training and know how to recognise when a child may be at risk of harm.

Through the curriculum, pupils learn how to keep safe when online. They also learn about the importance of road safety. Leaders ensure that safeguarding checks are carried out on all adults who work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not well developed. It is not sequenced well enough to enable pupils to build on their prior knowledge. As a result, pupils do not learn as well as they could. Leaders must ensure that the curriculum for all subjects is coherent and enables pupils to develop progressively more complex knowledge.

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	146778
Local authority	Somerset
Inspection number	10260379
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	Board of trustees
Chair of trust	Jade Renville
Headteacher	Matthew Kerton
Website	https://www.nerrolsprimary.co.uk/
Date of previous inspection	5 July 2019, under section 8 of the Education Act 2005

Information about this school

- Nerrols Primary School and Nursery is part of the Richard Huish multi-academy trust.
- The school is smaller than the average primary school. It currently only goes up to Year 5. It has provision for two-year-olds.
- 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 first 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.
- Inspectors held discussions with the headteacher and members of the leadership team.

- An inspector held discussions with the chief executive officer and two leaders of the trust. An inspector also held discussions with the chair of governors and another governor.
- Inspectors carried out deep dives in English, early reading, mathematics and art. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- An inspector listened to pupils from Years 1 to 3 read to an adult.
- An inspector met with the SENDCo to consider the quality of education for pupils with SEND.
- Inspectors reviewed behaviour in lessons and around the school.
- Inspectors met with staff to consider their views.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Ken Buxton

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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