

Nursted Community Primary School

Address: Brickley Lane, Devizes, Devizes, Wiltshire, SN10 3BF

Unique reference number (URN): 132832

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention

Achievement

Needs attention 

Over time, pupils have not been well prepared for their next stage of education. This is because weaknesses in the curriculum and teaching have led to pupils not achieving as well as they could. This is reflected in their attainment and progress in national tests, which are significantly below national averages in reading and mathematics, including for disadvantaged pupils.

The school takes robust action to improve pupils' achievement in English and mathematics, including for disadvantaged pupils and those who face other barriers to their learning or wellbeing. For example, more pupils than previously now read fluently and with understanding. The school works productively to resolve gaps in pupils' foundational knowledge, for example in handwriting, spelling and the recall of mathematical facts. While it is early days, gaps in attainment between the school's disadvantaged pupils and the attainment of non-disadvantaged pupils have begun to close.

Notably, the school's work to ensure that current pupils learn a broad curriculum has a positive impact. Pupils now generally remember essential subject content across a range of subjects. Increasingly, this helps pupils to apply what they know already to new learning.

Attendance and behaviour

Needs attention 

Attendance is a whole-school priority. The school applies its stringent systems effectively to check pupils' attendance. Leaders provide timely support and challenge. As a result, pupils' attendance has improved. Most pupils attend well. Very recently, the proportion of pupils who are persistently absent has reduced, particularly for pupils who are disadvantaged.

Leaders are midway through their work to promote a culture of high expectations of behaviour and conduct. Notably, there are now well-established routines at the start of each day and warm relationships with staff. This means that pupils settle quickly. Suspensions have decreased and are used appropriately. The school has an appropriate behaviour policy in place. Pupils recognise and welcome the higher expectations that are set by the school. This improves many pupils' attitudes and attention to learning. However, there remain occasions when staff do not apply the school's policies consistently. For example, some staff do not resolve low-level disruption or non-compliance in class promptly. At lunchtimes, staff do not routinely address pupils who fail to behave well in the dinner hall or around the school. When pupils experience poor behaviour in lessons and at social times, this prevents them learning or limits their enjoyment of school.

Curriculum and teaching

Needs attention 

Leaders have an overall understanding of the quality of the curriculum and teaching. They work systematically to bring about necessary improvements. For example, the wider curriculum is now well sequenced and includes the necessary subject content to be taught.

Some staff do not have secure subject knowledge in the phases and subjects they teach. There is already considerable work in place to upskill staff and raise expectations in teaching. Most of this work has been focused on improving English and mathematics and developing staff's use of essential teaching strategies. Many improvements have begun to emerge, for example staff's modelling and use of resources when teaching English. The school's approach to recalling prior learning in mathematics in the main supports greater fluency than before in terms of number facts.

However, some teaching does not build directly on what pupils already know and understand. For example, when pupils get stuck this is not routinely picked up. At times, pupils have to wait to get started on their work. This does not maximise learning time. While teaching has improved overall, there has not been enough time to secure all the necessary improvements. As a result, pupils still have gaps in their knowledge, for example in their handwriting, spelling and mathematical knowledge.

Early years

Needs attention 

The school's work to bring about improvements in the early years has started to take hold. For example, the renewed curriculum is well sequenced and sets out what children will learn and when. The learning environment now supports the 7 areas of learning. However, there remain weaknesses in the implementation of the early years curriculum. Inconsistencies in staff's expectations mean that learning time is lost between activities. The quality of adult and child interactions varies. They do not deepen children's knowledge and experiences consistently well. As a result, some children find it difficult to sustain concentration and follow instructions, including when learning important routines such as tidying up. This affects children's readiness for Year 1.

Some aspects of curriculum and teaching are more successful. For example, children learn phonics successfully. Staff work with external agencies when necessary, for example, to gain specialist advice for children who have special educational needs and/or disabilities. Early morning routines help children settle to the day ahead successfully. Regular routines, such as snack time, provide effective opportunities to introduce new vocabulary and practise important life skills, such as how to take turns.

Inclusion

Needs attention 

The school's inclusion strategy is in the process of development. However, it does not yet have a consistent impact on pupils' outcomes and experiences.

Leaders work with integrity to resolve weaknesses in the school's practices. For example, most recently, the school strengthened its work to reduce barriers to learning for disadvantaged pupils. Staff have a growing understanding of the strategies that leaders expect to be used as part of the pupil premium strategy. This enables pupils' emerging and changing needs to be identified more readily. Leaders have begun to analyse the impact of any interventions. However, there are inconsistencies in the implementation of pupils' individualised plans.

The school identifies and assesses pupils' special educational needs and/or disabilities (SEND) accurately. The school works with parents and carers, external agencies and

specialist teams to plan multi-agency support. This ensures that, more often than before, pupils with SEND receive the emotional support they need. Very recently, the school introduced a new teaching group for a number of pupils in Years 3, 4 and 5 with the intention of narrowing pupils' specific gaps in knowledge. This provision is in its infancy. Pupils make positive relationships and receive work that meets their needs better than before, but it is too soon for the impact to be determined.

Leadership and governance

Needs attention ●

Over time, the governing body has not held the school to account for raising standards consistently well. In recent months, governors have improved their knowledge and skills. Governors now understand their statutory duties and have increased their capacity to provide challenge and support.

The headteacher provides stability after many changes to leadership. Leaders have an accurate understanding of what the school needs to improve and what it does well. Decisions are made in the best interests of pupils. The school has used the external advice it receives wisely. For example, school leaders deliver a considerable package of staff development with emerging impact. More stringent checks on teaching take place than previously. This has started to bring about tangible improvements to the curriculum and teaching. However, leaders are only part way through this work. In some areas, the impact on pupils' achievement is not evident.

A small minority of parents and carers raise concerns about the number of staff changes and that recurrences of poor behaviour in class and at social times negatively affect their children's resilience and wellbeing. Leaders are committed to working with the parental community to restore their confidence in the school. Notably, many parents already recognise the incremental improvements that have taken place.

Staff generally feel well supported and value how governors and leaders take their workload into consideration.

Personal development and wellbeing

Needs attention ●

Currently, there is too limited oversight of what pupils learn through the personal, social, health and economic education curriculum. Some pupils do not gain the depth of knowledge that they could.

The school knows that improvements are needed. Recently, many refinements to enhance pupils' growth and character have been put in place. This has started to broaden pupils' experiences. For example, whole-school assemblies help pupils to learn about important concepts, such as tolerance. This enables pupils with gaps in their knowledge about life in modern Britain to catch up on previously missed learning. Nonetheless, pupils' understanding of different cultures and world religions is still developing. For example, pupils struggle to recall information about cultures beyond their own and characteristics that are protected by law, such as disability.

Some pupils receive a wealth of pastoral support and therapies. However, a minority of pupils do not gain the resilience they need to be confident. In a few cases, this has an

impact on their wellbeing and enjoyment of school.

Increasingly, the school uses its pupil premium funding to provide bespoke academic and pastoral support and broaden experiences for disadvantaged pupils. The school now keeps track of pupils' attendance at extra-curricular clubs and activities. Leaders work closely with external agencies and parental support advisers to remove barriers and prioritise pupils' mental health and wellbeing.

The school's relationships and sex education and health education curriculum meets statutory requirements. It includes the information that pupils need to learn, for example understanding how to stay safe online and the importance of keeping healthy lifestyles.

What it's like to be a pupil at this school

Pupils' experiences of school are mixed. Over time, pupils have not gained the knowledge and skills that they need to be well prepared for secondary school. Leaders address weaknesses in the school head-on with success. As a result, the school has improved. Pupils recognise the improvements. For example, older pupils recognise that staff's expectations of what they can achieve are on the rise. Pupils are learning more now than previously. Nonetheless, some pupils, including those who are disadvantaged, have gaps in their knowledge.

Pupils attend well and many enjoy coming to school. Staff know pupils well. Generally, pupils form positive relationships with their peers and make good friends. Pupils cement their understanding of the school's new vision successfully. For example, pupils' learning through whole school themes increases pupils' work ethic and the importance of understanding the views of others. Pupils recognise that behaviour and conduct across the school is getting better. However, there is not yet consistent adherence to the school's behaviour policy. As a result, at times, learning can be disrupted or pupils do not gain the resilience to learn as well as they might.

Pupils experience a range of experiences beyond the academic. For example, regular 'welly walks' are a highlight for children in Reception, while older pupils relish taking part in sports tournaments and days that bring learning alive, such as 'Evacuee day'. Pupils are proud to be part of the choir and sing with joy. There are a range of clubs, for example, netball, rugby and martial arts. Pupils have confidence in staff to help them sort out any disagreements. When bullying happens, staff take timely action and support pupils well.

Next steps

- Leaders must ensure that pupils' attainment in reading, writing and mathematics continues to rise so that pupils, including those who are disadvantaged, are well prepared for their next stage of education.
- Leaders need to ensure that all staff, including in the early years, adhere to the school's behaviour expectations by ensuring that pupils demonstrate positive behaviour across the

- school day so that they become resilient learners and no learning time is wasted.
- Leaders should ensure that all staff, including in the early years, have expert subject knowledge in the subjects and phases they teach so that the curriculum is delivered consistently well.
 - Leaders need to ensure that teachers use their checks on pupils' learning effectively so that teaching matches pupils' needs and builds on what pupils know already.
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About this inspection

The chair of the board of governors in this school is Peter Corbett.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteachers and other school staff. They met with 2 members of the governing body, including the chairperson. An inspector met with 3 representatives of Wiltshire local authority. Inspectors spoke with some parents at the start of the school day.

The inspectors confirmed the following information about the school:

There have been considerable staff changes at the school since the previous inspection. A substantive headteacher left the school in April 2025. There was an interim headteacher in post from April until September 2025. The current headteacher took up her role in September 2025.

Recently, the school has benefited from external support and advice for leadership, including governance, and curriculum and teaching.

The school uses one unregistered alternative provision.

Headteacher: Hannah Duffy

Lead inspector:

Julie Carrington, His Majesty's Inspector

Team inspectors:

Richard Vaughan, Ofsted Inspector

Lizzy Meadows, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

186

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.34%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.15%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.13%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25 (revised)	43%	62%	Below
2023/24 (final)	52%	61%	Below
2022/23 (final)	50%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	74%	Below
2024/25 (revised)	61%	75%	Below
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (revised)	64%	72%	Below
2023/24 (final)	80%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	73%	Below
2024/25 (revised)	50%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23 (final)	57%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (revised)	25%	47%	Below
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	50%	63%	Below
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	60%	Below
2024/25 (revised)	38%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (revised)	25%	69%	-44 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-26 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (revised)	38%	81%	-43 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.3%	13.3%	Close to average
2023/24 (3 term)	15.9%	14.6%	Close to average
2022/23 (3 term)	10.3%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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