

# Nine Acres Primary School

## Inspection report

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<b>Unique reference number</b>	118164
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	379554
<b>Inspection dates</b>	17–18 January 2012
<b>Lead inspector</b>	Michael Pye

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Chris Markham
<b>Headteacher</b>	Mr Stephen Bartlett
<b>Date of previous school inspection</b>	18 November 2008
<b>School address</b>	South View Newport PO30 1QP
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<b>Age group</b>	9–11
<b>Inspection date(s)</b>	17–18 January 2012
<b>Inspection number</b>	379554



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## Introduction

Inspection team

Michael Pye	Additional inspector
Stephanie Matthews	Additional inspector
Paul Rushforth	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons, including three sessions involving linking sounds and letters. Inspectors also heard pupils read. A total of 15 teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, pupils and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. The inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at 116 questionnaires completed by parents and carers as well as those returned by staff and pupils.

## Information about the school

Pupils in this larger than average-sized primary school come from a predominantly White British background. The largest minority ethnic group consists of pupils from any other White heritage. The proportion of disabled pupils and those with special educational needs is currently average. The main group consists of pupils with speech, language and communication difficulties. Currently, the number of pupils with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is above average. The Early Years Foundation Stage provision consists of two Reception classes. After school reorganisation on the island, the school now has its first Year 6 classes. Consequently there is no current national published data by which the school's performance can be compared against national floor standards.

A breakfast club and an after-school club, managed by the governing body, are situated on the school site and both were visited by inspectors.

An independent group manages full care facilities for pupils aged from five to 13 years during the school holidays, giving complete provision for 50 weeks of the year. This was not inspected on this occasion.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

This is a good school. One parent echoed the views of others when writing that Nine Acres is 'a very good school, nurturing and nourishing children with lots of brilliant activities'.

- Pupils, given their starting points, make good progress across the school, including disabled pupils and those with special educational needs.
- They attain average standards in writing, reading and mathematics.
- Children in the Early Years Foundation Stage make good progress.
- The quality of teaching is good and increasing numbers of lessons in which teaching is outstanding are being delivered. There remain some inconsistencies regarding the use of assessment data to plan work that challenges pupils of different abilities. Similarly, not all teachers maintain a good pace to their lessons because they talk or keep pupils sitting still for too long.
- Pupils' behaviour, as shown by evidence both during the inspection and over time, is good. Pupils are convinced that the school deals effectively with any incidents of poor behaviour.
- Leadership and management are good, with some strengths in areas such as senior management, the Early Years Foundation Stage and inclusion. The vision of the effective and experienced headteacher and the governing body has been widely shared and is based around the ambition of making the school outstanding within five years.
- The spiritual, moral, social and cultural development of pupils is good. Music, singing and art are aspects of the daily life of the school. Cultural development is strong with the classes named after different countries, such as the Maldives and Australia, which pupils research.
- The introduction of the extended Key Stage 2 has been seamless.
- The school has recognised the positive impact of the Early Years Foundation Stage and has successfully adopted the six areas of learning in this key stage for planning elsewhere in the school to ensure continuity in curriculum planning.

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## What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics through eradicating the inconsistencies in teaching by ensuring that all teachers:
  - use assessment data to effectively plan work that challenges pupils of different abilities
  - increase the pace in lessons through promoting opportunities for independent learning.

## Main report

### Achievement of pupils

Children enter Reception with skills and knowledge below those typical for their age. Particular areas of weakness are in children's knowledge of aspects of literacy, their social development and, for many children, their knowledge and understanding of the world. They achieve well in the Early Years Foundation Stage. For example, children made good progress in numeracy through their keenness to help by finding numbers on the interactive whiteboard. They leave Reception with broadly expected levels but weaknesses remain in aspects of literacy.

Achievement levels are good across the school, including for minority ethnic pupils. It is a similar picture for Year 2 pupils known to be eligible for free school meals who attained levels higher than nationally expected. Good quality sessions promote the linking of sounds to letters. By the end of Year 2 attainment in reading is average. Older pupils demonstrate their deep understanding of the text and talk about characters.

In Year 2 national tests (2011) boys did not do as well as girls in writing. Existing evidence shows that the gap has closed. Pupils with special educational needs at 'school action' level did not do as well as their peers in 2011. This reflected a particular cohort of pupils and currently such pupils are achieving well.

Year 6 pupils are on target to exceed the national progress and attainment benchmarks expected in English and mathematics. School data and inspection evidence suggest that older readers are on target to attain at least average standards by the end of Year 6. Given their starting points this reflects good progress. The successful embedding of the classes for older pupils is reflected by their achievement last term, which in some subject areas is very good. Ninety-four per cent of parents and carers who returned the questionnaire believe that their child makes good progress. One parent reflected the views of others when writing, 'I can see the progress and improvement in their whole-being, mentally, physically and spiritually.' This can also be seen in the positive way pupils respond to the varied activities in the breakfast and after-school clubs.

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## Quality of teaching

The great majority of parents and carers returning the questionnaire considered teaching to be good and inspectors agree. Good and better teaching is the norm. However, some inconsistencies among a minority of teaching result in a few lessons that are no better than satisfactory where progress dips; in such lessons, limited opportunities for pupils to work independently can slow the pace of learning. A Year 3/4 English lesson was planned well using assessment data to set appropriate work so that lower attaining pupils were able to access the learning; although this good practice is widespread, it is not yet consistent in all lessons. In an outstanding mathematics lesson, older pupils were highly challenged by tasks involving fractions and decimals. The quick pace of the lesson motivated them. Their social development and self-esteem were boosted when they were asked to help others. 'We are all learning together' was the message. Cultural development is well promoted by teachers: a Year 3/4 lesson enthused pupils through the use of music. This history of chocolate lesson promoted well the moral development of pupils through a lively discussion about the behaviour of the Spanish towards the Aztecs. Good use is made of information and communication technology (ICT) to motivate pupils who access the internet. Older pupils were keen to recite their limericks. These, along with 'talk partners', are good examples of the curriculum supporting speaking and listening and other communication skills. Opportunities to reinforce basic skills across all subjects are good. In one design and technology lesson pupils used specific subject terminology, such as axles, when designing a 'Mission to Mars' buggy.

Secure subject knowledge results in teachers' effective questioning. Occasionally learning assistants' questioning does not provide a high enough level of challenge for individual pupils. High quality relationships and mutual respect ensure that pupils are eager to answer. High expectations result in pupils taking a pride in their work. They consistently use individual whiteboards which help teachers ascertain the knowledge and understanding of pupils and subsequently change the lesson to meet pupils' needs. Teachers' feedback about pupils' work and how to improve is supportive. Regular homework is set and contributes well to the reinforcement of basic skills.

## Behaviour and safety of pupils

Almost all parents and carers believe their children are safe. Pupils agree and know how to keep safe and identify risk. Strict internet controls exist and assemblies cover the topic of cyber-bullying. Attendance is above average and punctuality to lessons is good. The school is working alongside those few parents and carers whose children arrive late

Inspection evidence, together with school records, show ongoing good behaviour. Letters from external bodies reinforce this. Pupils agree, although a minority of those spoken to believe that it is sometimes not good. Lesson observations showed that a lack of engagement occurs when the quality of teaching diminishes. Pupils speak of

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occasional bullying incidents, mainly name-calling. Older pupils said that other forms of bullying are very rare. The curriculum helps pupils to reflect during Anti-Bullying Week. A member of the Nine Acres Young Leaders group said, 'As soon as you tell a teacher about bullying, it stops.' This view was reflected in discussions with pupils including disabled pupils and those with special educational needs who say they feel safe from bullying.

The ethos is strongly one of mutual respect and caring. 'I'll help', said one pupil immediately when a boy said he was having difficulties with the work. Case studies reveal the school having access to a good range of external agencies on behalf of pupils and their families. The school is successful in lowering and removing barriers to learning. Provision for pupils with specific educational needs is good. Learning assistants are proactive and support individuals and groups well. In Reception, children enjoy the various experiences and show growing social and moral development when learning together.

Teachers reinforce well the messages associated with good behaviour, safety and respect. For example, signage such as 'Thank you for returning your literacy homework' and other posters promote pupils' reflection on issues like 'Actions speak louder than words'. Occasional 'respect checks' by teachers in lessons challenge any disrespect. Pupils willingly help around the school and in the community. The contribution by the older pupils to the school community, while satisfactory, is limited by the need for a wider choice of responsibilities.

### **Leadership and management**

Since the last inspection the school has improved well. Good in-service training to improve teaching means that increasing numbers of outstanding lessons are seen, although inconsistencies remain. The trend is of improving attainment levels, while pupils' progress remains good. Accelerated progress over the recent past is noted, particularly for pupils with special educational needs. Parents and carers support this view. Very appropriate attention has been paid to such aspects as the new behaviour policy for older pupils. Monitoring demonstrates its positive impact with a significant drop in numbers of pupils misbehaving. The experienced headteacher's vision for improvement is supported by all. An expanded leadership team has brought increased responsibility but also accountability. Issues raised by regular leadership meetings are addressed and reported back on. All contribute to monitoring and accurate self-evaluation and development planning. One priority is producing a stimulating environment. Now, the corridors are very imaginatively decorated and themed, for example, as a cave or dinosaur world with two- and three-dimensional artwork. These undoubtedly help to promote the spiritual and cultural development of pupils as they capture pupils' imaginations and interest.

A further successful development is the teacher coaching programme and professional development sessions emphasising learning strategies. Strengths in leadership exist in senior leaders, the head of the Early Years Foundation Stage and Key Stage 1, and the leadership of inclusion. However, not all leaders have sufficient

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experience in handling data and evaluation, and professional development programmes are further developing their skills. Nevertheless, such improvements, coupled with pupils' good achievement, reflect a good capacity to sustain improvement.

Members of the governing body regularly visit and have a good knowledge of strengths and areas for development. They regularly check safeguarding requirements, including training and the register of adults working at the school. They oversee well the school's necessary health and safety record-keeping. Essential checks regarding child protection and health and safety are carried out methodically in the breakfast and after-school clubs. They act as a critical friend, for example, querying the value of a new curriculum. Subsequently a governor accompanied the headteacher to a London school to see an effective curriculum in action. School leaders have established this good curriculum which meets pupils' differing needs. Opportunities are well used to reinforce pupils' basic skills. A particular strength is the support for cultural development. In Reception, children's multicultural development is very well promoted through the Chinese New Year topic and Mandarin language sessions. National and international links with China, for example, are developing well. Artwork is well used to aid pupils' understanding of their work. Pupils learning about Robin Hood visited a forest, collected items and produced art displays. Very strong enrichment exists: pupils access a Braille club, local radio, visit the Houses of Parliament and participate in a planned trip to France. Open to all pupils, these enhancement opportunities show the school's good commitment to equal opportunity. Furthermore, the school's website devotes pages to showcase the skills of pupils outside the classroom. The positive impact of the school's good work in tackling discrimination and promoting equality is seen when listening to pupils who hold strong anti-racist views.

Communication with parents and carers is good. They have been kept well informed about the reorganisation by members of the governing body and senior leaders through newsletters and meetings. The important aspect of transition to high school is now a priority. Arrangements for visits and meeting new staff are well advanced.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 January 2012

Dear Pupils

### **Inspection of Nine Acres Primary School, Newport PO 30 1QP**

You may remember our recent visit. You were eager to tell us about your school and we listened carefully to what you told us. We believe yours is a good school.

You progress well and this is the result of the good teaching you receive. We saw that teachers use their questioning to ensure you are challenged to think hard. We also saw that they use ICT to help you learn. Sometimes you spend too long listening rather than doing your own work; we have asked the school to look into this. We listened when you told us that the teachers give you good guidance about how to further improve your work. While most of you are challenged by the work set, we have asked that all of your teachers plan work that ensures you make good progress in all lessons. You could help by telling them when you are finding the work too hard or too easy.

We are pleased to see how well you behave and that you told us you feel safe. You also told us that if there are any incidents then you know the school will act to help you. We also believe that the way you get involved with the running of your school and the local area is good. Well done! However, we believe that older pupils could be given more responsibility. You also told us that you really enjoy the projects that you are set, that lessons are 'fun' and that you enjoy school. Your above average attendance shows this!

Your headteacher leads the school well and, like the other adults, wants things to improve even more. The school makes good plans for the future.

Thank you again and I wish you all the best for the future.

Yours sincerely

Michael Pye  
Lead inspector

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