

# Nettleton Community Primary School

Moortown Road, Nettleton, Market Rasen, LN7 6AA

**Inspection dates** 30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils reach higher grades in writing at Key Stage 1. This is because they do not have enough opportunities to write at length on different subjects and for different reasons.
- The standards pupils reach in mathematics are not good enough. Pupils do not always have work that challenges them at the right level. They do not have enough opportunities to learn independently.
- Teachers and teaching assistants do not question all pupils in ways that probe deeply to make pupils extend their thinking.
- Marking does not always show pupils how to improve their work and pupils are not often given a chance to respond to teachers' comments.
- Pupils are not able to check accurately their own work and that of others, to see for themselves where they need to improve.
- The good leadership and management have not had enough time to improve teaching and pupils' achievement sufficiently.

### The school has the following strengths

- The governors and school leaders are strongly committed to improving the school. They have made an effective start to improving teaching at the school. This means that pupils find lessons interesting and relevant.
- Pupils' behaviour is good. They enjoy school and want to do well. They have responded positively to the new rewards system and behaviour policy.
- Pupils enjoy reading and are successful at it. They read a range of books and younger pupils use their knowledge of sounds and letters (phonics) well to read new words.
- The whole school is firmly committed to a new set of values that make everyone want to do better.

## Information about this inspection

- Six lessons were observed. Each of the three teachers was observed twice.
- The inspector met staff, pupils, governors and a representative from the local authority.
- A range of documents were looked at, including the school's self evaluation, the development plan, minutes of governors' meetings, school policies and safeguarding documents.
- The inspector took account of the 15 responses to the online questionnaire (Parent View). The views of three more parents were sent to the inspector at the school.
- The inspector looked at information about how well pupils achieve at a school. He looked closely at pupils' books and listened to pupils reading.

## Inspection team

John Hucker, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Nettleton primary is much smaller than the average-sized primary school.
- A quarter of pupils are eligible for the pupil premium. This is about the same as the national average. The pupil premium is funding provided to support pupils known to be eligible for free school meals, those in local authority care and those who are from families in the armed services.
- The proportion of pupils with special educational needs at school action is much lower than the national average. For those at school action plus and with a statement of educational needs, it is higher.
- Nearly all pupils are White British. Very few are from minority ethnic groups. A few are learning English as an additional language.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- In January, the school entered a 'soft federation' with Market Rasen Church of England Primary School. Each school has its own governing body. They share an executive headteacher. Teachers in charge of subjects at Market Rasen also lead those subjects at Nettleton.
- Two of the three teachers started in January.

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

- Improve the quality of teaching by:
  - ensuring that teachers use marking to show pupils how to improve their work
  - giving pupils the chance to respond to teachers' comments and checking to see that advice has been acted on
  - enabling pupils to be able to evaluate their own work and that of others, to see for themselves where they need to improve.
- Raise standards in mathematics by Year 6 and in writing by Year 2, especially for higher attaining pupils, by:
  - ensuring that the work given to pupils includes work that challenges them at the right level
  - using questioning to find out what pupils understand and probing deeper to extend their thinking
  - giving pupils more opportunities to work independently
  - making use of teaching assistants to spur on the progress made by higher attaining pupils
  - giving pupils in Key Stage 1 more opportunities to write at length in different contexts.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children make expected progress from levels of skill which are typical when they start school. By the time children leave the Early Years Foundation Stage, they have a solid understanding of all the areas of learning. When they enter Year 1, their skills are similar to what is expected for their age.
- In Key Stage 1, pupils make progress at about the same rate as expected nationally. In reading and mathematics, results are slightly better than average. In writing, fewer pupils get higher results. This is because pupils are not asked to write more complex sentences about a wide variety of subjects.
- The results of the phonics check in Year 1 are much higher than the national average. This is because pupils make good progress in learning to use letters and sounds. Pupils are enthusiastic about reading and quickly learn how to work out new words.
- At Key Stage 2, standards in reading and writing are broadly average and most pupils make the progress expected of them. Standards in mathematics are little lower than in English because more-able pupils do not always reach the standards they are capable of.
- Pupils entitled to support through the pupil premium do not do as well as other pupils in some years. This gap is about the same as is found nationally. However, with such small numbers in each year group, comparisons with national data can be unreliable. Pupil premium funding is used to pay for this group to have very specific help with their learning. There are a wide range of interesting trips to further learning.
- Disabled pupils and those with special educational needs make similar progress to other pupils. They are well supported in the classroom and sometimes come out of the classroom for individual or small group help.
- In 2012, pupils from minority ethnic groups and those who are learning English as an additional language made better progress than other pupils.

### The quality of teaching

### requires improvement

- When teachers ask questions, they do not always use them accurately to gauge pupils' knowledge and understanding.
- Teachers always try to introduce new learning to pupils in ways that are relevant to the pupils themselves. They link learning between subjects well. For example, the literacy topic in the morning is usually linked successfully to the science lesson in the afternoon.
- Almost all lessons refer to the school's key values. These enrich the pupils' social, moral and spiritual understanding.
- Marking of pupils' books is not consistent. It does not always tell pupils how to improve. When it does, the teacher does not always check that the advice has been acted on.
- In the Early Years Foundation Stage, teachers' recording of children's achievement does not

always indicate to adults what the children's next steps in learning need to be.

- Teachers use other adults in the classroom appropriately. Usually, they help pupils who have special educational needs or who are struggling with the work. They rarely help more-able pupils to make better progress.
- In some lessons, pupils are encouraged to work on their own and learn for themselves. However, such opportunities are not given to pupils often enough. This limits progress, especially for more-able pupils.

### **The behaviour and safety of pupils are good**

- Pupils are courteous and respectful of each other and adults. They are kind and helpful. This is true at all times on the school premises.
- Pupils said that there was no bullying. They know about the different kinds of bullying and what to do if it does happen.
- In lessons, pupils show a positive attitude to learning and each other. They are keen to please the teacher and to help each other.
- Pupils enjoy school and feel safe. They all attend regularly. There have been no fixed term exclusions this year.
- The school council gives pupils the opportunity to take responsibility for themselves and others. From time to time meetings are held with the parish council. This initiative has led directly to changes, including creating a school safety zone on the road near the school.
- Most parents agree that their children are safe, happy and well behaved in school.
- School records show that behaviour over time for the vast majority of pupils has been good. Rare examples of poorer behaviour have become rare as a result of the new procedures for encouraging good behaviour.
- Occasionally, pupils are not given enough time to think about their work and decide how they could improve it.

### **The leadership and management are good**

- School leaders regularly check the quality of teaching. They are helping teachers to improve. For example, teachers are beginning to give more able pupils work which is at the right level of difficulty. Teachers are held to account more effectively for the progress that pupils make. This is made possible by the new system that tracks each pupil closely. For instance, younger pupils make good progress in learning to read and so results in the Year 1 check were above those expected.
- School leaders have an accurate view of the school's strengths and weaknesses. During the inspection, the inspector was able to see that teachers were already improving their practice. In some lessons, all pupils are set work that is challenging.
- The school provides well for the pupils' spiritual, moral, social and cultural development. Key

values are reinforced and drawn upon in assemblies and lessons. The school council gives pupils a genuine voice in their school and surroundings. Many pupils attend clubs and activities outside lessons. Pupils talked enthusiastically about the variety of trips they have been on. The school has an outstanding International Schools Award.

- The whole school's commitment to the key values is impressive. From the Early Years Foundation Stage on, pupils effectively relate their actions and the actions of others to these values.
- The school is receiving support from the local authority as the new arrangements settle down. The authority has lent expertise for the formation of the soft federation, which has been successfully completed.
- Almost universally, parents agreed with the positive statements about school in Parent View. The new school leaders have asked parents for their opinions and are taking steps to improve parents' perceptions even further. Parents run school clubs and the 'Friends of the School' are very active. All parents attend events to discover how well their children are progressing.
- **The governance of the school:**
  - The governors know effectively about the school's strengths and weaknesses. They successfully get into the school and see it in action. Governors have been the driving force behind the 'soft federation' and speak confidently and accurately about the quality of teaching, the performance management of teachers and the school's results compared to other schools. This is because they use school data well. Governors have been successful in getting new staff in order to improve standards. The budget is managed efficiently and teachers' pay is linked to their pupils' progress. Effective systems ensure that teachers progress up the pay scale, or are rewarded with responsibility that attracts more pay. Governors are now clear about how the pupil premium is spent and have checks in place to ensure it is being used methodically. Governors regularly attend training and meet all their statutory duties.

## 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

<b>Unique reference number</b>	120465
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	401939

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

<b>Type of school</b>	All-through
<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>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Horton
<b>Headteacher</b>	Andrew Smith
<b>Date of previous school inspection</b>	17 June 2010
<b>Telephone number</b>	01472 851455
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