

Netley Primary School

Netley Street, London, NW1 3EJ

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Pupils' progress is varied across the school. While improving, it is not consistently good in all year groups.
- There is too much variation in the quality of teaching, which ranges from outstanding to requiring improvement. As a result of this, progress is uneven.
- Not enough pupils are reaching the higher levels in their work because activities in lessons are not always challenging enough; as a result, pupils are not always stretched.
- In the last year, pupils' attainment at the end of Year 2 has dipped in , writing and mathematics and is low overall
- The teaching of phonics (the sounds that letters make) is not yet secure and this hinders pupils' progress in reading especially.
- Pupils do not make as much progress in mathematics as they do in English.

The school has the following strengths

- The Early Years Foundation Stage staff make their expectations clear from the start and children are very responsive, becoming confident and independent learners.
- Parents and carers agree that the school is improving under the leadership of the executive headteacher, with several commenting on positive changes to the atmosphere in the school.
- Behaviour is good. Pupils feel safe, have positive attitudes to their work and enjoy coming to school.
- The executive headteacher has quickly ensured that leaders and governors work well together as a team to support her vision for improving the school.
- Leaders have promptly identified key areas for development and started to take actions to bring about improvements, such as the recent changes to the teaching of phonics.

Information about this inspection

- Inspectors observed 31 lessons, nine jointly with the headteacher and senior leaders. In addition, they made a number of short visits to observe support and small-group sessions for pupils at risk of falling behind and pupils in need of extra language support.
- Inspectors spent time in the main school and the newly improved specialist unit for pupils who have autism, known as Woodlands. They observed lessons and spoke with pupils and staff in both locations.
- Inspectors attended a school assembly and visited the school’s breakfast club.
- Inspectors listened to pupils read and met with two different groups of pupils. They spoke with four school governors and two representatives of the local authority. They also spoke to school staff, including senior and subject leaders.
- Inspectors noted that there were seven responses to the online Parent View survey and spoke to parents and carers who were bringing their children to school.
- The inspection team reviewed the responses to 26 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, planning documents, checks carried out by leaders on the school’s effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Michael Buist	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools. It has a specialist unit for pupils with autism known as Woodlands, which currently has 17 pupils on its roll. The majority of the pupils are from minority ethnic groups and the proportion speaking English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked-after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is well above average.
- The breakfast club on site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the achievement of pupils by increasing the proportion of teaching that is consistently at least good by:
 - ensuring that all teachers plan lessons and activities that are closely matched to pupils' individual needs so that all are effectively challenged and a greater proportion can reach the higher levels in their work, particularly in mathematics
 - improving the quality of marking and feedback in mathematics so that it is of the same quality seen in English and pupils clearly know how to improve their work and reach their learning targets
 - making sure that the teaching of phonics provides a solid foundation in helping all pupils to read and write effectively
 - creating more opportunities for pupils to assess their own and each other's work in all subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Although children enter the Early Years Foundation Stage with skills and abilities well below the levels typically seen for their age, and leave in line with age-related expectations in Year 6, rates of progress are inconsistent as they move through the school.
- Progress in lessons sometimes slows because teachers do not assess pupils' learning adequately and make the necessary adjustments to their work in response. Teachers' expectations of their pupils' capabilities are not always high enough, particularly in the case of the most able, and this results in them setting work which does not adequately stretch or challenge them.
- Standards of attainment by the end of Year 2 have dipped in writing and mathematics and remained stable in reading. All are now below average. Teaching in phonics has not been consistently good enough to raise standards and promote consistently good progress in reading from an early age.
- Standards in English and mathematics by the end of Year 6 are improving and school information and current work inspected indicate that pupils are on track to improve further in both key stages in 2013, coming closer to national averages.
- The majority of disabled pupils and those who have special educational needs are making progress at similar rates to the others in school, with some examples of good progress and others less so. This follows the whole-school picture of uneven progress.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those for whom English is an additional language make similar progress to other groups as a result of the support provided by the school.
- In the best lessons, pupils know their targets and make good use of their teacher's advice and comments to help themselves to improve further. Over time, this has not been the case in the majority of lessons.
- Pupils known to be eligible for free school meals achieve well. Overall, pupils eligible for the pupil premium are edging ahead of their peers in school in English and mathematics. The previous gap has closed because the extra funding is used effectively to provide targeted support, specialised resources and equipment, and to run specific workshops such as 'Ocean Maths', which parents and carers also participate in.
- Pupils in Woodlands make good progress because their needs are met effectively. They achieve well in reading and maths and are successfully improving their handwriting skills.

The quality of teaching

requires improvement

- Teaching requires improvement overall because it is not yet consistently good enough to ensure that pupils make good progress from their starting points.
- Where teaching in lessons is less than good, pupils have limited opportunities to be actively involved, and in some cases become passive as learners. Teachers spend too much time leading and pupils have few opportunities to develop and apply their knowledge and skills. This has been more evident in mathematics and the school is changing its approach to the way mathematics is taught.
- Where pupils do not make good progress, it is usually because lessons are not planned using information about pupils' starting points to ensure that all groups, including the most able, make progress from the start of the lesson.
- Progress is not checked consistently during lessons so tasks are not always suitably adapted, and this results in variations in pupils' understanding and overall success. Teachers do not always provide opportunities for pupils to check their own and others' work so that they have more responsibility for their own learning.

- Phonics teaching over time has not been secure and this has contributed to declining attainment in reading by the end of Year 2. The school has introduced improvements to drive up achievement in phonics; although there are some early signs of success, new strategies have not yet had time to fully impact on pupils' reading.
- The quality of teaching has shown signs of improvement recently as a result of leaders' actions to restructure staffing and more closely link the checks they make on the quality of teaching to the progress pupils are making.
- A positive climate for learning has been established throughout the school and there are mutually caring, respectful relationships between staff and the pupils. This contributes to the pupils' positive attitudes to learning which are evident even when the work is not always matched to their abilities.
- Teaching assistants are generally both skilful and supportive. They effectively promote learning in lessons and lead additional support for individuals and small groups of pupils outside the classroom. This is contributing to a rise in pupils' achievement.
- Marking is better in English than in mathematics and pupils are encouraged to write their own response to teachers' comments in green pen to show how well they understand. Nevertheless, teachers do not always give detailed enough comments or check that they always respond.

The behaviour and safety of pupils are good

- Pupils' behaviour in and around the school is good. Even when work fails to challenge them sufficiently, pupils retain their positive attitudes and try hard to complete it. The headteacher and her team have successfully raised expectations of behaviour and are pro-active in continuing to tackle attendance and discourage unauthorised absences. Staff management of pupils' behaviour is consistently good. Behaviour is not yet outstanding because pupils do not manage their own behaviour to a high enough standard without the need for adults' help.
- Pupils from different years act as school councillors and 'Green Giants', promoting awareness of environmental issues to others. They enjoy listening to the views of others and being involved in making decisions about the running of their school.
- Pupils are polite, get on well with each other and show respect and kindness to others, regardless of age, race and disability. They enjoy all aspects of school life and speak about the school community with a sense of personal pride. This is a result of the school's good promotion of social, moral, spiritual and cultural development.
- Pupils voted for the new school uniform, saying that it makes them more noticeable outside school and gives them a sense of belonging, 'like being in a big family'.
- Pupils say that they feel safe in school and speak highly of the care they receive from the staff. They understand that some situations are potentially unsafe and have good strategies to keep themselves safe.
- Incidents of bullying and disruptive behaviour are rare. When they do occur, staff deal with them effectively. In a discussion with pupils during the inspection, one pupil commented, 'We all get on really well here.'

The leadership and management are good

- The executive headteacher and school leaders have successfully changed the climate in school to one where pupils are keen to succeed. School leaders have made changes to the staffing structure across the school so that leadership roles have evolved and strengthened. Staff are unanimously positive and praise the effectiveness of the leadership team.
- The leadership of Woodlands is good and every pupil now has their own achievement file which

is updated daily. Parents can access 'e-books' showing them how their children are progressing through the unit. Leaders have improved the provision at Woodlands by creating a sensory room so that pupils with autism gain maximum benefit from time spent there.

- School leaders have analysed the school's strengths and weaknesses and quickly acted to make improvements in key areas.
- The school reviews all aspects of its work regularly and has developed good systems to track and monitor pupils' progress. Leaders act quickly to address any gaps and make sure that the pace of progress is not hampered. Plans to raise standards are now linked directly to the checking of teaching and learning and pupils' progress.
- Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress and, in turn, staff salaries. This has raised the quality of teaching and pupils' learning. Leadership is not yet outstanding because it has not had sufficient time to make the quality of teaching consistently good and drive up standards of achievement across the school.
- Pupils are taught a broad and interesting range of subjects and topics. This is supported by a large number of extra-curricular clubs and activities. Special events and trips, such as the Year 6 residential week in Somerset, provide inspiring and memorable experiences which help to boost pupils' environmental awareness and develop good levels of spiritual, moral, social and cultural awareness. The school has strong links with the local community and boosts cultural knowledge with a series of visits and trips, making good use of what the capital has to offer.
- Pupils enjoy the different subjects they study and high proportions involve themselves in after-school clubs. Pupil premium funding enables those who are eligible to participate in a wide range of activities and also provides free access for them. This has helped pupils to feel more settled and be more fully included in the life of the school and has secured their improved progress.
- Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer.
- The local authority has supported the school well. It has contributed to improvements in the quality of teaching and learning over time and has helped to raise the quality of the provision, especially in the Early Years Foundation Stage.

■ **The governance of the school:**

- Governors work well in close partnership with school leaders and the local authority. They have a thorough understanding of information on pupils' progress and use it to make comparisons with other schools. Governors are committed to enhancing and refreshing their own skills with additional training and use this to improve aspects of the school. They make regular visits to check on key areas of the school's work, such as achievement, the quality of teaching and leadership and management. This helps them to have a thorough knowledge of the school's strengths and what still needs to improve. Governors also ensure that financial resources are efficiently managed, including pupil premium funding. Governors see that targets to improve the performance of staff are checked carefully and that teachers' pay is linked to how well pupils are doing. Governors also ensure that the breakfast club and the specialist unit for pupils with autism are well run and that safeguarding meets requirements.
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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	100018
Local authority	Camden
Inspection number	412041

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair	Anthony Stoll
Executive headteacher	Bavaani Nanthabalan
Date of previous school inspection	29 June 2010
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