

# Neston Primary School

Church Rise, Neston, SN13 9SX

## Inspection dates

6–7 March 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, supported by senior leaders, rigorously monitors the quality of teaching and as a result teaching is consistently good.
- Teachers plan lessons well to meet the abilities of different groups of pupils. Consequently pupils learn well in lessons.
- Pupils make good progress in reading, writing and mathematics across the school.
- Attainment in reading, writing and mathematics at the end of Key Stages 1 and 2 is above the national average.
- Pupils enjoy school and are keen to learn.
- Behaviour is good with pupils saying that there is little bullying and if it does happen then staff deal with it quickly.
- The school works well to help pupils understand how to keep themselves safe in different situations.
- The governing body provides a good balance between supporting staff and questioning senior leaders about pupils' progress and the quality of teaching.

### It is not yet an outstanding school because:

- Teaching is not outstanding. When marking, teachers do not consistently give pupils enough advice to help them improve their work or expect pupils to respond to the guidance given.
- Progress in mathematics for some pupils in Years 3 and 4 is not as quick as it is in reading and writing.
- Subject leaders do not have enough chance to observe teaching and give feedback.

## Information about this inspection

- Inspectors visited 17 lessons and part-lessons and observed eight teachers. The headteacher and lead inspector visited seven part-lessons together.
- Meetings were held with senior leaders, members of the governing body and a group of pupils. Inspectors examined pupils' work, scrutinized information on pupils' progress, and looked at the school's own judgements about the quality of teaching and pupils' achievement and a report from the local authority on standards at the school.
- Inspectors examined the school's arrangements for safeguarding pupils.
- Inspectors took account of the views of 67 parents and carers who completed Ofsted's online Parent View survey.
- Inspectors analysed the views of 15 staff who completed the Ofsted staff questionnaire during the inspection.

## Inspection team

James Henry, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

## Full report

### Information about this school

- Neston is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly in line with the national average.
- The proportion of pupils supported by the pupil premium, which is additional funding for those eligible for free school meals, those in local authority care or those who have a parent or carer in the armed forces, is well below the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' achievement in reading, writing and mathematics by the end of Key Stage 2.

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

- Improve the quality of teaching so that it is outstanding by making sure that:
  - teachers consistently give pupils enough advice on how to improve their work and expect them to respond to the guidance given
  - subject leaders regularly observe teaching and provide feedback and share good practise that will help teachers improve their teaching.
- Increase the rate at which pupils learn in mathematics, especially in Years 3 and 4, by:
  - improving pupils' use of mathematical language so that they can clearly explain their understanding and reasoning
  - providing more opportunities for pupils to practise and extend their mathematical skills.

## Inspection judgements

### The achievement of pupils is good

- Children join the school with skills that are broadly in line with those expected for their age. They make good progress in the Early Years Foundation Stage and enter Year 1 ready to start the National Curriculum.
- Pupils' work, school assessments and observations in lessons show that pupils, including disabled pupils and those with special educational needs, make good progress across Key Stages 1 and 2 in reading, writing and mathematics.
- However, progress in mathematics for some pupils, especially in Years 3 and 4, is not as quick as it is in reading and writing. This is because some pupils struggle to explain their reasoning using appropriate mathematical language and this slows the rate at which they learn. For example, when asked, some pupils had difficulty explaining how they were finding numbers that could be divided by two.
- Pupils do not have enough opportunity to practise and extend their mathematical skills.
- School assessments show that the most-able pupils make good progress and are on track to achieve higher levels in the national tests at the end of Key Stage 2.
- Attainment is above average in reading, writing and mathematics at the end of Key Stages 1 and 2.
- Pupils read well partly because the school has a successful way of teaching early reading skills.
- Due to the very small number of pupils who are eligible for the pupil premium it is not possible to comment on their attainment. However, individual pupils supported by the pupil premium make good progress in the different year groups in reading, writing and mathematics in line with their peers in school.

### The quality of teaching is good

- Teachers set work at the right level for different groups of pupils, including stretching the most able. Consequently pupils learn quickly and make good progress.
- Pupils work well together and share ideas. For example in one lesson pupils were showing real perseverance in discussing what words would describe mythical creatures they were inventing.
- Teachers use question and answer sessions to involve pupils in lessons and gauge their levels of understanding.
- Teachers assess pupils' knowledge and understanding well and use these assessments to track how well they are doing over time.
- This information is used to identify pupils who may be falling behind and the school has effective systems to provide extra support by teaching these pupils in small groups. This helps them to catch up quickly.
- Children in Reception are taught well. Staff check on children's progress regularly and arrange a variety of activities that help them develop their early reading, writing and mathematical skills. For example the teacher used a line of numbers to explain subtraction and then gave the children simple calculations to practise their skill of taking numbers away from each other.
- Disabled pupils and those with special educational needs are supported well by teachers and teaching assistants. This extra support is highly effective in ensuring this group of pupils are fully involved in lessons and is an example of how the school makes sure that all pupils have an equal opportunity to learn.
- Teachers mark pupils' work regularly with positive use of praise. However there are some inconsistencies in how well they give pupils advice about how to improve their work and whether they expect them to respond to the guidance given.
- Most parents and carers who responded to the Parent View survey felt that their child was

taught well.

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

- The behaviour of pupils is good. Pupils are polite and courteous to each other and to the adults in school. Behaviour is good in class. Pupils are keen to learn.
- Relationships are good throughout the school. Staff manage the behaviour of pupils well through a consistent approach to rewarding good behaviour and providing appropriate sanctions for any instances of poor behaviour.
- Pupils say that behaviour is generally good in the playground, around the school and in the dinner hall.
- Pupils say they feel safe because there is little bullying and they have confidence in staff to deal with any problems that may arise.
- This is supported by parents and carers who completed the Parent View survey where most felt that the school dealt with bullying effectively and ensured pupils behaved well.
- The school's work to keep pupils safe and secure is good. For example procedures to keep safe on the internet are well established and the school holds an annual 'anti-bullying' week which is built upon through regular lessons about pupils' health and well-being. Guidance such as 'wellie walk rules' helps younger pupils understand the importance of staying safe.
- Behaviour and safety are not outstanding because pupils are not given enough chances to show that they can behave in an impeccable way when not supervised by adults.
- Attendance is above the national average with the vast majority of pupils on time for school.

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

- The headteacher, supported by other senior leaders, provides strong and effective leadership that ensures there is a rigorous focus on improving pupils' achievement.
- Senior leaders, led by the headteacher, accurately monitor the quality of teaching and provide feedback that ensures teaching is consistently good.
- Subject leaders check the quality of teaching in the key subjects for which they are responsible. However they do not check teaching in other subjects in order to provide feedback and share good practise that would help teachers improve their lessons.
- The headteacher and the deputy headteacher manage the performance of staff well through setting them challenging targets based on the progress of pupils and enabling staff to receive appropriate professional training. This means teachers are held to account and any promotion within the school is justified.
- The curriculum supports pupils' spiritual, moral, social and cultural development effectively. There are strong links with the local church with the vicar coming into school to lead assemblies. Pupils are involved in numerous after-school sporting and creative activities such as tag rugby, netball and drama productions. Visits are organised based on topics within the curriculum such as 'castles' that help pupils understand their cultural heritage. Pupils support a variety of local and national charities, often chosen by them and take the lead in organising fund-raising events.
- The school fosters good relationships through strong links with the local community. For example pupils act as representatives on the local youth council. The school has good links with local businesses and works closely with other local schools, especially in providing professional training for staff and governors. There are strong links with parents and carers and members of the local community who, for example, come into school to hear pupils read.
- The school has spent the additional sports funding buying a new scheme of work to ensure a consistent approach to the teaching of physical education and has employed coaches to work with teachers to improve pupils' sporting skills. While pupils are provided with a wide range of physical activities which they thoroughly enjoy, it is too soon for the school to measure the difference this is making to pupils' health and well-being.
- All staff receive regular child protection training and are fully checked to make sure they are

suitable to work in school.

■ The local authority provides light-touch support for the school.

■ **The governance of the school:**

– Governors visit the school regularly and undertake joint checks with the headteacher such as visiting classrooms and looking at pupils' work. They have a good understanding of the information showing pupils' progress and use it to hold the headteacher to account for the quality of teaching and standards in the school. There are effective procedures to manage the performance of the headteacher and make sure pay rises for staff are suitably deserved. While there are few pupils who are supported by the pupil premium, governors monitor their progress and make sure this extra funding is being spent well to support individual pupils. Governors undertake appropriate training to allow them to successfully fulfil their roles, for example on managing the finances of the school. They ensure that all safeguarding policies and procedures to protect pupils are regularly reviewed and updated.

## 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>	126186
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	434593

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

<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>	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Pratt
<b>Headteacher</b>	Pam Evans
<b>Date of previous school inspection</b>	10 June 2009
<b>Telephone number</b>	01225 810478
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