

Inspection of a good school: Netley Marsh Church of England Infant School

Ringwood Road, Woodlands, Southampton, Hampshire SO40 7GY

Inspection dates:

13 October 2022

Outcome

Netley Marsh Church of England Infant School continues to be a good school.

What is it like to attend this school?

Pupils are happy and like coming to school. They appreciate the caring ethos of the school. Relationships between adults and pupils are respectful and trusting. Pupils value how staff respond quickly to any worries that they may have and are always there to help.

Leaders are ambitious that all pupils, including those with special educational needs and/or disabilities (SEND), will do well. Leaders have sequenced learning in different subjects. This promotes good achievement and understanding across the curriculum. Pupils learn wider skills of leadership when undertaking roles, such as a 'planet protector'. This also sharpens their understanding of the importance of the environment.

Pupils behave well. There are clear expectations that are understood by pupils. As a result, there is a purposeful learning atmosphere in lessons. Pupils play happily together in the playground and move safely around the school. Staff deal quickly and effectively with any incidents of bullying.

Staff, parents and pupils spoke of the 'family atmosphere' in the school. Parents commented on how the school's values develop all aspects of their children. One parent summed this up by saying, 'The school values support the development of my child and have made her into a well-rounded, independent and resilient learner.'

What does the school do well and what does it need to do better?

Leaders have created an ambitious curriculum. It is aspirational for all pupils, including disadvantaged pupils and those with SEND. All pupils study the full range of subjects as outlined in the national curriculum. Leaders make sure that learning is well sequenced to build on what pupils have learned previously. This helps pupils to develop a wide range of knowledge and skills across the curriculum. The early years leader has considered carefully the different areas of learning for the very youngest children. As a result,

children build on what they know and have been taught. This provides them with a strong foundation for learning in the Reception class and prepares them well for Year 1.

Leaders make being able to read well a priority for all pupils. They have introduced a consistent approach to the teaching of reading. Staff are well trained, enabling them to deliver the scheme well. Pupils begin learning phonics when they start school in the Reception class. Leaders know that reading is essential to learning in other subjects. They have ensured that pupils have daily opportunities to read and practise their reading skills. Teachers check how well pupils are doing as they move through the programme. Books that pupils read are carefully matched to pupils' reading skills, interests and knowledge. As a result, pupils are developing the secure knowledge they need, and practising this, to become fluent and independent readers.

Leaders have made sure that teachers know what and when to teach the content in different subjects. This ensures that pupils build their knowledge and skills incrementally. During lessons and at key points in a series of lessons, staff check that pupils are learning what is being taught. Sometimes, however, teachers' subject knowledge is not as strong as it needs to be. This means that the curriculum content is not always taught effectively enough and pupils do not do as well as they could.

Staff are well trained and supported to provide carefully matched activities to support pupils' learning effectively. This includes pupils with SEND. The school uses a range of external specialists to help staff understand the needs of pupils. Consequently, teachers and support staff select and use the most effective strategies for pupils with SEND in different subjects. This means that pupils with SEND progress well towards the ambitious targets set for them, both academically and personally.

Pupils' wider development is planned thoughtfully. Pupils benefit from a broad range of experiences. This includes clubs, visits and leadership opportunities. For example, the pupils visit Testwood lakes. This builds on their knowledge learned in science and geography lessons. Pupils are taught how to respect others and celebrate differences. There is a coherent personal, social and health education (PSHE) curriculum. This develops pupils' knowledge and understanding about themselves and others from the beginning of the Reception year. Leaders promote the need to be resilient and to care for others. Consequently, pupils are kind and caring towards one another and to staff.

Leaders are mindful of staff workload. They have tried to remove unnecessary administrative tasks that do not contribute to pupils' learning. Leaders provide additional time for staff to undertake their work when needed.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well to recognise if a pupil may be at risk of harm or need help. Teachers know what to do if they have any concerns about a pupil. Staff know their pupils well. They use this information to ensure that pupils are safe. Leaders respond swiftly to any referrals made by staff and access the help that pupils need quickly. This includes support

from safeguarding professionals and partners. During the recruitment process for staff, the appropriate checks are made to confirm that adults are safe to work in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are times when the curriculum content is not taught effectively enough. Consequently, pupils do not learn as well as they could in every subject. Leaders should precisely evaluate where teachers' subject knowledge is less strong and put training and support in place to remedy this.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116302
Local authority	Hampshire
Inspection number	10241676
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair of governing body	Jennie Wright
Executive Headteacher	Mathew Bowen
Website	www.oakscelearningfederation.co.uk
Date of previous inspection	6 June 2017

Information about this school

- The school does not currently use any alternative provision.
- This is a Church of England infant school. The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in the next six years. The last inspection of this type took place in March 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the executive headteacher, the deputy headteacher, subject leaders and the special educational needs coordinator. An inspector had a meeting with six governors, including the chair of the governing body.

- The lead inspector had a telephone conversation with a representative from the local authority. The inspector also had a discussion on the telephone with a representative from the diocese.
- Inspectors met with staff to discuss workload, the curriculum and safeguarding.
- Inspectors spoke with pupils about their learning, safety and behaviour.
- Inspectors scrutinised documentation relating to safeguarding.
- Inspectors took account of the 16 responses to Parent View, including the free-text comments. Inspectors also reviewed the responses to the eight staff survey responses.

Inspection team

Richard Blackmore, lead inspector

Ofsted Inspector

Debra Mansfield

Ofsted Inspector

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