

Inspection of a good school: Nettleton Community Primary School

Moortown Road, Nettleton, Market Rasen, Lincolnshire LN7 6AA

Inspection date: 19 October 2022

Outcome

Nettleton Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Nettleton Community Primary School are enthusiastic and positive about their school. They enjoy coming to school. Pupils talk about the positive relationships that they have with their teachers and peers. One pupil described the school as 'a wonderful school where you love to learn'. Pupils say that they feel happy and safe in school. This was a view echoed by most parents and carers.

Staff have high expectations of pupils. There is a family feel to the school. The majority of pupils behave well. Pupils from different year groups play happily together at break- and lunchtimes. Pupils describe bullying as 'very rare'. They know that if they have any worries or concerns that staff would listen and act swiftly.

Pupils have access to a range of extra-curricular activities, including sports clubs, 'Glee club' and gardening club. All pupils, including children in early years, learn to swim. The curriculum is enriched by a wide variety of trips and visits. Year 5 pupils spoke enthusiastically about their recent visit to London.

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

The school's values underpin all that the school does. Teachers encourage pupils to 'be caring' and to show a 'commitment to achieve'. Leaders are passionate about ensuring that all pupils have access to an ambitious curriculum, both within and beyond the classroom.

Staff have fostered good relationships with pupils and their families. In early years, children talk about how they care for each other 'like a family'. Pupils work hard and follow instructions in lessons. They are enthusiastic about their learning.

Leaders have developed a coherently planned and well-sequenced curriculum. Subject leaders have carefully considered what they want children to know and to be able to do at each stage of their education. Pupils work hard and follow instructions in lessons. They

are enthusiastic about their learning. Teachers use assessment to identify gaps and misconceptions across subjects. However, some pupils struggle to recall some of what they have learned before. This means that they are not always able to make links between current and previous learning.

Leaders have prioritised the teaching of early reading. Staff have been trained to deliver the school's phonics programme. They deliver it well. Teachers identify children who need additional support and provide help quickly. Pupils remember the sounds that they have learned. They use these to help them to sound out words. However, a small number of pupils continue to sound out words that they can already read. As a result, they do not read as fluently as they are able.

The early years curriculum is well planned and sequenced. It makes clear what children are expected to know and do at each stage of their education. Staff are skilled at helping children to develop their language and communication skills. Children are confident to use new vocabulary. For example, when discussing the seasons, children used words such as 'autumn' and 'leaves'.

There are many opportunities for pupils to enhance their personal development. Pupils have access to a well-considered personal, social and health education curriculum and age-appropriate relationships education. Pupils take on leadership roles that help them to develop their confidence. Pupils talk positively about being school council representatives. Pupils access a wide range of clubs and activities that help them to develop their interests and talents. Some pupils are not able to recall their understanding of different faiths and cultures.

Pupils with special educational needs and/or disabilities (SEND) are well supported in lessons. These pupils get the support they need to access the same curriculum as their peers. Leaders recognise the continued importance of strategic oversight of pupils with SEND to ensure that all pupils have their needs met.

The school is part of a federation of two schools. This has resulted in increased capacity for staff training and leadership. Leaders at all levels undertake their work with integrity. Staff work well as a team. They are supportive of each other. Staff describe the school as a 'happy place to work' and they recognise that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. Staff and governors receive regular training. All staff know how to report concerns. Any concerns are quickly acted on. The school works effectively with external agencies to ensure that pupils get the help they need. The school's parent support adviser provides a wealth of advice and support.

Leaders ensure that the required checks on adults working with pupils are carried out. These are recorded systematically.

Pupils feel safe in school. They know whom to talk to if they have any worries or concerns. Pupils also have access to worry boxes in classrooms.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a coherently planned and well-sequenced curriculum. However, on occasions, some pupils struggle to recall some of what they have learned before. This means that they are not always able to make links between current and previous learning. Leaders should ensure that pupils remember the curriculum content that they are taught in the longer term.
- A new phonics programme has been recently introduced. It is well sequenced. Pupils remember the sounds that they have learned. However, a small number of pupils continue to sound out words that they are already able to read. As a result, they do not read as fluently as they are able. Leaders should ensure that all pupils get the help they need to become fluent readers as quickly as possible.

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 first ungraded inspection since we judged the school to be good in October 2017.

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	120465
Local authority	Lincolnshire
Inspection number	10254900
Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair of governing body	Mr Mike Eckersley
Headteacher	Mr Andrew Smith (Executive Headteacher)
Website	www.nettleton.lincs.sch.uk
Date of previous inspection	4 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the North Wolds Federation. The federation shares key staff, including an executive headteacher, a special educational needs coordinator, subject leaders and specialist teachers.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school had 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.
- The inspection team held meetings with the executive headteacher, senior leaders, (including the special educational needs coordinator), subject leaders and teaching staff.
- The inspection team looked in depth at early reading, mathematics and geography. In each subject, inspection activities included discussions with the subject leader, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils.

- The lead inspector met with the chair and vice-chair of the governing body and had a telephone conversation with a local authority adviser.
- The lead inspector met with the headteacher about the school's safeguarding procedures. She reviewed policies and records relating to safeguarding, behaviour, attendance and pupils who have left the school. Inspectors spoke to pupils, staff and parents about how safe pupils are in school.
- The inspection team took into consideration the responses to Ofsted Parent View and the staff survey.

Inspection team

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

Damien Turrell

His Majesty's Inspector

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