

# Inspection of a good school: Nine Acres Primary School

South View, Newport, Isle of Wight PO30 1QP

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Inspection dates:

16 and 17 May 2023

## Outcome

Nine Acres Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Leaders, staff and governors aim high for pupils in this school. They constantly strive to enrich pupils' life experiences with exciting opportunities. The 'Nine Acres Economy' is an innovative programme, where pupils apply for jobs within school. Pupils fulfil roles such as homework tutor, lunchtime supervisor and assistant site officer. The scheme raises pupils' aspirations about contributing to society through employment.

At playtimes, pupils balance on climbing equipment, play table football, and adore their new crazy golf course. Pupils are happy, safe and feel special. Behaviour never disrupts learning and pupils say adults are always there for them. Relationships are supportive, respectful and compassionate.

Educational visits have included trips to botanical gardens, a zoo and a 'night in a museum'. Pupils found their sailing trip exhilarating. Pupils enjoyed making products to sell at the school's 'pop-up shop' to raise funds. Everybody's talents are highly nurtured. Leaders celebrate everyone's efforts in drama, music and sport every week. Pupils love playing violin, guitar and ukulele. The enrichment club programme is diverse. Highlights include cookery, art, gardening, skateboarding, athletics and hockey. Pupils proudly represent their school in competitions, such as basketball and football. The girls' football team is thriving; they were thrilled to visit Wembley to watch the Lionesses.

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

Learning in this school is ambitious and inclusive. The curriculum is well designed and developed. All subjects are mapped out with the essential vocabulary and knowledge that pupils will learn. This is shared with parents to help them know exactly what their children are studying. Lessons are often designed to engage pupils through interesting local links. Pupils were enthralled when linking their learning to the dinosaur footprint on the island.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. 'Pre-teaching' is used adeptly; staff coach pupils with SEND to learn words and concepts they need to access lessons with equity and success. Frequent assessment and communication between staff helps to identify pupils' individual needs. Pupils who require help with language achieve independence by using visual aids. Across all subjects, teachers give pupils constant opportunities to recall knowledge. This helps them to remember their learning and make impressive progress.

Mathematics teaching is strong. Pupils love their early morning mathematics sessions to start every day. This frequent practise helps pupils to develop excellent number skills. Pupils with SEND use a range of adapted resources to achieve success. Many pupils access advanced investigations. They use written methods and mathematical language to justify their reasoning. Pupils make exceptional progress. By the end of Year 6, they achieve significantly above the national average.

Reading starts well in early years. All staff are trained to ensure a consistent experience for pupils across the school. The early years environment is rich with language and resources to support the learning of phonics. Staff identify gaps in phonic knowledge with sharp assessments. Catch-up groups ensure that there is focused practise of specific sounds for individuals and small groups. This help ensures that all pupils become fluent and motivated readers. Parents appreciate phonics workshops and reading mornings that enable them to help their children to read confidently. Teachers read to classes every day. They include books that promote a rich variety of inspirational characters from a range of cultures.

This diversity extends to other subjects, such as science. Pupils learn about prominent black and female scientists. Pupils skilfully plan and carry out experiments. They design graphs and charts to present data and draw insightful conclusions. Art teaching is exceptional. Pupils produce stunning work in sketchbooks, showing secure development of skills over time. Pupils use technical language, such as tint, tone and contour, to describe techniques they are mastering. Pupils' work on 'cyanotypes' was impressive, boosted by meaningful work in science.

Behaviour is positive. Warm relationships ensure consistency and fairness. No one is worried about bullying. Conduct in lessons is exemplary, corridors are calm, and pupils show respect for each other, staff and the school environment.

The personal, social, health and economic education (PSHE) curriculum is highly developed. Pupils learn to challenge stereotypes and celebrate differences. Weekly debates develop pupils' confidence to share views, listen to others and politely disagree. Pupils value frequent opportunities to take on responsibility. This starts in early years, where children take exemplary care of newly hatched chicks. The pastoral team at the school also ensures that pupils receive prompt support for any mental health worries or anxiety.

Pupils make exceptional progress in this compassionate and determined school. This is because the school is led exceptionally well. Staff prosper from frequent training. Everyone feels valued, supported and proud of their school. Several leaders and teachers

support other schools. Governors offer excellent support and challenge. They fulfil their statutory duties with diligence. Parents express admiration for the headteacher and speak highly of how this school cares for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff understand and follow safeguarding procedures with diligence. Everyone knows signs to look out for to identify risks to pupils. Staff have full faith in leaders to act swiftly in response to any worries. Frequent training keeps everyone informed of local risks and any changes in national legislation.

Leaders are tireless to pursue essential help for families experiencing trauma or hardship. Recruitment is managed with caution and care, ensuring that all staff and volunteers are suitably vetted.

Furthermore, the highly developed PSHE curriculum prepares pupils well for secondary school. Pupils develop a strong understanding of online safety and healthy relationships.

## **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 September 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

<b>Unique reference number</b>	118164
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10242054
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	402
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Adam Hinkley
<b>Headteacher</b>	Elizabeth Dyer
<b>Website</b>	<a href="http://www.nineacrespri.iow.sch.uk">www.nineacrespri.iow.sch.uk</a>
<b>Date of previous inspection</b>	26 September 2017, under section 5 of the Education Act 2005

## Information about this school

- The school offers morning and after-school care, led by external providers.
- The number of pupils on roll at the school has increased significantly since the previous inspection.
- The school currently uses one alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, assistant headteacher/special educational needs coordinator, subject leaders, teachers and support staff.
- To inspect safeguarding, the inspector studied documents and records, including the school's single central record and child protection referrals. The inspector spoke with designated safeguarding leaders, staff, governors and pupils.

- The inspector carried out deep dives in early reading, mathematics and art and design. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke to pupils, and looked at pupils' work.
- The inspector also met with subject leaders to evaluate pupils' work in science, modern foreign languages, religious education and PSHE.
- The inspector listened to pupils read and observed catch up interventions to evaluate how staff provide extra support to pupils.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils during social times and in lessons.
- The inspector met five members of the local governing body, including the vice chair of governors.
- The inspector met with a representative from the local authority.
- The inspector considered the responses to Ofsted's Parent View questionnaire and the additional free-text comments. The inspector also spoke to a range of parents before school.
- The inspector analysed responses to the staff survey and spoke to staff about their views of the school.

### **Inspection team**

Scott Reece, lead inspector

His Majesty's Inspector

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