

# Inspection of The Nettleham Church of England Voluntary Aided Junior School

Mill Hill, Nettleham, Lincoln, Lincolnshire LN2 2PE

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Inspection dates: 13 and 14 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy coming to this very welcoming and inclusive school. Leaders and staff consistently embody the school values. These include thankfulness, trust and friendship. Many staff and pupils talk about the value of koinonia. They describe the school as 'one big family'.

Pupils say that they feel happy and safe here. The Year 6 'worry warriors' are available for younger pupils to share any problems or concerns with. Pupils behave well and follow sensible routines. Any rare cases of bullying are dealt with swiftly and fairly. Leaders and staff have high expectations. Consequently, pupils contribute well during lessons and work hard.

Pupils enjoy the extensive grounds and the woodland and meadow areas in which to play and learn outdoors. There are various opportunities for pupils to develop their talents and interests in sport, music and, in particular, singing. Pupils benefit from many visitors and trips out. Many pupils describe a recent visit to Leicester as a particular highlight. Here, they visited a mosque and learned about other different faiths and cultures.

Parents and carers are overwhelmingly positive about the school and the staff. One comment, typical of many, was: 'My child is very happy here. They are thriving academically, socially and emotionally.'

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

Leaders have ensured that in, for example, English and mathematics the curriculum is well mapped out and sequenced. It is clear to teachers what pupils should be learning and when. However, in some foundation subjects, the curriculum is not as precisely thought through. The key knowledge, skills and vocabulary that pupils should learn are not clear enough. Sometimes, classes within the same year group are learning the same topic but are learning different things.

The teaching of phonics and early reading is a strength. There is a new phonics teaching scheme in place for pupils at the early stages of learning to read. It is implemented effectively. Staff have received appropriate phonics training. They ensure that these pupils have reading books that match the letter sounds that they are learning. Older pupils who can read more fluently are given daily opportunities to read aloud. Skilled staff are adept at improving pupils' comprehension and deduction skills. Pupils are benefiting greatly from this work.

Leaders meet the needs of pupils with special educational needs and/or disabilities (SEND) well. The ambition for these pupils is high. Teachers adapt lessons so that pupils with SEND receive additional adult help or resources. Pupils who might require extra support are identified promptly. Some receive this help before school or before a particular lesson starts. Leaders want to ensure that pupils with SEND do not miss valuable time in the classroom with their teacher and their peers.

Teachers check what pupils have remembered in English and mathematics. Pupils take frequent quizzes to help them to remember long term what they have learned. However, in some foundation subjects, there is still some work to do. Teachers are not yet clear on the exact knowledge, skills and vocabulary that they should check. They are, therefore, unsure how well pupils are progressing through these subjects.

Pupils enjoy being rewarded with certificates in a weekly assembly. They achieve these certificates for behaving well, working hard and displaying the school's values. Pupils' attendance is generally high. Leaders take effective action with pupils and families where this is not always the case.

The curriculum for pupils' personal development is strong. Pupils can talk about the fundamental British values of democracy, tolerance and respect for others. There is a strong sense of inclusion. Pupils know about the different protected characteristics. They have an age-appropriate understanding of relationships and sex education. A pupil summed this up by saying, 'Our school is welcoming to everybody.'

The governing body members have a good mix of skills and experience. They receive detailed information from the headteacher and visit the school for themselves to find out what is happening. Consequently, they know the school well and hold leaders to account for their actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have received appropriate safeguarding training. They are vigilant to the potential signs of abuse and neglect. They record any safeguarding concerns promptly. Leaders ensure that outside agencies are contacted swiftly. This helps to ensure that pupils and their families receive any extra help promptly. Pupils are taught to stay when safe when riding their bicycles or using the internet.

Leaders ensure that all the necessary recruitment checks are undertaken before adults can start to work at the school. The single central record meets requirements.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, the precise knowledge, skills and vocabulary that pupils should learn and when are not clear. Consequently, pupils do not progress through these subjects in a coherent way. Leaders should ensure that the knowledge, skills and vocabulary that they want pupils to learn and when are precisely mapped out so that pupils successfully build from their Year 3 starting points.
- Teachers cannot check how well pupils are progressing through some foundation subjects. This is because the curriculum is not sufficiently mapped out in enough

detail. Leaders should ensure that teachers can check what pupils have remembered, to help them check how well pupils are progressing. These checks should not be overburdensome.

## **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>	120626
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10269269
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Subden
<b>Headteacher</b>	David Gibbons
<b>Website</b>	<a href="http://www.nettleham-junior.lincs.sch.uk/">http://www.nettleham-junior.lincs.sch.uk/</a>
<b>Date of previous inspection</b>	6 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England junior school. It underwent a section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) in July 2019. SIAMS inspections were suspended as part of COVID-19 restrictions.
- The headteacher has had a teaching commitment of up to three days a week since February 2023. This is not expected to continue in the longer term.
- The school does not use the services of any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 held various meetings with the headteacher, the associate headteacher and other staff. The lead inspector held a meeting with six members of the

governing body, including the chair and vice-chair. He held a telephone conversation with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and design and technology. Inspectors met with subject leaders to discuss curriculum planning, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about some other subjects and discussed curriculum planning. The lead inspector listened to pupils from Year 3 and Year 6 read.
- Inspectors met with pupils from each year group and considered the responses from Ofsted's parent, pupil and staff questionnaires.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's training and their knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.

### **Inspection team**

Peter Stonier, lead inspector

His Majesty's Inspector

Jeremy Spencer

Ofsted Inspector

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