

Netley Primary School

Inspection report

Unique Reference Number	100018
Local Authority	Camden
Inspection number	276234
Inspection dates	13–14 October 2005
Reporting inspector	Nicholas (Nick) Butt

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr John White Mrs Judith Evans
Date of previous school inspection	Not previously inspected
School address	30 William Road London NW1 3EN
Telephone number	0207 3876601
Fax number	0207 3871117

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school serves an inner-city area with a very high proportion of pupils whose first language is not English (87%). More than half its pupils are eligible for free school meals. The largest minority ethnic group is Bangladeshi; there are also many Albanian and Somali pupils. More than one fifth of pupils are refugees or asylum seekers. The proportion of pupils on the special needs register is average, but there are twice as many pupils with statements, mainly because the school has a 14-place resource base for pupils with autistic spectrum disorders. There is high mobility in Year 6.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Raise standards in English and science so that all groups of pupils, including those who are more able, make appropriate progress;* Develop an efficient and robust senior management team to decisively tackle the weaknesses in teaching, especially in Years 1 and 2, and of those whose first language is not English or who have learning difficulties.* The governing body must hold the school fully to account.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The school correctly judges teaching and learning as satisfactory overall. The quality varies across the school and between classes. Teachers' use of assessment information to improve learning differs widely. Because monitoring by leaders is not rigorous or systematic enough these inconsistencies are often not dealt with. Partnership teaching works well in the classes, where it operates, which helps pupils with English as an additional language. This does not happen, however, in the younger year groups, where more pupils are at the earliest stages of learning the language. Teaching assistants, including those who are bilingual, provide good support. Teaching of phonic skills is increasingly effective. In some classes work is not well matched to pupils' abilities. This is because teachers do not assess performance well enough, and do not consistently plan for different groups. It is not always clear to pupils what they are supposed to be learning.

Curriculum and other activities

Grade:

The school's curriculum is satisfactory. In the nursery and reception classes a reasonable range of activities is planned and provided for children. There are some good activities to develop language skills. Planning does not always take account of the children's different needs. The curriculum for pupils in Years 1 to 6 meets requirements. The school is currently promoting science investigations, and more use of ICT in other subjects. There are good opportunities to learn musical instruments such as the guitar, violin and cello. Pupils enjoy a wide range of visits and join several clubs. For example, a class of Year 1 pupils went to the Science Museum to study materials. The curriculum supports Every Child Matters outcomes well in healthy living and staying safe. There was a successful 'Health Week' that included activities such as safer cycling, teeth care, fire safety and exercising.

Care, guidance and support

Grade:

The school judged care as outstanding but gave no evidence to explain it. While pastoral care is strong, there are weaknesses in the academic guidance and support for many pupils. Inspection findings indicate satisfactory provision overall. Parents find school staff friendly and approachable. The school communicates well with them, an improvement since the last inspection. There are good links with outside groups, such as the family learning resource centre. Child protection procedures are robust and staff receive appropriate training. Support for pupils at an early stage of English language acquisition is insufficient. Systems for assessing pupils' progress and needs are not well established. In particular, pupils with learning and behavioural difficulties are not always identified early enough and so there can be delays in them receiving the support they need.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave us when we visited your school. It was lovely meeting you and we are glad you had so much to tell us. I am writing to you now to tell you what we found out about your school.

These are the things that we especially like: * The way you run a healthy fruit stall and the early morning breakfast club. * The sensible way you vote to elect new members of your school council. * The different clubs and visits you enjoy and the opportunities you have to learn musical instruments. * You feel safe at school and well looked after, and you know you can go to an adult if you feel worried about anything, who will listen to you and help.

We are pleased you have felt able to tell Mrs. Evans the toilets need improving, and that she has already done something about it. We know she is very interested in your ideas about how to make school dinners even tastier. We felt that while some of your lessons are fun and interesting, it is not always like that. We have told your teachers to make sure that the work is just right for you and to explain to you clearly how well you are doing. We know your teachers will want to involve you more in doing better with your reading and writing. We have asked Mrs. Evans and Mr. Hook to visit your classes more often to check how well you are learning. Another team of inspectors will come back to your school in a year's time to see how things have changed. We are glad that you are happy at school, and thank you once again for making us feel so welcome.