



# The Nettleham Infant School

## Inspection Report

**Unique Reference Number** 120690  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280872  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Ms. Joanne Harvey AI

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

<b>Type of school</b>	Primary	<b>School address</b>	All Saints Lane
<b>School category</b>	Foundation		LN2 2NT
<b>Age range of pupils</b>	4 to 7		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01522 750964
<b>Number on roll</b>	149	<b>Fax number</b>	01522 595603
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Jeremy Radcliffe
<b>Date of previous inspection</b>	1 January 2000	<b>Headteacher</b>	Mrs. Nicola Drifill

Age group	Inspection dates	Inspection number
4 to 7	12 July 2006 - 13 July 2006	280872

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average sized school serving the community of Nettleham and other nearby villages and some pupils come from the city of Lincoln. Most pupils enter the school with levels of knowledge and skill which are higher than those found in most schools. Currently there are no pupils known to be eligible for free school meals. The majority of pupils are White British and with the exception of a very few, their first language is English. The percentage of pupils with a learning difficulty is lower than that found in most schools. The proportion of pupils with a statement of special educational need is similar to that found in most schools. The school has achieved a Healthy Schools and a Schools' Curriculum Award and is an Investor in People.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school's judgement that this is a good school. It has continued to flourish over recent years despite many staff changes. The personal development of pupils, the quality of teaching and learning, and the care provided for pupils are all good. As a result, they progress well and standards across school are higher than those found in most schools. The skilled support staff work closely with teachers to ensure that the provision for pupils with learning difficulties and disabilities is also good. Pupils are enthusiastic and very well motivated by school and the opportunities it provides. They work hard and are well supported to achieve the challenging targets set for them. There is much to do outside of lessons; lunchtimes and playtimes are active and fun occasions. Pupils get off to a good start in the Foundation Stage where the curriculum inspires the children and provides exciting and challenging new ways for them to learn. Pupils need more opportunities to write at length on interesting themes. They would also benefit from having more creative opportunities to use their skills in information and communication technology (ICT) in other areas of the curriculum. The school is aware that it needs to make sure that all pupils' targets are focussed, that they know them well and know how to achieve them. Most parents and pupils are supportive of the work of the school. However, the school has not fully addressed the perception of a number of parents that it does not properly seek everyone's views, take account of their suggestions and concerns or communicate effectively with them about its work. Improvements have been made to monitoring systems, curriculum provision and the learning environment since the previous inspection, though some are too new for their full impact to be seen across school. The progress made since the last inspection and the determination to do even better in the future mean that the school's capacity for further improvement is good. The school provides good value for money.

### **What the school should do to improve further**

- Add interest to the curriculum by giving pupils more opportunities to write at length and to use their ICT skills in other subjects.
- Make sure that pupil targets are focussed, that they know them well and know how to achieve them.
- Address the perceptions of those parents who do not feel their views are listened to and act upon this by improving communication between school and home.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good overall. Pupils enter the school with levels of knowledge and skill which are above those found in most schools. In the 2005 national assessments for Year 2 pupils, exceptionally high standards were attained in reading, writing and mathematics and these pupils made good progress. Standards have been maintained at above or well above average for the last five years, though fewer pupils attain the highest grades in writing than they do in reading and mathematics because

they are not offered enough opportunities to write in an extended way. Pupils make an excellent start to their education in the Reception classes where they are prepared very well for their entry to Year 1. Here they consolidate their knowledge and skills and go on to make good progress in Year 2. School tracking evidence suggests that in the 2006 national assessments for Year 2 pupils, they will again attain standards above those expected. At the time of the inspection pupils were seen to be making good progress, responding well and achieving the challenging targets that teachers set for them. All groups of pupils were seen to be achieving equally well.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Spiritual, moral, social and cultural development is good overall although there is still room for pupils to learn more about life in a diverse society. Behaviour is generally good although a few find it hard to be caring and share all the time. Pupils are polite and friendly and relationships are good. There are many activities for them to join in and staff guide them effectively, although occasionally some games become too boisterous and some quieter pupils find it hard to cope with this. Pupils' enjoyment of school life is very strong; this is shown by consistently good attendance. Pupils conduct themselves safely around school and at breaks. They understand the importance of a healthy diet and physical activity. They contribute to the community through the school's involvement in local events. Pupils work hard and develop good basic skills in literacy and numeracy. They are encouraged to work together collaboratively which they do well. These factors prepare them well for their future economic well-being. The school council meets regularly and the pupils believe that they get a good opportunity to make their views known. However, they would develop their skills more quickly if they had a sharper focus for their activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall and inspectors saw some outstanding lessons in Reception. One of the strengths of the teaching is the way each lesson is planned to integrate with a sequence of learning and build well on pupils' previous knowledge and skills. As a result, pupils develop very positive attitudes to learning. They like to learn and they are very proud of what they achieve. Classrooms are well organised; pupils have high quality resources to work with and the best classrooms provide a bright and lively interactive learning environment. Many of the tasks they are given are challenging for all pupils. Those with learning difficulties get very effective support and they too learn well as a result. Staff use ICT effectively to demonstrate new skills. Most lessons move at a good pace and the teachers know accurately how well the pupils are progressing. High quality teaching assistants play a key role in providing good support both for individual pupils and groups. However, individual targets in

infant classes are too general and pupils are not as clear as they could be as to how to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and fulfils all statutory requirements. Although a start has been made on creating links between different subjects this aspect is underdeveloped and the curriculum is not yet enriched or stimulating enough. For instance, it worked well in the Year 2 topic on Egypt which linked history, literacy and the performing and visual arts. The pupils were excited about what they had done, many had brought information from home to add to their work at school and their progress was enhanced. However, too many opportunities are missed to add interest and excitement through linking the teaching of different subjects in a meaningfully or by encouraging the pupils to write creatively and in an extended way. In addition, ICT basic skills are taught separately but pupils do not often use and apply these skills creatively in their other work. The school is aware of this, and has begun implementing plans for improvement that will motivate and engage all pupils more effectively, but this has not yet happened. Visits to places of interest and visitors to the school enhance the pupils' experiences as do a range of clubs on offer at lunchtime and after school.

## **Care, guidance and support**

### **Grade: 2**

The school provides a caring and supportive environment in which pupils say they feel safe and happy. The arrangements for child protection are clear and understood by all staff. There are good procedures for ensuring pupils' health and safety. Pupils know that there is always someone to help with any concerns. For instance, they say that if they think that bullying is taking place it is dealt with quickly and effectively. Teaching assistants provide very good support for pupils identified with learning difficulties. They also provide good support to all pupils when they are in the classes, but not all classes have their full-time support. The school's arrangements for assessing pupils' progress are good and teachers have useful information about how well pupils are doing and what they need to do to improve. This information is used well by teachers and teaching assistants, but pupils in Years 1 and 2 do not always understand why they have targets, or what they have to do to achieve them.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher was appointed at the beginning of the academic year to join a well-established senior management team, who, with other committed and hardworking staff, have maintained high standards of academic performance, personal development and care of pupils during a period of transition. Indeed, many improvements have been made since the last inspection including to the monitoring systems, curriculum provision and the learning environment.

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The new team is working together well and effectively demonstrating the capacity to drive school improvement forward. However, the considerable teaching commitment of the headteacher reduces the rate at which she can achieve her vision and the time she has had, for example, to raise her profile in the school community. Because of the good quality of information it collects, the school has a clear picture of its strengths and areas for improvement. Its self-evaluation is accurate. Improvement plans are implemented in a focused way and monitored carefully. The full effect of some recent initiatives has yet to be seen on the progress pupils make over time and other stakeholders such as parents and pupils are not well enough involved in the process. Some curriculum leaders are having a very positive impact on standards in their subjects. For example, work in English has led to new initiatives to encourage reading and resulted in improved progress, particularly for boys. Governors have a good understanding of the school's work. Most parents are happy with the school. However, inspectors agree with the view of some who believe their views are not listened to and acted upon often enough and that communication between school and home could be more effective in telling parents about its work.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school. You go to a good school where all the adults work hard to help you do your best in everything and be the best that you can be. They take good care of you and teach you well. You enjoy school and have lots to do outside lessons, and playtimes and lunchtimes are usually happy times of the day. It was lovely to see you all behaving well, getting on well together and working hard. You make good progress from when you come in to Reception to when you leave the school at the end of Year 2 and reach standards which are much better than most pupils at other schools. Those of you who need extra help because you find your learning more difficult are helped to make good progress too. The school is going to make sure that it makes your lessons even more interesting and exciting and teachers are going to ask you to do longer pieces of writing and to let you use computers more often. Mrs Driffill and the governors are going to make sure that your parents feel their views are taken into consideration and that everyone knows what is going on in school. This is because the school is determined that you will do even better! We would like to wish you the very best for the future.