



# Netley Primary School

## Inspection Report

**Unique Reference Number** 100018  
**Local Authority** Camden  
**Inspection number** 294476  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Sue Vale

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

<b>Type of school</b>	Primary	<b>School address</b>	30 William Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3–11		NW1 3EN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 7387 6601
<b>Number on roll (school)</b>	392	<b>Fax number</b>	020 7387 1117
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Elizabeth Monck
		<b>Headteacher</b>	Mrs Judith Evans
<b>Date of previous school inspection</b>	13 October 2005		

<b>Age group</b> 3–11	<b>Inspection dates</b> 22–23 November 2006	<b>Inspection number</b> 294476
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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 in Camden, central London. The area is culturally diverse and the vast majority of pupils (91%) are learning English as an additional language. Just above half the pupils are eligible for free school meals, a high proportion. Around a quarter of the school are refugees or asylum seekers. The largest minority ethnic group is Bangladeshi; there are also many Albanian and Somali pupils. The proportion of pupils with learning difficulties and disabilities is average, but there are twice the usual proportion of pupils with statements of special educational need. This is mainly because the school has a 14 place resource base for pupils with autistic spectrum disorders. The number of pupils starting and leaving the school other than at the expected times is above average. The school was given a Notice to Improve at its last inspection a year ago.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Netley Primary School has made impressive and rapid progress over the last year and is providing a good education for pupils. As a result, standards have risen significantly in the last year to broadly average by the end of Year 6. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Achievement is good. Central to this success is the drive and determination by the headteacher and other members of staff to raise standards. The leadership team has a clear view of the school's strengths and weaknesses. This is based on accurate assessment and a real understanding of what it needs to do to improve. The leadership team also have a thorough understanding of the challenges the school faces.

Children begin school with lower than expected skills in spoken English and personal development. They make good progress in this area of learning in the Nursery and Reception classes due to a well planned curriculum. Most pupils build on this good start so that they achieve broadly average standards in reading, mathematics and science by the end of Year 2. Basic skills in literacy and numeracy are taught effectively. Good identification of where pupils need extra support and overall good behaviour mean that pupils progress well to reach broadly average standards by Year 6. Writing standards across the school remain below average.

Teaching and learning have improved considerably in the last year. Teachers now have a much clearer understanding of what makes a good lesson. They have higher expectations of what pupils can achieve, although more able pupils do not always fully achieve what they are capable of. Marking of pupils' work is not used consistently well to inform the next stage of their learning. The personal development and well being of pupils along with care and guidance is good. The provision for pupils in the resource base is satisfactory.

The school has effectively tackled the weaknesses from the last inspection. Standards and achievement have improved. The provision for pupils learning English as an additional language has also improved. Leadership and management are now good and there is a more robust senior management team. Governors make a much stronger contribution and are fully supportive. The capacity to improve is good.

### What the school should do to improve further

- Improve standards in writing particularly for the more able pupils.
- Raise the consistency of teaching by ensuring that marking always informs the next stage of pupils' learning.

## Achievement and standards

### Grade: 2

Achievement is good. By the end of Year 6, the most recent data show that the downward trend in standards found at the time of the previous inspection has been reversed. Pupils now achieve broadly in line with national averages in reading, mathematics and science. However, standards are still below average in writing. Almost all pupils do well irrespective of their background and ability because of the strong leadership and management team driving up standards. The exception is the weaker progress sometimes made by brighter pupils, when they are not challenged sufficiently.

When they start in the Nursery, children have weaker language and social skills than might be expected for their age. They make a good start in the Nursery and Reception classes and they continue to build on this to reach average standards by Year 2 in reading, mathematics and science. Standards are slightly below average in writing. Overall, higher expectations of what pupils can achieve, effective classroom management, good teaching of basic skills in literacy and numeracy and good support from teaching assistants is why pupils achieve well.

The school has very recently identified that girls are outperforming boys amongst Bengali and Sylhetti speaking pupils. The school has taken appropriate steps to address this. Since the last inspection, a number of initiatives have been introduced many of which are new this term. They are already having a positive impact in helping standards to improve. More rigorous use of target setting, monitoring of lessons and children's work, along with intensive support for pupils who need extra help organised by the Intervention Manager, is having an impact on raising standards and is fundamental to why pupils have made such rapid progress. Clear induction and early intervention strategies have ensured that those joining the school midway through the year participate fully in the life of the school and make good progress in relation to their attainment on entry. The standards and progress of pupils learning English as an additional language and those with learning difficulties and disabilities is equally as good as their peers.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils demonstrate a good understanding of right and wrong. They behave well and show positive attitudes to learning. They say they are happy at school because they like their teachers and enjoy the activities planned for them in lessons. Pupils say they feel safe and are comfortable about approaching staff if they have a problem. They make good progress in their understanding of healthy lifestyles and have a high level of involvement in physical and sporting activities. The pupils make a positive contribution to the community through the school council, charity fund-raising and by acting as helpers and playground buddies. The school council is well established and members say that 'they help to make the school better for everyone'. The school takes the pupils' views seriously which has led to pupils initiating

improvements to the quality of some of the facilities and developing a healthy tuck shop. Pupils develop good skills of teamwork and co-operation. Pupils' awareness and understanding of other cultures is good, as the school makes good use of the pupils themselves to demonstrate the wealth and diversity of other cultures. Attendance has improved significantly and is now broadly average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The head teacher's monitoring of teaching has identified where and how it can improve. As a result of the actions taken, there are many aspects of teaching that are now consistently good. These have contributed to the recent rise in standards and achievement. Using a new national system of 'Intensifying Support', planning is good and most teachers make sure the pupils know the purpose of the lessons. The pace of most lessons is good and pupils respond positively to the challenges before them. Many teachers are particularly skilled at phrasing questions that help pupils to explain and expand their ideas and opinions. This develops their self-esteem and confidence. Teaching assistants give good support to pupils with learning difficulties and those with English as an additional language. As a result, they are fully included and most make the same good progress as their classmates. There is good support by teaching assistants for pupils in the resource base. The individual education plans for pupils with learning difficulties, however, are too vague and need more focused targets in order to help pupils improve further.

Where lessons are just satisfactory, the pace of learning is pedestrian and some teachers talk for too long leaving too little time for pupils to complete their tasks. The quality of marking is inconsistent. In most cases it does not clearly let pupils know how well they are doing and what they must do in order to improve.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and well matched to the needs of most pupils. There is an appropriate focus on the development of pupils' skills in literacy, numeracy and information and communication technology. The use of information and communication technology is satisfactory but there are missed opportunities to use it to support learning in other areas of the curriculum. Well organised and effective intervention support groups give appropriate help to pupils with learning difficulties and those learning English, helping most to achieve equally as well as others. The Foundation Stage curriculum is good, particularly in helping children to develop their language and personal and social skills. Most children make good progress in these areas.

There is a wide range of activities that enrich pupils' learning experiences. These include language classes in Bengali, Albanian, and French. Sports and musical clubs are well attended and enrich pupils' learning. Induction to support new arrivals, pupils

at the early stages of learning English, and vulnerable pupils is good. Community links are well-established and promoted through initiatives such as the successful international evening, the travel to school plan, a reading partnership of 100 volunteers and parents who are running a maths games club.

## **Care, guidance and support**

### **Grade: 2**

Pupils are confident in approaching someone to talk to if they have any problems or concerns. One parent wrote that he '...was happy that my child is well looked after...' Talking to pupils shows they feel safe from bullying and know what to do in the few cases when it happens. A confidential 'worry box' is used by pupils to express concerns. Good opportunities are provided in personal, social and health education lessons for pupils to share and consider the feelings and thoughts of others, as was seen in an effective lesson in Year 5. A wide range of additional help from teaching assistants and learning mentors is well targeted and having a positive impact on pupils' achievement. The school pays good attention to health and safety and regular risk assessments are undertaken. Child protection arrangements are good and the school works well with other agencies to support vulnerable pupils.

Academic guidance is good although day-to-day assessment is not used consistently to guide the work of more able pupils. There are effective partnerships with other local schools to ensure smooth transition of pupils both in and out of the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. There is a real sense of team work throughout the school and it is this, along with strong leadership by the head teacher, that has allowed the school to make rapid improvement and progress so that the overall effectiveness of the school is good. The headteacher leads her team very well. She has a clear focused view of where the school needs to improve and there are good procedures in place for the day-to-day management. The school's evaluation of its strengths and weaknesses is accurate, albeit at times modest about the progress which has been made in the last year. A clear vision by the leadership team and intervention manager ensures that the school is rightly focused on the way forward for the best interests of the pupils. Higher expectations by staff of what pupils can achieve have meant that standards have risen considerably in the last year. The governing body has improved since the last inspection. They are supportive of the drive to raise standards and are clear in their understanding of the strengths and weaknesses of the school. The governing body act as a critical friend and are challenging in their expectations of what the school can achieve. Consequently the school is in a good position to continue to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

It was lovely to meet some of you when I came to visit your school. Thank you for making us feel so welcome. I am writing to tell you what we found out about your school.

There are lots of things which you do well.

- You are reaching much better standards in mathematics and science and reading than you did before.
- Your teachers plan good lessons for you and help you to make good progress in your learning. They are good teachers.
- Your headteacher leads and manages your school very well.
- The governing body who are responsible for the way the school is run do a good job.
- The teachers and other staff look after you very well.

In order to make your school even better;

- You need to work harder at your writing.
- We have asked the teachers to make sure that when they mark your work that they explain what you need to do to improve it.

With best wishes

Sue Vale

Lead inspector