

# The Nettleham Church of England Voluntary Aided Junior School

## Inspection report

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<b>Unique Reference Number</b>	120626
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	313699
<b>Inspection dates</b>	17–18 March 2009
<b>Reporting inspector</b>	Sue Hall

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Simon Hardy
<b>Headteacher</b>	Mr David Gibbons
<b>Date of previous school inspection</b>	27 June 2005
<b>School address</b>	Mill Hill Nettleham Lincoln Lincolnshire LN2 2PE
<b>Telephone number</b>	01522 750376
<b>Fax number</b>	01522 753794

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average size Junior School in an advantaged area near Lincoln. There are very few pupils entitled to free school meals. The number at the early stages of learning English is very small and the proportion of pupils joining or leaving the school other than at the usual time is below average. The proportion of pupils with learning difficulties and/or disabilities is average although with slightly more pupils with a statement of special educational needs, especially for autistic spectrum disorders. The school holds Activemark and Creative Partnership awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. There are outstanding features in the personal development of the pupils and the curriculum. Parents are very pleased with the quality of education and care provided and speak warmly of how their children become more mature and responsible young people. Pupils enjoy their time in school and particularly like the range of extra activities available to them.

Pupils enter the school at the age of seven with skills, knowledge and understanding that are often well above average. National tests at eleven show results that have been very high but, in the last two years, there has been some variation between subjects. For instance in 2008 some girls did not do as well as boys at the higher levels in mathematics. However, the school uses the information available in an effective way to diagnose where weaknesses occur. Staff are now addressing such issues well and are carefully checking the progress made by all. Pupils of different abilities all achieve well. Standards are very high, and pupils grow in confidence which helps prepare them exceptionally well for their future.

Pupils' personal development is outstanding and a strength of the school. They are happy and well adjusted young people who enjoy each others' company and are very well behaved. Their spiritual, moral, social and cultural development is excellent, with a particular strength being their moral and social development. They clearly understand the difference between right and wrong and are reliable, confident and articulate. The school has developed a clear ethos in which all are valued and have equality of opportunity. Staff have very good relationships with the pupils who are keen to live up to the expectations of those around them both socially and academically. Pupils make a very strong contribution to their own and the wider community. They have an excellent understanding of how to lead a healthy lifestyle and to stay safe.

The quality of teaching and learning is good. Staff are making increasingly effective use of assessment information to provide challenging activities that are appropriate to the range of abilities. Occasionally staff talk a little too much at the expense of pupils finding things out for themselves. The curriculum is excellent and there is a very wide range of activities that enrich learning in both the arts and sport. The care, guidance and support of the pupils are good. Pastoral care is very effective and as one parent rightly notes 'I genuinely feel that the school and all the teaching staff are totally committed to the children and their well being as well as to their progress'. Targets are set for pupils but these are not always known to, or used by, them to improve their work, and the marking of pupils' work does not always identify how they might do even better.

Leadership and management are good. The headteacher is hugely enthusiastic and well regarded by parents. The staff work as a united team and co-operate and support each other well. Governance is good. While there are systems to monitor the quality of the work of the school monitoring is not always sharp enough to identify precisely where improvement is necessary. Nonetheless, if occasionally a little generous, school self evaluation is good and the school has a good capacity for further improvement.

### What the school should do to improve further

- Extend the opportunities for staff and, where appropriate, the governors to monitor and rigorously evaluate the work of the school in order to identify what needs to be improved.

## **Achievement and standards**

### **Grade: 2**

The large majority of pupils enter the school having done very well in Key Stage 1 and with a range of skills in all key areas. Throughout Key Stage 2 many read particularly well and do so with confidence and enjoyment. They are well supported in their reading by parents, and the school provides a range of resources that encourage pupils to broaden their reading skills and tastes and not just try to race through specific schemes or materials. The school has recently focussed well on the development of writing skills and many pupils write well in a range of interesting activities. Inspection evidence revealed no significant differences between the achievement of girls and boys. Standards are very high with a large number of pupils set to achieve the higher levels by the age of eleven. The majority of pupils make good progress and achieve well. Those with learning difficulties and/or disabilities make outstanding progress.

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

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is excellent. They have a very good understanding of different cultures because the school works hard to provide them with an insight into how others live. Many have a strong spiritual awareness, showing a deep understanding of the meaning of faith and the ability to reflect and empathise with the experiences of others. For example, after a recent visit to the holocaust memorial centre a survivor of the holocaust praised the pupils' ability to reflect on the impact of the feelings and emotions of others. Pupils listen to each other carefully, and work very well collaboratively. Incidents of poor behaviour are rare and pupils play very happily together. One pupil said, 'Everyone helps each other and are kind to each other.' Pupils are proud of their school, showing much enthusiasm and a sense of belonging. They enjoy passing on the 'beanies' in assembly to others they notice are sitting attentively. They attend regularly and on time. Year 6 pupils are very aware of their responsibilities, particularly towards the younger ones with whom they have 'buddied up'. Pupils contribute extremely well to the community, both in school, in the local area, and beyond. Their ideas play an important part in the development of school life. For example, a group contributed their thoughts on aspects of the curriculum to the governing body and they have recently organised events to raise money for a national charity.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers work well together to identify what is effective practice and what might need to be improved. Staff have good working relationships with the pupils who are often keen to gain their approval and therefore work hard. Teachers and support staff work very effectively to manage the behaviours of those with additional needs including those on the autistic spectrum. Staff use interactive whiteboards well to present information to pupils. Teachers plan in year groups but then adjust this to meet the needs of individual classes or groups. Those in Years 5 and 6 are taught in ability groups in mathematics, writing, comprehension and spelling. Such procedures ensure a good match of challenge to the range of abilities, although occasionally some pupils could be challenged even further. Teachers explain things carefully but sometimes

miss opportunities to involve pupils more in their own learning by discussing their ideas together or through practical and open-ended tasks where they have to find things out for themselves.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It is very relevant and meaningful to pupils' interests and backgrounds, and contributes strongly to their personal development and enjoyment of school. It effectively meets the needs of all pupils and the strong focus on key skills has a clear impact on standards in English, mathematics and science. For instance the work done to extend the range of activities to write for different purposes has resulted in some high quality work in Year 6. There is excellent provision for those who need additional support or 'catch up' with basic skills. The curriculum is enriched in so many ways especially through its exemplary partnerships with others. For example, pupils' learning experiences are greatly enhanced by participation in local and national events and competitions, links with other schools, sporting organisations and places of worship. This includes memorable activities, such as that generated through a link with another school, which allowed pupils to listen to the experience of a Russian cosmonaut and find out why he had a tomato named after him.

## **Care, guidance and support**

### **Grade: 2**

The care and guidance provided for pupils' personal development are good and elements of pastoral care are strong. Year 3 pupils settle quickly and happily into the school because of very effective induction systems, with pupils 'buddying up' with another child even before they have arrived. Pupils are confident that there is always an adult they can turn to if they have a problem. Those with behavioural, social and medical needs are nurtured very well. The school works extremely effectively with outside agencies to ensure that vulnerable pupils receive the best possible care. Such pupils are supported very effectively and their progress and well being are carefully monitored. Child protection procedures are securely in place. All staff have received appropriate training. All safeguarding requirements were in place at the time of the inspection. Health and safety and risk assessments are carried out conscientiously.

Academic guidance is good. The school has thorough and effective tracking and assessment systems in place to monitor pupils' progress. The school sets challenging targets for pupils' attainment. However, some pupils do not always know their individual targets and the marking of their work is variable and some does not identify what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

The headteacher has boundless enthusiasm and is totally committed to the pupils and local community. He is well supported by a senior leadership team who are in the process of taking on more leadership responsibilities. The school works effectively to unite the different groups in the local and wider community and is striving to ensure a global dimension to learning. The headteacher plays a major role in checking what works well in the school and staff are involved in scrutinising the quality of the pupils' work. The monitoring of the work of the school is therefore good. However, leaders and managers are exploring ways of involving more staff and

making the monitoring of the school's practice even more rigorous. Governors are supportive and have developed their role well in seeking and acting upon the pupil and parent voice.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B**

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

19 March 2009

Dear Pupils

Inspection of The Nettleham Church of England Voluntary Aided Junior School, LN2 2PE

Thank you very much for looking after Mr Barraclough and me when we visited your school recently. We really enjoyed speaking to several of you and meeting you in lessons, at lunchtime, in assembly and when we spoke to the school council.

These are some of the best things we found.

- You do really well with your work and many of you reach very high standards.
- You behave very well and become mature and really nice young people who enjoy making friends with everyone.
- You know how to keep yourselves healthy and safe and look after each other very well.
- Teachers provide some really interesting things for you to do that motivate you to learn.
- The school has excellent links with a range of different organisations which support your learning and personal development.

Yours is a good school. To help things to improve further we have asked that:

- the staff and governors check even more carefully what happens in school so that they know what else needs to be improved.

To help your school to do even better please continue to be enthusiastic, try hard and enjoy your time here!

Yours sincerely

Sue Hall

Lead inspector