

# The Nettleham Infant School

## Inspection report

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|-------------------------|----------------------|
| Unique Reference Number | 120690               |
| Local Authority         | Lincolnshire         |
| Inspection number       | 32733                |
| Inspection dates        | 18–19 November 2008  |
| Reporting inspector     | Dorothy Bathgate HMI |

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act..

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|------------------------------------|--|
| Type of school                     | Infant   |
| School category                    | Foundation   |
| Age range of pupils                | 4–7  |
| Gender of pupils                   | Mixed  |
| Number on roll                     |  |
| School (total)                     | 149  |
| Appropriate authority              | The governing body                                 |
| Chair                              | Mr Roger Sharp                                     |
| Headteacher                        | Mrs Nicola Driffill                                |
| Date of previous school inspection | 13 July 2006                                       |
| School address                     | All Saints Lane<br>Nettleham<br>Lincoln<br>LN2 2NT |
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|-------------------|---------------------|
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited 14 lessons and held meetings with governors, staff, pupils and parents. She observed the school's work, and looked at a range of school documentation including the school development plan, pupils' assessment and target setting records, analyses of the most recent surveys of parents' and pupils' views, as well as minutes from governors meetings. The inspector also took account of the 84 parental questionnaires which were returned.

The inspector reviewed many aspects of the school's work. The inspector looked in detail at the following:

- how well pupils achieve given their starting points
- the quality of teaching across the school, particularly in writing for higher attaining pupils
- the way in which the senior leaders use information from checking the quality of the school's work to plan future improvements.

## Information about the school

Since the last inspection, the school population has changed so that almost half of the children now come from areas outside Nettleham village. The levels of skills, knowledge and understanding of children on entry to the school are broadly average. The number of children from different cultural backgrounds, particularly Chinese and Asian, has increased recently. The school has Healthy School status, Clean Air Award and Active Mark. The school provides after school care as part of its extended schools programme. This is managed independently by a private provider.

## Further information about the school

|  | School's figures | School's figures compared with other schools |
|--|------------------|--|
| School size  | 149              | Below average                                |
| Free school meals  | 3.5%             | Below average                                |
| Proportions of pupils with learning difficulties and/or disabilities | 13.4%            | Below average                                |
| Proportion of pupils from minority ethnic groups                     | 10%              | Below average                                |
| Proportion of pupils who speak English as an additional language     | 7.5%             | Below average                                |
| Proportion of pupils with a statement of special educational needs   | 2.6%             | Above average                                |

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

1

Capacity for sustained improvement

1

## Main findings

Nettleham Infant School is an outstanding school where children flourish because of the strong focus on helping them to be kind, thoughtful and enthusiastic learners. At the heart of the school's success is the passionate belief that every child is special and can succeed. The outstanding care, guidance and support ensure that children make exceptional progress in their personal, social and emotional development. However, there are limited opportunities for children to take on positions of responsibility. The school enjoys very positive relationships with parents and has significantly developed opportunities for them to contribute to decision making since the last inspection. Teachers have high expectations and pupils respond well to the many exciting challenges set for them. The energetic and enthusiastic approach of staff inspires high levels of motivation from pupils. Consequently, pupils make excellent progress in lessons. The very high standards achieved consistently over time and the improvements made since the last inspection, show that the school has an outstanding capacity to continue improving further.

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

- Provide a wider range of opportunities for all children to take on positions of responsibility and leadership in school and the wider community.

How well does the school meet the needs of individuals and different groups of pupils?

1

The school gives high priority to developing children's self-confidence and self-esteem in a secure, friendly, happy environment. Children say they enjoy school because 'everything is fun'. Consequently, they do well in their work, thrive and are well prepared for the next stage in their education. Pupils take pride in their work and are constantly excited by the rich variety of activities that are carefully planned for them. Purposeful activities such as writing party invitations, rebuilding London in 1666 and car washing, ensure that children develop a secure understanding of what they are learning, and why. Consequently, the children's behaviour and attitudes are exemplary and contribute much to their outstanding achievement. The results of teacher assessment at the end of Key Stage 1 confirm that all pupils make

outstanding progress and achieve consistently high standards. The school gives a high priority to visual literacy, as well as to providing excellent first hand experiences for children prior to writing. This has resulted in an improvement in standards in writing overall, and particularly for higher ability children. Children with learning difficulties and/or disabilities achieve exceptionally well because of the expertise of dedicated support staff. Children's emotional well-being is promoted extremely well and they feel very safe and well cared for. Opportunities for children to have positions of responsibility are not sufficiently well developed to ensure that children have a strong voice in decision making. The school makes highly effective use of its vegetable garden to develop children's understanding of healthy lifestyles through growing, harvesting and cooking produce. Parents report that children are enthusiastic ambassadors at home for health promotion.

*These are the grades for pupils' outcomes*

|   |   |
|---|---|
| How well do pupils achieve and enjoy their learning?  | 1 |
| The quality of pupils' learning and their progress  | 1 |
| The quality of learning for pupils with learning difficulties and/or disabilities and their progress            | 1 |
| Pupils' attainment <sup>1</sup>   | 1 |
| To what extent do pupils feel safe?   | 1 |
| How well do pupils behave?  | 1 |
| To what extent do pupils adopt healthy lifestyles?  | 1 |
| To what extent do pupils contribute to the school and wider community?  | 2 |
| How well do pupils develop workplace and other skills that will contribute to their future economic well-being? | 1 |
| Pupils' attendance and punctuality  | 1 |
| What is the extent of pupils' spiritual, moral, social and cultural development?                                | 1 |

## The quality of the school's work

An outstanding curriculum is at the heart of the school's work. The curriculum has several distinctive features including emphasis on play based learning and practical first hand experiences designed to stimulate, motivate and inspire a passion for learning. The energetic and enthusiastic approach of staff, their high expectations and excellent knowledge of individual pupils, results in outstanding teaching and learning. Consequently, pupils make excellent progress. No opportunity for learning is missed. For example, daily routines such as lining up are used imaginatively to rehearse counting skills. The calm and supportive manner in which teachers manage the pupils and organise their tasks is a consistent and dominant feature of teaching throughout the school. There is a high priority on learning for a purpose and this prepares pupils well for future adult life. A key strength is teachers' skill at diagnosing pupils' individual needs. They use the outcomes of assessment very effectively to target their questioning and to plan tasks that are well matched to individual needs and abilities.

<sup>1</sup> Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

Parents recognise the very high standards of care that the school provides for pupils. It is particularly effective for those pupils who are most vulnerable. Intervention programmes to support pupils' progress are highly effective because they are delivered by capable, competent and highly valued teaching assistants.

*These are the grades for the quality of provision*

|  |   |
|--|---|
| High quality teaching and purposeful learning  | 1 |
| Effective assessment and academic guidance   | 1 |
| An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations | 1 |
| Support, guidance and care   | 1 |

## How effective are leadership and management?

The headteacher's excellent leadership is a key factor in the rapid progress the school has made since the last inspection. Together, with the assistant headteacher, she ensures that all staff and governors share a clear vision and a commitment towards placing the needs of all children at the heart of the day-to-day life of the school. Consequently, equality of opportunity for pupils is outstanding. The school's processes for self-evaluation are robust and take account of the views of staff, governors and parents. There is a continuous improvement through sharp, focused school development planning, as well as regular monitoring and evaluation of teaching, which is effective in raising standards. Subject leaders provide strong leadership in their areas and play a significant role in helping to improve teaching and learning and raising standards. Parents are kept extremely well informed of their children's experiences and achievements. They receive regular newsletters and have daily communication opportunities. Governors are fully supportive of the headteacher and committed to the continuing improvement of the school. They take their statutory duties seriously and at the time of the inspection all safeguarding procedures were in place. The school works outstandingly well with many outside agencies to cater for the needs of pupils requiring extra support in order to enhance their learning and personal development.

*These are the grades for leadership and management*

|   |   |
|---|---|
| Monitoring, evaluating and planning for improvement to outcomes for pupils  | 1 |
| Promoting equality of opportunity and tackling discrimination   | 1 |
| Ensuring that safeguarding procedures are effective   | 1 |
| Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met    | 2 |
| Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being | 1 |
| Developing partnerships with other providers, organisations and services  | 1 |
| Ensuring the school contributes to community cohesion   | 2 |
| Deploying resources to achieve value for money  | 1 |

## Early Years Foundation Stage

Pupils enter the school with knowledge, skills and understanding that are broadly in line with expectations. The effectiveness of the Early Years Foundation Stage (EYFS) is outstanding because the excellent teaching, care and curriculum enable children to make rapid progress. As a result, the majority of children meet or exceed the early learning goals at the end of the Reception year. Teaching is outstanding because of staff's excellent knowledge of how young children learn. Children make exceptional progress in their personal, social and emotional development. They are encouraged to become independent, make choices and take on responsibilities. They quickly learn to take turns, to share and to work together because these experiences are integrated into all their learning experiences. Adults have excellent relationships with children and inspire confidence and success. Incisive assessment makes sure all children's individual learning needs are identified and met. The richness and variety of the curriculum in the Reception classes provides these young children with constant pleasure, excitement and adventure. The outdoor area provides imaginative and safe areas in which children can play and learn. Leadership and management of the EYFS are outstanding.

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?*             | 1 |
| How well do children in the EYFS achieve?   | 1 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop?*                    | 1 |
| How effectively is the welfare of the children in the EYFS promoted?*                     | 1 |
| How effectively is the provision in the EYFS led and managed?*                            | 1 |

\* Common judgements made across all inspections of the EYFS

## Views of parents and carers

There was a 60% response rate to the parents' questionnaire. Parents were overwhelmingly positive in their support for the school. Many commented on the way in which the school nurtures a passion and excitement for learning, as well as the high quality care the school provides. Parents of pupils who have learning difficulties and/or disabilities were fulsome in their praise for the support they receive. Although a very small minority of parents indicated that they felt their views were not taken account of, the vast majority confirmed that this key issue from the previous inspection has been successfully addressed.



## What inspection judgements mean

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.   |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.   |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate. |

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.   |
| Achievement:               | an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory. |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.  |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.  |

20 November 2008



Dear Children

Inspection of Nettleham Infant School, Nettleham, LN2 2NT

Thank you very much for making me so welcome when I visited your school recently. I think your school is a happy and exciting place in which to learn.

It was so good to see you all enjoying your learning and wanting to learn more. You are taught by enthusiastic and keen teachers who want you to achieve high standards. You are to be congratulated on the excellent progress you make and the well above average standards you achieve. I enjoyed watching some of the Year 2 children taking on the role of characters from the Red Riding Hood story in their PE lesson. I too, was quite scared that the wolf might be just behind me! I was particularly pleased to see the Year 1 children so excited about the great fire of London and having a go at rebuilding the city of London. Children in the Reception classes were busy with so many exciting activities, but my favourite one was watching you all working outside together so well. I was impressed at how carefully you counted the doors, wheels and lights of the teachers' cars. Well done!

Those of you who sometimes find learning a bit difficult are extremely well supported by teaching assistants. Your behaviour is excellent both in lessons and in the playground. All the staff and governors take good care of you and you are also good at caring for each other. You told me how much you enjoy all the activities in the playground and understand that exercise, as well as fruit and vegetable snacks, are good for your growing bodies.

You told me that you think your school is a very special place. I agree with you. However, even outstanding schools can improve some things. It needs to give you more opportunities to hold positions of responsibility so that you can help your headteacher make important decisions about your learning. Mrs Driffill will be asking you to get involved in many more activities to help you do this in the future.

Your parents are rightly pleased that you attend such a good school. Keep up all the good work and always remember to do your best. Thank you again for making my visit such a happy one!

Yours sincerely

Dorothy Bathgate  
Her Majesty's Inspector

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