

# Netley Abbey Junior School

## Inspection report

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<b>Unique Reference Number</b>	116061
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338716
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Peter Clifton

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>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Forder
<b>Headteacher</b>	Shirley Nicholas-Bond
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Westwood Road Southampton SO31 5EL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teaching staff. Meetings were held with governors, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. They analysed 63 responses to the questionnaires from parents and carers and took account of their views when they spoke to them during the inspection.

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

- the current picture of learning and progress, particularly for pupils with special educational needs and/or disabilities
- the extent to which leaders are improving teaching and learning, leading to better progress across the school for different groups of pupils
- how well the curriculum promotes investigation and problem solving in mathematics, and writing in English
- the effectiveness of tracking procedures to measure pupils' progress and their use to tackle any underachievement.

## Information about the school

This is a slightly smaller than average size school with eight classes. The proportion of pupils known to be entitled to free school meals is below average. Most pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is above average. Their main difficulties relate to general learning difficulties. There are few pupils who speak English as an additional language. Numbers have fallen significantly since the time of the previous inspection. The school runs a nurture group for a few pupils called the 'Lighthouse.' There is extended provision. A breakfast and after-school club operates from the school premises. These facilities are not managed by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Netley Abbey is a satisfactory school, where pupils' achievement is satisfactory and their attainment is average. Pupils make satisfactory and sometimes good progress from their different starting points. Since the time of the previous inspection attainment has risen steadily. Teachers foster good relationships across the school. The staff know the pupils as individuals, particularly those with emotional and behavioural difficulties, and ensure they are well cared for, and as a result they feel safe. However, the use of assessment and planning to meet the different abilities of pupils across the school is not consistent enough to promote good learning. This results in pupils making inconsistent progress in different year groups. Overall, pupils with special educational needs and/or disabilities make satisfactory progress.

Pupils' behaviour is satisfactory. While pupils say that they enjoy school, several also commented that behaviour is not always as good as it should be. In several classes the pupils' good behaviour makes a strong contribution to learning; however, in others, boys require prompting to keep them on task. In play areas at break time, pupils display good social skills and get on well with each other. Pupils' understanding of others from different ethnic backgrounds is underdeveloped and this reflects the school's limited success in promoting stronger links in the wider community. There are good opportunities for the pupils to contribute to the school community.

Improvements in the curriculum to encourage talk and role play as a starting point for writing are developing well and this is helping pupils to develop their ideas and try out new vocabulary. Most pupils are clear about their targets for writing and comment that they are helping them to improve their work. However, this is not always the case and a few pupils, including those who are less able, have targets which are not appropriate to their needs. Numeracy lessons have a weekly focus on investigation in mathematics to help pupils to use practical approaches to solve problems. However, the implementation of this strategy is not fully secure because the skills required to complete tasks are not always sufficiently well matched to the pupils' needs. Pupils' creative development is hampered because opportunities to develop skills in art and music are too irregular for some pupils.

Leaders have made satisfactory progress in addressing the issues raised when the school was last inspected. They track the progress of different groups of pupils carefully. In writing, a number of good initiatives have been introduced, and these are improving attainment. The school's capacity for sustained improvement is satisfactory. Leaders understand the school's strengths and weaknesses. However, inconsistencies in provision remain because monitoring the effectiveness of learning in lessons is not sufficiently rigorous or regular to embed good practice.

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

- Improve progress across the school by:
  - ensuring that the great majority of teaching is good or better by matching work closely to the individual needs of pupils
  - sharpening monitoring and evaluation of the learning taking place to embed good practice across the school.
- Develop the curriculum to enrich the experience of pupils by:
  - ensuring that problem solving and investigation skills are built on progressively, particularly in mathematics
  - providing more regular opportunities for pupils to develop skills in art and music.
- Improve provision for community cohesion to develop pupils' understanding of different cultures, particularly within the United Kingdom.

## Outcomes for individuals and groups of pupils

**3**

Lessons observed by inspectors, and reviews of pupils' work confirm that learning is satisfactory. The main reason it is not better is because the match of work to pupils' needs is not always precise enough and expectations for pupils of different abilities too variable. This particularly affects the learning of less able pupils as well as those with special educational needs and disabilities. Good planning was evident in Year 6, for example, when discussion and role play were used well to explore interactions between different characters linked to the theme of a 'street child'. The follow-up writing activity to write a note using a scrap of paper led to good outcomes. However, more typically pupils build knowledge, skills and develop understanding satisfactorily.

The school's tracking information shows that pupils' learning and progress from their different starting points are satisfactory. Pupils are making stronger progress in English than in mathematics. The Year 6 work seen shows that attainment is average in English, mathematics and science. Pupils have secure basic computation skills in mathematics and they are beginning to apply these more widely through problem solving and investigation.

Pupils say they are confident in raising any issue with a member of staff and that incidents of bullying are rare. Most pupils behave well and set consistent standards for themselves. However, in some lessons the boys display immature attitudes and require reminders about what is expected. Very occasionally this leads to time not being well used. The school's tuck shop provides healthy food and pupils know about the dangers of smoking and the benefits of regular exercise. They expend plenty of energy in the adventure play area. There are good opportunities for the pupils to help out around the school through being play leaders and reading buddies. Pupils help to raise money for those less fortunate than themselves. In assembly, most pupils responded well to an opportunity to reflect on how a 'missing' child might affect families and cause distress.

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Their understanding of living in a multicultural society is underdeveloped. Pupils in the school's environmental group set a good example by picking up litter and turning off lights to save electricity.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Across the school relationships are positive and teachers use a range of different activities which help to sustain pupils' concentration. However, there are also occasions when teachers talk for too long and the pupils sit passively. Good examples of questioning were observed, for example to help pupils explore their understanding of different characters. Inconsistencies in planning to meet the different needs of the pupils remain. In science, a practical activity in Year 5 to see how the size of muscles affects how far you can jump led to some thoughtful comments by the pupils. However, an investigation in mathematics to look at the number of sides of different shapes was less successful because it was too complex. The deployment of teaching assistants is better during group work than in whole-class teaching. Overall, marking is satisfactory. It is better in English than in mathematics because steps for improvement are more

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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frequently identified.

Curriculum development to improve writing is raising attainment. This includes the use of talk as a starting point for writing. While there is strong provision for sport, the curriculum organisation for music and art through termly one-day sessions is not helping the pupils to develop skills and pupils commented that they 'don't do any'. Pupils say they enjoy information and communication technology (ICT). However, pupils do not use computers enough on a daily basis to support their learning. The school provides a positive learning environment. Pupils are treated with considerable kindness and respect by staff. The 'lighthouse' provides a very safe and secure learning environment where the pupils can explore feelings confidently. However, academic provision is less secure because planning is not addressing individual needs sufficiently well, and basic writing skills are weak.

Leaders have a good understanding of the pastoral needs of pupils including those with more complex emotional and behavioural needs. They can point to examples where they are successfully tackling poor attendance through improving partnerships with families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The management team is well motivated and committed to improving outcomes for all pupils. Expectations have been high enough to produce a steady improvement in attainment. While monitoring and evaluation to improve the quality of learning in lessons is in place, it has not been sufficiently rigorous or challenging to iron out the inconsistencies in progress or deal with a very small minority of lessons which are only just satisfactory. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory.

Governors are rigorous in ensuring that all who work in the school feel safe. They are involved in setting future priorities and ensure that there are good links with the parents. There is a plan in place to develop wider links. However, this aspect of the school's work is at an early stage of development; particularly to develop pupils' awareness of living in a multi-ethnic society. Leaders ensure that pupils learn in a safe environment. All the necessary child protection checks for staff are in place and training is up to date. The site is well maintained. There are good systems in place to enable the pupils to express their views. Provision is strengthened by a good range of partnerships with other local schools, outside agencies to offer specialist support and with the local

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church.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The questionnaires, from the minority of parents and carers who returned them, reflect a positive relationship with nearly all of them. Very few comments were made by the parents and carers on the questionnaires. Positive comments related to the school being a welcoming place, with some good after school clubs. While comments were generally positive, there were a few that indicate that they are aware that behaviour is not always as good as it could be. Inspection evidence supports this view. Parents and carers appreciate that staff are in the playground at the beginning and end of the day and comment that this has helped to improve the rapport between parents, carers and teachers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Netley Abbey Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	46	33	52	1	2	0	0
The school keeps my child safe	38	60	25	40	0	0	0	0
The school informs me about my child's progress	21	33	40	63	2	3	0	0
My child is making enough progress at this school	19	30	40	63	4	6	0	0
The teaching is good at this school	22	35	40	63	1	2	0	0
The school helps me to support my child's learning	17	27	38	60	5	8	1	2
The school helps my child to have a healthy lifestyle	23	37	38	60	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	40	35	56	1	2	0	0
The school meets my child's particular needs	24	38	34	54	5	8	0	0
The school deals effectively with unacceptable behaviour	17	27	40	63	4	6	1	2
The school takes account of my suggestions and concerns	22	35	40	63	0	0	0	0
The school is led and managed effectively	21	33	40	63	1	2	0	0
Overall, I am happy with my child's experience at this school	26	41	33	52	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils

Inspection of Netley Abbey Junior School, Southampton, SO31 5EL

Thank you for the warm welcome you gave us when we visited your school. We enjoyed talking with you and were impressed with your friendliness and with the confident way you spoke about what you liked and disliked in school. You go to a satisfactory school. Adults in the school know you as individuals and care for you well. They keep you safe. Satisfactory teaching is helping you to make satisfactory progress. Most of you have positive attitudes to learning. However, a few of you need to be reminded about paying attention.

These are some of the other important good things that we found.

- You get on well with each other at play times.
- You make a good contribution to school life through helping out.
- You have a good understanding about being healthy, especially about keeping active and taking exercise.
- Your teachers have introduced changes which are helping you to improve your writing.

We have asked your headteacher and the other adults to do these things.

- Help you make better progress by making sure you get work at just the right level for you.
- Give you better opportunities to investigate and solve problems, particularly in mathematics, and provide you with more regular opportunities to do art and music.
- Help you improve your understanding of others from different backgrounds and cultures.

You can help by always paying attention in lessons and doing your best.

Yours sincerely

Peter Clifton

Lead inspector

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