

Nettleton Community Primary School

Inspection report

Unique Reference Number	120465
Local Authority	Lincolnshire
Inspection number	339701
Inspection dates	17–18 June 2010
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Colin Horton
Headteacher	Sandra O'Brien
Date of previous school inspection	9 January 2007
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Introduction

This inspection was carried out by two additional inspectors, who observed three teachers over eight lessons and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked in detail at documentation, including information about pupils' progress and attainment, the provision and achievement of the children in the Early Years Foundation Stage and the school improvement plan. Questionnaires from 20 parents and from six staff and 37 pupils were analysed.

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

- the extent to which the school's assessment procedures and practices are accelerating pupils' progress through the school
- how well the match of challenge in learning and the quality of support enable those who find some aspects of learning difficult, and boys, to achieve their potential
- how effectively the school's provision promotes the learning and development of children in the Early Years Foundation Stage.

Information about the school

The school is small compared to others of its type. Situated on the outskirts of the town, it serves the village and surrounding areas. Most pupils are White British and all speak English as their first language. The percentage known to be eligible for free school meals is below average. An above average percentage has special educational needs and/or disabilities.

The school belongs to the Wolds network, in which five local primary schools share resources to enhance the curriculum. It is part of a local small schools cluster which meets to support leadership initiatives and to enhance multicultural awareness. A network with three local secondary schools enhances the range of provision. The school receives support from the local authority's Intensifying Support Programme in its drive to raise standards.

The school has achieved the Intermediate level of the International Schools Award. It has gained Activemark for three consecutive years and this year has been awarded National Healthy Schools status. The school does not have a hall, so whole-school assemblies and physical education (PE) lessons are held in the adjacent village hall. The headteacher took up her post in September 2008.

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

The school provides a satisfactory standard of education within a happy, safe, caring and supportive environment. It demonstrates a sound capacity for further improvement. This is because of the school's accurate knowledge of itself, its clear priority to raise the standards that pupils achieve throughout the school and the satisfactory impact of its work. A number of inconsistencies remain, particularly in teaching and learning practices, and subject leadership in this small school is at an early stage. Although the governing body does not yet have enough independent knowledge of the school's performance to help determine its direction, its involvement and commitment demonstrate its great potential and confirms the school's ability to move forward.

Children enjoy the start to their education, learning in a bright and engaging environment. They make satisfactory progress by the end of the Early Years Foundation Stage, but provision is not planned or revised carefully enough, indoors or outdoors, to quicken their progress. Activities do not consistently match children's levels of knowledge and skills and they are not always given sufficient time to practise their skills. Children's records of their learning journeys are in place but do not provide comprehensive accounts of their achievements. The mixed-age class in the Early Years Foundation Stage promotes the children's good personal development, which continues throughout the school.

By the end of Year 6, pupils have achieved average standards, reflected in teaching and progress that are satisfactory throughout Key Stage 1 and Key Stage 2. All groups of pupils, including boys, make sound progress, with the curriculum catering equally well for the needs and interests of both boys and girls. As with the youngest children, there is not a sufficiently regular emphasis on planning to promote good quality learning, particularly for higher attaining pupils whose work is not structured carefully enough. Pupils with special educational needs and/or disabilities make satisfactory progress and this has begun to accelerate. Their learning, which is now tracked and supported appropriately by teaching assistants, is based on a specific focus relating to their individual needs. The greater emphasis on developing pupils' skills through the school is well illustrated in the popular gardening club, with produce grown by the pupils used in school meals.

The school's assessment procedures are developing, albeit inconsistently, and are not a major focus in helping pupils to make faster progress in the majority of lessons. However, the best marking is very helpful in quickening pupils' progress because it tells them what to do next. Pupils' knowledge of the levels at which they are working and what they stand for is variable, particularly amongst the younger pupils. Similarly, opportunities for pupils to evaluate their own work and that of others, is a developing

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aspect although good practice was seen in Year 6.

What does the school need to do to improve further?

- Raise standards through Key Stage 1 and Key Stage 2 by:
 - ensuring that tasks build accurately on pupils' prior attainment so that they always provide good challenge, particularly for pupils capable of reaching higher levels
 - making sure that marking tells pupils what they have achieved, what the levels that they work at stand for, and how to move forward towards their targets
 - broaden opportunities for pupils to critically evaluate their work and that of others.
- Accelerate children's learning and development in the Early Years Foundation Stage by ensuring that:
 - activities reflect closely the next steps in children's development and the purpose of learning
 - the outdoor area is used more carefully to enable the children to practise and extend the skills that they are learning
 - each child's record of their learning journey is a comprehensive account of their progress and achievements.
 - Strengthen the impact of leadership and management by:
 - developing further the monitoring role of the governing body so that it is able to influence the direction of the school
 - involving teachers to a greater extent in monitoring subjects so that they have a more accurate understanding of progress and provision through the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' above average attendance and good behaviour reflect their positive attitudes to school. They are keen to adopt healthy lifestyles in the attractive and very well maintained outdoor environment. They enthusiastically take part in physical education lessons and after-school sports clubs, justifying both their Activemark Award and National Healthy Schools status. They understand the need to eat healthily and increasingly do so. Through a range of valuable activities within the curriculum, pupils know how to keep safe. Though bullying is rare, pupils know what to do if it happens to them. Indeed, the increasingly active school council is not only leading the way in proposing changes to the school uniform but has provided clear anti-bullying strategies. All pupils have the opportunities to take on a range of responsibilities, ranging from looking after their classroom to fundraising and taking part in musical concerts in the

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village. They learn harmoniously, showing a strong sense of fair play. Their spiritual, moral, social and cultural development is good overall, with regular opportunities within the curriculum to reflect, to learn about the faiths and lifestyles of others and to empathise with the actions and feelings of others.

Pupils' preparation for the next stage of their education is satisfactory. It is underpinned by growing opportunities for pupils to work in teams and to make decisions. The major focus on improving pupils' writing skills is evident in the improved quality of written work, although during the inspection, not enough time was always given for younger pupils to practise their writing skills. Year 6 pupils enjoyed an effective literacy lesson in which they used several grammatical concepts to produce skilful and witty 'performance poems.' Pupils were confident to share their work with the group, demonstrating good speaking skills in a learning environment in which pupils of all abilities were valued for their contribution. Due to a well chosen story, Year 1 pupils engaged well and made sound progress in expressing their understanding of the text, their recognition of letters and sounds and in practising their writing skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ 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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Pupils know what they are meant to learn and sometimes this is reinforced as the lesson proceeds. Interactive whiteboards are used satisfactorily to engage pupils and learning is often at quite a brisk pace. Pupils want to do well and positive relationships between staff and pupils encourage this. Planning of lessons is not often carefully enough thought out to accelerate their progress. There are not high enough or consistent expectations of the layout and presentation of pupils' work although most pupils by the age of Year 6 present their work neatly. While the quality of marking and the emphasis on pupils' targets is variable, informative marking was seen in a Year 4 lesson and pupils were very clear that the focus of learning was their individual targets.

A growing number of lessons are based on themes, including science and mathematics. Pupils find this an enjoyable way to learn because they are able to develop and practise a wider range of skills and learn in greater depth, often for themselves. Increasingly, they see the relevance of learning. Information and communication technology skills are taught weekly, with provision across subjects developing well. Provision for pupils who find aspects of learning difficult is now good but is yet to impact fully on progress. It is at an early stage for those pupils with specific gifts and talents. The school's partnerships with other schools extend the range of activities, including visits, while the village hall provides appropriate accommodation for PE. A varied and very popular range of after-school clubs provides activities such as the learning of Chinese and Welsh, cross-country and science. The school's developing links with other countries, which broaden pupils' understanding of the world in which they live, has been recognised by its achievement of the Intermediate level of the International Schools Award.

The staff know all pupils well. The school's first priority is the care and well-being of all pupils, who trust the staff to look after them. Good procedures and practices to keep them safe back up their work. This includes the Nettleton Nibblers breakfast club, where pupils enjoy a healthy breakfast, socialise and take part in activities within a caring environment. Pupils with particular needs are supported well, whether they be social, emotional or behavioural, and the school uses its links with outside agencies effectively to strengthen the provision. Pupils feel confident in moving to secondary school and from class to class through a range of activities. Teaching assistants support pupils with special educational needs and/or disabilities sensitively, developing pupils' confidence in working towards their individual targets.

These are the grades for the quality of provision

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

How effective are leadership and management?

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The headteacher has a clear understanding of the school's needs, including through regular monitoring of the quality of teaching and learning. With the focused support of the local authority, she has put improved systems in place to raise standards and to improve provision. The staff, who are equally committed to improving the effectiveness of the school's work but who are at the early stages of developing their leadership roles, share the headteacher's ambition. The improved systems for tracking, recording and analysing pupils' progress provide a secure foundation for sustained improvement. They aid the staff in building up a more accurate picture of the equality of opportunity through the school and the tackling of any discrimination, both of which are satisfactory. The school's broad range of partnerships, particularly with other schools, are enabling a wider curriculum and promoting further pupils' good personal development. Relationships with parents are constructive, with their involvement in their children's learning a developing aspect for the school. The governing body oversees the safeguarding arrangements of the school effectively through regular monitoring of procedures and practices and good quality training of staff. It supports leaders well and increasingly is able to challenge but does not yet know enough to be able to influence the school's direction. Community cohesion is promoted well within the school and locally and nationally, resulting in pupils' improved cultural development, an area highlighted at the last inspection.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children generally start school with levels of knowledge and skills that are broadly in line

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with those expected for their age although their skills in writing and shape, space and measure are often below expectations. They settle in quickly, developing their social skills quite rapidly in the mixed-age class, and behaving well. Regular communication with parents ensures that the school has pertinent information about the children's circumstances and needs, reinforcing the positive links between home and school.

The children feel secure in the caring and safe environment and develop confidence in learning independently and in working with others. They regularly put their knowledge of keeping safe into action, both in the classroom and in the outdoor area, both of which are soundly resourced. Planning of learning does not regularly take careful account of the range of children's prior attainment or the purpose of particular learning activities. Outdoor learning is not always structured to enable the children to practise and extend their skills. Similarly, some questioning of the children is not thought out carefully enough to quicken their progress.

Through satisfactory teaching, the children make sound progress, with the vast majority reaching average standards. The leadership and management of the Early Years Foundation Stage is developing soundly, with all procedures in place to help ensure the welfare of the children. The teacher and teaching assistant assess the children's learning on a daily basis although recording is incomplete and does not give a full picture of the skills of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Of the minority of parents and carers who responded to the questionnaire, most were very supportive of all aspects of the school work. One parent wrote, 'The school has surpassed our expectations of what a small, friendly village school can offer. Our children are thriving in the family atmosphere and gaining tremendous self-confidence.' There was also particular praise for the 'excellent teaching and learning environment, in which specific needs are met and skills, abilities and educational requirements are nurtured.' Parents and carers wrote enthusiastically of the range of after-school clubs. There were a few individual concerns about the leadership and management of the school, which have been shared with the headteacher, while totally retaining the anonymity of the writer. No examples of the parental concerns were witnessed by the team during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nettleton Community Primary 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	75	5	25	0	0	0	0
The school keeps my child safe	14	70	6	30	0	0	0	0
The school informs me about my child's progress	8	40	12	60	0	0	0	0
My child is making enough progress at this school	11	55	8	40	0	0	0	0
The teaching is good at this school	12	60	7	35	0	0	0	0
The school helps me to support my child's learning	10	50	8	40	0	0	0	0
The school helps my child to have a healthy lifestyle	11	55	9	45	0	0	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)	12	60	8	40	0	0	0	0
The school meets my child's particular needs	12	60	8	40	0	0	0	0
The school deals effectively with unacceptable behaviour	10	50	8	40	1	5	0	0
The school takes account of my suggestions and concerns	11	55	7	35	0	0	0	0
The school is led and managed effectively	10	50	6	30	1	5	1	5
Overall, I am happy with my child's experience at this school	12	60	8	40	0	0	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



21 June 2010

Dear Pupils

Inspection of Nettleton Community Primary School, Market Rasen, LN7 6AA

We enjoyed meeting you and watching you learning and playing when we visited you recently. You made us feel very welcome and with your help, we found out lots about your school and what you learn. You have a beautiful outdoor environment which you look after very well and you feel safe and well cared for.

Your school is satisfactory. You make sound progress and reach standards by the end of Year 6 that are average. Teaching is satisfactory. You develop good personal skills. You behave well, try hard to keep healthy and know how to keep safe. We were pleased to see that you know a lot about the lifestyles and circumstances of people from different countries. You told us how much you enjoy the after-school clubs, and we could see how popular they are.

Your school can improve. We have asked the headteacher and the staff to help you all to reach higher standards by making sure that the work you are given is at just the right level. We have also asked them to ensure that the marking of your work tells you what you have learnt and what you need to do next. The teachers will make sure that you understand what the levels you work at stand for and how to reach your targets. We would like to see more chances for you to judge your own learning and that of others, to help you to think more carefully about your work. The school understands that those of you in the Early Years Foundation Stage will be given enough time to practise what you have learnt. The books that record your learning will have more examples of what you have learnt. The headteacher, staff and the governing body are keen to strengthen the leadership of the school by making sure that they know more about how well the school is doing in each subject. The governors will check the work of the school more carefully for themselves.

We know how much you like your school and hope you will help with these improvements by continuing to work hard.

Yours sincerely

Lynne Blakelock

Lead inspector

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