

Netley Primary School

Inspection report

Unique Reference Number	100018
Local Authority	Camden
Inspection number	354502
Inspection dates	29–30 June 2010
Reporting inspector	Alison Thomson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Elizabeth Monck
Headteacher	Judith Evans
Date of previous school inspection	22 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 16 teachers and 20 lessons, and held meetings with the governors, staff and groups of pupils. They observed the school's work and analysed 140 questionnaires from parents and carers, 100 from pupils and 27 from staff. The team also looked at documents and policies including those relating to the safeguarding of pupils, all the information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching.

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

- Current attainment and progress, particularly that of White British pupils. Also, progress in mathematics in Key Stage 1 and in English in Key Stage 2
- The use of assessment in lessons and the involvement of pupils in checking their learning.
- The effectiveness of middle leaders' monitoring and evaluation.

Information about the school

Netley is a much larger than average primary school. The proportion of pupils eligible for free school meals is much higher than average. The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is much higher than average. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs is also much higher than average. The school has a specialist unit for pupils who have autism. There is Early Years Foundation Stage provision in two Nursery classes and two Reception classes. The school has many awards, including National Healthy School Status and Activemark for the promotion of a healthy lifestyle. A much higher than average number of pupils enter or leave during the school year.

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?

2

The school's capacity for sustained improvement

2

Main findings

Netley Primary School is a good school which serves its multicultural community extremely well. Pupils and their families are most positive about all aspects of the school. The views of the pupils are summed up very well in the following comment, 'It's a fun and well educated school where we feel happy and safe.'

The school has many outstanding features. These include the care, guidance and support it provides for its pupils, partnerships and the engagement with parents and carers. In addition, community cohesion is outstanding and the pupils' contribution to their school and the wider community. The pupil voice is particularly strong and the school council is very proud of initiatives such as involving local businesses in promoting its school calendar.

Since the previous inspection there have been many improvements, including the progress pupils make and in the standards that they attain. Progress is now much more uniform throughout school and is good, having increased this year particularly in mathematics in Key Stage 1, and in English in Key Stage 2. White British pupils, a previously underachieving group, are making better progress and are now in line with their peers. The standard of teaching has improved and is good overall. In some lessons, however, teachers do not give pupils enough opportunities to explain what they are thinking. In addition, teachers are not always clear enough about what they expect pupils to achieve, to enable both them and pupils to check throughout the lesson how well they are learning. Consequently, progress slows as pupils are not working to their full potential. Pupils' attainment in English and mathematics by the end of Year 6 is average. However, opportunities to develop the basic skills of literacy, numeracy and information and communication technology are not always maximised to their full extent in some lessons. As a result, pupils' preparation for their future economic well-being is satisfactory rather than good.

The school is an extremely inclusive community. Pupils from a diverse range of cultures get on very well with each other. The headteacher and her leadership team have instilled a sense of common purpose amongst all staff so that they have a very clear sense of what the school is trying to achieve. Self-evaluation is thorough, accurate and communicated well. Along with recent improvements, this shows that the school's capacity to improve further is good.

What does the school need to do to improve further?

- Further raise attainment and accelerate progress through ensuring that all teaching is good or better by:

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- providing as many opportunities as possible to allow pupils to explain their thought processes clearly
- providing clear success criteria for learning so that pupils' progress can be checked easily throughout the lesson
- involving pupils more in assessing how well they are doing so that they can always tell if they are doing well enough.
- Develop further pupils' skills in relation to their future economic well being by:
 - maximising opportunities to embed basic skills of literacy, numeracy and ICT into as many lessons as possible
 - making writing tasks more relevant to pupils' interests.

Outcomes for individuals and groups of pupils**2**

From starting points in the Nursery, which are typically well below those expected, pupils achieve well. Progress is good for all groups of pupils, including those who have special educational needs and/or disabilities and also for those who speak English as an additional language. Progress in writing has improved, but not as much as in other areas, although it is still good and attainment in writing is broadly average. Pupils thoroughly enjoy their lessons and told the inspectors that learning is 'fun'. This was seen to very good effect in a Year 6 English lesson where they eagerly cooperated with each other to work out anagrams relating to key features that should be present in good poetry. Similarly, pupils in a Year 1 mathematics lesson were eagerly seen grappling with a challenging task to identify multiples of 2, 5 and 10. This was evidence that areas of weaker progress, identified by the school, are being effectively addressed.

Pupils feel very safe and secure in school and understand issues such as safety when using the internet. Attendance has improved significantly and is now average. Pupils understand well what it means to have a healthy lifestyle, recognised in national awards, and the benefits of taking on responsibilities. There are many opportunities for pupils of all ages to take on responsibility and the coveted 'Girani' roles, where they act as guides for those new to the school, are well sought after and held in extremely high regard. This is just one of the ways that pupils contribute in an excellent way to the school community. Pupils' spiritual, moral, social and cultural development is good, the cultural aspect being outstanding. They celebrate each others' cultures particularly well and told the inspectors that they feel privileged to belong to such a diverse school.

These are the grades for pupils' outcomes

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' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

One of the key strengths of the school is the way it looks after its pupils as individuals, particularly the most vulnerable. Right from the start of each day when parents and carers are welcomed into school to hand over their children to the teachers, children are looked after extremely well. Planning for individuals' needs, including those with specific learning difficulties such as autism, is robust and progress is carefully monitored. Those pupils who join the school beyond the normal starting points are quickly integrated into the life of the school so that they make similar progress to others. There are many examples of significant successes in the way in which the school helps pupils overcome their difficulties and barriers to learning so that they achieve well. This is exemplified well by the many successes of pupils who enter the school speaking little or no English and also those pupils who have autism. Links with the neighbouring secondary schools are strong, enabling pupils to make a smooth transition and quickly settle into their new schools.

Teachers are knowledgeable and create a calm and well ordered learning environment. Lessons proceed at a good pace with a wide range of activities. There are good relationships between teachers and their pupils. Good use is made of 'talking partners' to share ideas, but at present there are not enough of such activities to enable pupils to share their thinking with the rest of the class. Teaching assistants provide competent and confident support that enables pupils with special educational needs and/or disabilities and those who speak English as an additional language to have full access to lessons and activities. Teachers usually discuss with pupils what it is they should be learning, but sometimes this is not specific enough. As a result, it is sometimes difficult

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for teachers to assess effectively throughout the lesson and for the pupils themselves to tell how well learning has taken place. Teachers' marking is mostly helpful, making clear the next steps pupils need to take in their learning. The curriculum is adapted well to meet the needs of different groups of pupils. Increasingly, different subjects are being effectively linked together in topics, with literacy, numeracy and ICT integrated well. An example of this is the water project, which has stimulated pupils' interests well and has helped to bring about improvements in writing. However, in some lessons, there are some missed opportunities to reinforce basic skills and to make writing more relevant to pupils' interests. The curriculum is enriched with many visitors and visits, contributing very effectively to pupils' personal and social development. Year 6 pupils eagerly told inspectors about their residential visit to Somerset where they were set many interesting challenges. Very good use is made of local facilities, such as the British Museum, to enhance learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her leadership team have instilled a real sense of common purpose among the staff, whose morale is very high. All adults are dedicated to enabling pupils to achieve their best both academically and personally. Effective systems for school self-evaluation form the basis for identifying weaknesses and challenging targets are set to drive up improvement. Quick action leads to strategies to address underachievement. For example, the recent focus on mathematics in Key Stage 1 and the focus on writing throughout the school have had a significant effect in raising attainment. Currently, all groups of pupils make good progress, reflecting good equality of opportunity for all pupils. Racism is not tolerated at all. Subject leaders play a significant part in monitoring and evaluating the work in their areas. Governors know the school well and what it needs to do to improve. Increasingly, they are acting effectively as critical friends and helping to shape the direction of the school, but at present they are not sufficiently involved in evaluating their own performance.

Safeguarding procedures are good, with clear policies and secure risk assessment systems. Community cohesion is very strong and a real strength of the school. There is a wide range of very effective programmes for supporting and reaching out into the community. Pupils have an excellent understanding of different ethnicities and cultures, and different social aspects of the local, United Kingdom and international communities.

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Parents and carers agree strongly that the school takes account of their views very well, and provides them with excellent help to enable them to support their children's learning, for example through the workshops, where they combine very well purposeful social activities, such as making rickshaw seat covers, with improving their English. There is a particularly effective partnership with a group of large local companies, whose employees come into school to help pupils with their reading. This has had a marked effect on raising not only standards in reading, but also in raising pupils' self-esteem.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills and knowledge mainly well below what is expected, particularly in communication and language. Many speak little or no English. Excellent welfare arrangements and relationships with parents and carers, along with good trusting relationships with staff, ensure children feel safe and secure and settle quickly. Children make good progress during their time in the Early Years Foundation Stage, particularly so in the Reception classes, and attainment has risen to below that expected by the time that they enter Year 1. Communication skills are enhanced well through specialist support. The introduction of letters and sounds has been successful in developing literacy skills, particularly in reading. However, development in writing and in social skills is relatively weaker than that in other areas.

The indoor learning environment is spacious, well resourced and provides stimulating activities for the children to plan their own learning as well as receiving well-focused support from adults. Outdoor provision complements this very well and activities complement children's learning further. This good learning environment ensures that

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children have a variety of engaging and creative activities which sustain their interest. This helps to develop self-esteem and provide pleasure in learning new skills, such as the challenge of estimating the number of dinosaurs that fit into different containers. Leaders have a commitment to improving and refining provision so that it offers the very best opportunity to develop skills. The use of data to identify areas for development has been underdeveloped, particularly in planning for the next steps children need to take in their learning, but it is improving strongly.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About one third of the parents and carers returned their questionnaire. They were overwhelmingly positive about all aspects of the school's work. For example, most felt their children are safe and enjoy school. This enjoyment was very evident to the inspectors. A very small minority of parents and carers did not agree that the school sought their views and acted on them, or helped them to support their children's learning. The inspectors felt that on the evidence found, these were aspects that the school did extremely well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Netley 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 140 completed questionnaires by the end of the on-site inspection. In total, there are 436 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	58	56	40	2	1	0	0
The school keeps my child safe	75	54	60	43	3	2	0	0
The school informs me about my child's progress	75	54	61	44	2	1	0	0
My child is making enough progress at this school	60	43	74	53	3	2	0	0
The teaching is good at this school	76	54	60	43	3	2	0	0
The school helps me to support my child's learning	65	46	69	49	3	2	0	0
The school helps my child to have a healthy lifestyle	71	51	60	43	8	6	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)	63	45	65	46	8	6	0	0
The school meets my child's particular needs	57	41	72	51	7	5	0	0
The school deals effectively with unacceptable behaviour	60	43	71	51	6	4	1	1
The school takes account of my suggestions and concerns	57	41	71	51	8	6	1	1
The school is led and managed effectively	62	44	68	49	5	4	0	0
Overall, I am happy with my child's experience at this school	72	51	64	46	1	1	1	1

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.



1 July 2010

Dear Pupils

Inspection of Netley Primary School, London NW1 3EN

Thank you for welcoming us so warmly when we visited your school recently. We enjoyed talking to you and seeing how well you learn in class. You told us that you find your lessons fun and your questionnaires told us that you enjoy school very much and feel very safe there.

Yours is a good school. You are a very happy school community and the school works very well to involve your parents and carers in as many activities as possible. The adults in your school care about you very much and look after you very well. We were very impressed by the way that you welcome and look after newcomers to the school through Girani.

Your headteacher, teachers and governors work hard to keep improving your school. We have asked them to make the school even better by:

- giving you more opportunities to explain clearly your thinking when you are learning
- checking more often during lessons on how well you are doing
- making it clear to you what it is you should be able to do so that you can always tell how well you are learning
- bringing literacy, numeracy and ICT into as many of your lessons as possible
- making writing tasks more exciting and about things that you are interested in.

You can help by asking your teachers to make it clear to you how you will know if you are doing a good job in each of your activities in class.

We would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

Alison Thomson

Lead inspector

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