



# Reaccreditation assessment report

<b>School</b> Nettlesworth Primary School	<b>School more able coordinator</b> Donna Lee - Headteacher
--	--

<b>NACE lead assessor</b> Barbara Firth	<b>NACE support assessor N/A</b>
--	----------------------------------

## School context

Nettlesworth is a very small primary school with 4 mixed age classes for children from Reception through to Year 6. It is set in a semi-rural area of higher than average deprivation. The pupils are mostly of White British heritage with just above a quarter qualifying for the pupil premium (disadvantaged pupils). The school was judged by Ofsted in May 2018 as continuing to be good in all aspects. The school holds the Inclusion Quality Mark and is a UNICEF Rights Respecting School.

## Summary statement

Nettlesworth Primary School meets the criteria for successful reaccreditation as a Challenge Award School. The NACE Challenge Award is used by the school as the driver for improvement and is intrinsically linked to the school's priorities. The school is a reflective learning community and despite being very small, demonstrates the capacity and determination to innovate and develop. Under the enthusiastic and determined leadership of the well-informed and outward looking headteacher, the school has made very good progress in addressing the areas identified for development in the last assessment and it continues to be committed to improving provision for its more able, gifted and talented pupils (MAG&T).

Pupils make good progress across the school. In the 2017 national tests the proportion of pupils that achieved the expected standard for their age was well above the national average in reading, above in writing and in line with in mathematics. Reading is a strength and progress in this subject was significantly above the national average across Key Stage 2. Yet to be validated data for 2018 shows that these standards are maintained in reading and writing with an increased proportion of pupils attaining greater depth (GD) in reading, writing and mathematics. Almost all pupils attained the expected standard in the phonics check and an increased proportion of children achieved a good level of development or exceeded expectations at the end of Reception.

The school's values focus on developing the well-being of the whole child. Parents are extremely happy with the provision that the school offers and as one parent said, *'This is a family school – the hub of the community and if a child has a talent- the school celebrates and show cases it.'* and another said, *'If a child has a genuine interest in a topic, the school goes above and beyond to meet their needs.'*

**Progress towards previous identified key actions**

- The school's Marking of Children's Work Policy has been reviewed and refined. A scrutiny of pupils' work books demonstrated that teachers' written comments are focused on moving pupils' learning forward and increasingly pupils are involved in the marking of their own work.
- Evidence of the quality of work in pupils' books is moderated, checked and tri-angulated through focused lesson observations and learning walks, pupil voice and work scrutiny both within school and through working with other schools.
- Ofsted commented that during the recent inspection, 'checks on pupils' books showed the most able pupils are now making stronger progress in mathematics, indicating a greater proportion are on track to attain the higher standard.'

**Case Study**

The two Case Studies are clearly outlined and explained. They both focus on improving the quality of teaching and learning through collaboration at a wider partnership level. The deputy headteacher led one of the studies which focused on developing personalised learning to raise achievement further within Nettlesworth. She led through example, developing her own provision to a high standard, used current research outcomes to support her approaches and developed a peer observation programme to provide a structured framework for the ongoing development of teaching and learning. The recent Ofsted report validated the school's self-evaluation that the quality of teaching is good; verbal feedback from staff demonstrate that they feel supported and pupils' standards are rising across the school.

The 2<sup>nd</sup> case study focused on improving the quality of teaching with a specific focus on improving outcomes for MAGT pupils in a large primary school in the next county. The two schools worked collaboratively and through joint observations; work scrutiny and the pupil and parent voice established base lines for improvement and analysed gaps in provision. Recent assessments would indicate that pupils have shown progress in meeting their targets; specific focused observations on improving outcomes for MAGT pupils are now established in the school and there is a clear vision in ensuring there is a whole school commitment and a clear focus to providing challenge for MAGT pupils. Classes now have challenging learning. Nettlesworth Primary School has facilitated these positive changes to the partner school through sharing their expertise and experience.

### Summary of strengths for provision and outcomes

- The headteacher is determined that all pupils will exceed expectations. She demonstrates good leadership and ensures that through the whole school is involved and committed to ongoing development and improvement of provision for MAGT pupils.
- Her outward looking and pro-active approach ensures that the provision continues to develop.
- Standards are good and improving and staff are ambitious for their pupils.
- Expectations are high across the school and the rigorous monitoring of pupils' progress ensures timely intervention for any underachievement.
- Pupils feel fully supported and challenged by their teachers and noted that, *'lessons are interesting because teachers use a variety of techniques to help them learn well.'*; *'there is always a challenge ready to push my learning to the maximum.'*; *'no matter what problems you have with your learning, you will get help and support.'*
- Despite being a small school, there is a wide range of extra-curricular activities which help inspire and raise pupils' aspirations. Talent is celebrated and supported across the school.
- Pupils have many opportunities to demonstrate their leadership skills and take responsibility. In the mixed-age classrooms children are encouraged to help each other learn and to demonstrate their understanding to their peers. As one pupil said, *'Being in a mixed aged class means that if you are stuck you can ask an older child to help you.'*
- Governance is strong and supportive. The link governor for MAGT provides appropriate support and challenge through regular visits to the school.

### Summary of strengths for teaching and learning

- The quality of teaching is good. Teachers across the school are reflective and are eager to learn and improve their practice. They increasingly share good practice both within the school and the locality and continue to learn about 'what makes good learning'.
- Teachers' planning is impressive. Every pupil's individual needs are referred to and planned for. Teachers annotate and record specific questions for specific pupils ensuring that there is a good balance of higher order and knowledge-based questions to provide appropriate challenge and support. Pupils said that they felt challenged in lessons and that often the work was hard, but it was good because they learnt from their mistakes.
- Pupils are fully engaged in lessons and eager to contribute towards their own learning and that of others. Presentation and quality of work improves as the pupils' progress through the school and particularly in literacy and numeracy.
- There is an ongoing strong focus on ensuring that pupils develop a 'depth and understanding' in all subjects. When pupils are expected to work collaboratively, they learn well together.
- Reading is a strength. A love of books is promoted from Reception onwards and the school has fostered a strong partnership with parents so that children are well-supported in their reading at home.
- Displays and resources, including ICT support pupils' learning very well.

**Areas for development**

- Continue to increase the proportion of pupils that exceed at the end of Reception and attain greater depth at the end of Key Stages 1 and 2 in all subjects and especially for those pupils who are disadvantaged.
- Increase the proportion of pupils that attain greater depth in writing through Introducing cursive writing in Reception and increasing the opportunities for pupils to write at length across all subjects in the curriculum.
- Increase the opportunities for pupils to self-reflect and edit their work through increasing feedback at the point of learning.
- Ensure that the pace of learning is maintained through being specific about how much work is expected.
- Develop the confidence of pupils' oracy through providing speaking frames for them to refer to when answering questions and expecting them to do so in full sentences.
- Update the MAGT Policy to include a statement on exceptionally able pupils and those with multi-exceptionality.
- Continue to develop transition arrangement for MAGT pupils so that they continue to develop well when they go to secondary school.

**Challenge Award reaccreditation achieved**

**12/07/2018**

**NACE lead assessor signature**



**Date Challenge check-in due**

**January 2020**

**Deadline for next reaccreditation**

**30/06/2021**