

# Northfield Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	132770
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	360434
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Jeremy Spencer HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Woodcock
<b>Headteacher</b>	Julie Jenkins
<b>Date of previous school inspection</b>	17 June 2008
<b>School address</b>	Cox's Lane Mansfield Woodhouse, Mansfield NG19 8PG
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 11 lessons, taught by 10 teachers and also observed two assemblies. They held meetings with members of the governing body, staff and groups of pupils, observed the school's work, and looked at a variety of documents including policies, minutes of governing body meetings and the school's improvement plan. The inspection team also analysed 24 staff questionnaires, 88 pupil questionnaires and 63 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well does the school use assessment information to support learning and address areas of weakness or underperformance?
- Does teaching challenge different groups of pupils well enough to ensure that they make the progress of which they are capable?
- Are interventions making a positive impact upon those pupils identified as making slower progress?

## Information about the school

This is a slightly larger school than others of its type. A higher-than-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below the national average. Most pupils are from a White British background. The school has achieved National Healthy Schools gold status and also holds the Eco-Schools bronze award.

**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. The school's effective headteacher and her leadership team have accurately identified areas of weakness in the school and have implemented appropriate plans that have led to improvements. Pupils' attendance rates are good, because the school provides good care, guidance and support for them, and they enjoy coming to school.

Children begin in the school's Nursery demonstrating skills below those expected for their age and make good progress during the Early Years Foundation Stage. Pupils make uneven but satisfactory progress during Key Stages 1 and 2 and their attainment at the end of Years 2 and 6 is slightly below the expected standard. There is a sense of direction and purpose among staff and clear plans are in place to address the school's current weaknesses. This, combined with the satisfactory improvement made since the previous inspection, indicates that the school has satisfactory capacity to continue to improve.

Well-developed tracking systems are in place, which analyse the progress of individuals and different groups of pupils over time. Any who underachieve are swiftly identified and provided with appropriate intervention and support. Senior leaders carefully measure the impact of interventions, in order to ensure their effectiveness. The introduction of a structured intervention programme to support pupils identified as making slower progress in reading, has made a significant impact upon their improved rates of progress. The latest school data indicate that different groups of pupils, including those known to be eligible to receive free school meals, are making strongly improving progress in reading and writing. However, pupils are making slower progress in mathematics because they are not given enough opportunities to practise and apply their mathematics skills in other subjects. Observations of pupils working in lessons and scrutiny of work in their exercise books confirm the accuracy of the school's assessment data.

The quality of teaching and of learning in the Early Years Foundation Stage is good. In the rest of the school, these are satisfactory, but with some good teaching evident in all phases. The most effective lessons provide tasks that are tailored specifically to meet the needs of all pupils and the teacher skilfully questions pupils in order to stretch their thinking. However, this is not the case in all lessons, and ongoing assessment information is not always used to plan for pupils' next steps in learning. Hence, some pupils are not sufficiently challenged by the work. Teachers' questions in these lessons tend to be closed, rather than open-ended, meaning that discussions do not encourage higher-level, or expanded thinking.

The school has tried hard to engage parents and carers in further supporting their children's learning, and some have embraced this. However, attendance at curriculum information sessions and some other school events has been low and the school acknowledges that it needs to work harder to engage all groups of parents and carers.

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The school is a cohesive community and relationships between pupils are good. However, the pupils do not learn in sufficient depth about cultural diversity in the broader national and global communities.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise levels of attainment and accelerate progress throughout the school, particularly in mathematics by:
  - improving the quality of teaching, so that at least 85% is consistently good by March 2012
  - matching work to pupils' abilities in all lessons, especially more-able pupils
  - revising the curriculum to ensure that pupils are given more frequent opportunities to use and apply their mathematical skills in all subjects
  - improving teachers' questioning skills to promote the development of pupils' extended thinking skills.
- Extend opportunities for pupils to gain a better understanding of life in multicultural Britain and the world.
- Further engage all groups of parents and carers in their children's learning

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory. The most recent assessment data suggest that the school has successfully raised pupils' attainment at the end of Key Stage 2. Previously, pupils' attainment was significantly below average. It is now slightly below expected levels. This is because pupils are making satisfactory and improving progress as they move through the school due to improved teaching. Progress in reading and writing has been stronger than in mathematics due to a more effective target setting system being used in English, a better range of interventions to support those pupils making slower progress, and more frequent opportunities to practise reading and writing skills in other areas of the curriculum. Observations identified that pupils with special educational needs and/or disabilities progress at a similar rate to their peers. When lessons are planned to meet their needs well, and when they receive good support from teaching assistants, they make good progress. The school tracks the progress made by different groups of pupils, including those who are not of White British heritage, and while some make slower progress than others, the records show that these gaps are reducing.

Pupils feel safe in school and their attendance levels are above average. One pupil commented, 'If ever there is a problem in the playground, an adult, or one of the peer mentors is always able to sort it out.' Pupils make a good contribution to the smooth running of the school, for example, through their roles as peer mentors, school council members and classroom monitors. They also make a good contribution to the wider community through playing in charity football matches and hosting strawberry teas, which have been well attended. Donations of food and flowers as part of the school's harvest festival celebrations are also appreciated by a local residential home.

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Observations during lessons, in assemblies and around the school confirm that pupils' behaviour is good. By the time they leave the school, pupils' broadly average attainment levels and social skills prepare them satisfactorily for the future. Spiritual, moral, social and cultural development is satisfactory and pupils show consideration for the needs of others. However, their awareness of cultures and communities in the wider world is limited. Although pupils learn about other cultures in the curriculum, their first-hand experiences with representatives from other cultures are rare.

Pupils are aware of the importance of healthy eating and the need to exercise regularly, as would be expected following the school's achievement of Healthy Schools gold status. Less well developed are pupils' knowledge and understanding about the mental and emotional aspects of health. Attendance levels at a broad range of exercise related extra-curricular clubs are high.

*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>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

**How effective is the provision?**

Although there is some good teaching in all key stages, overall, teaching is satisfactory. Relationships between teachers and pupils are good. This creates a pleasant and productive climate which promotes good behaviour and stimulates learning. Initiatives to improve the achievement of pupils, especially in English, are having a positive impact on the quality of teaching and learning in some classes. For example, the introduction of individual pupil targets in English, which help pupils to focus on the next steps in their

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development, is helping them to learn more effectively. In mathematics, pupils' targets are not individualised and they are not always clear about the next steps they need to take in order to improve. Where learning is only satisfactory, teachers' assessment of pupils' prior learning is not effective enough. Consequently, work in some classes is not always matched well enough to the abilities of the pupils and some, especially the more able, are given work which provides little challenge. The pace of learning in these classes also tends to be slower, meaning that pupils make less progress.

The curriculum is enriched well through a good range of extra-curricular activities and school trips, including an opportunity to take part in a residential activity. Teachers are beginning to link the ongoing development of pupils' skills to the curriculum but this is not yet fully embedded across the school. This includes the development of pupils' thinking skills.

Staff care for pupils very well. Almost all pupils say in their questionnaire responses that they feel safe and well cared for and all know an adult to whom they can turn for help and support. The school works well with other agencies to support those pupils whose circumstances may make them more vulnerable. The school's partnership work with the Education Welfare Service, combined with its own very effective strategies have resulted in above average attendance figures.

*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?**

Senior leaders demonstrate a clear ambition to improve and staff know what is expected of them. All members of staff say that they feel proud to work at the school. Leaders have ensured that effective systems are in place to identify underachievement. Many areas identified for improvement are relatively new and as yet initiatives have not had the full impact on improving the quality of the provision and raising standards.

The governing body is developing a good understanding of the school through visits and frequent updates from the headteacher. A number of new governing body members are receiving appropriate training in order to develop their skills. The governing body is beginning to challenge the headteacher and her senior leadership team more frequently in order to hold them to account but does not always analyse information about pupils' performance in sufficient depth. The school has developed good partnerships with others in order to improve opportunities for pupils' learning. For example, the school's partnership with the local family of schools has led to increased participation in sports and arts based events. Good links with the local authority have led to the effective implementation of strategies to improve pupils' reading and writing skills.

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The inclusive nature of the school, together with a comprehensive analysis of information about pupils' performance to identify any underachievement of individuals or groups, has enabled the school to develop equality of opportunity within learning, but not all groups of pupils currently make enough progress. A number of projects promote community cohesion well at a local level. However, the school's work to develop pupils' understanding in a national and global context are underdeveloped.

At the time of the inspection, all safeguarding requirements were comfortably met. There are consistent and thorough arrangements in place to ensure that suitable adults come into contact with pupils. The school's risk assessments are of good quality and the school site is very well-managed. Good systems are in place to manage the school budget and no major shortcomings are evident in the use or management of resources. Pupils secure satisfactory outcomes, and the school provides satisfactory value for money.

*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>3</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>

## Early Years Foundation Stage

Children start the Early Years Foundation Stage demonstrating knowledge and skills below those expected for their age. This particularly applies to their communication, personal and social skills. Good teaching ensures that children make consistently good progress during their time in the Nursery and Reception classes, and leave the Early Years Foundation Stage demonstrating skills and knowledge in line with those expected for their age. Activities are well planned and take account of accurate assessments of children's needs. Good teaching is underpinned by focused and effective leadership and management, which clearly identifies areas in need of further improvement and development. The atmosphere in classrooms and outdoor play areas is calm and purposeful as a result of good behaviour and strong relationships between adults and



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learners. Children demonstrate confidence in both learning and playing independently and when working alongside others.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

Parents and carers are strongly supportive of the school. One parent commented, 'My children have made such good progress in a short space of time. Our whole family has nothing but praise for the school.' A number of other parents and carers also made similar positive comments.

While the great majority of parents are happy with the school, a very small minority commented that pupils are not sufficiently challenged in some lessons. Inspectors found that in some lessons, teachers could match work better to pupils' abilities. The school has been asked to improve this. Some parents and carers brought up individual concerns. All of these were considered by the inspection team and discussed, preserving their anonymity, with the headteacher.

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

Ofsted invited all the registered parents and carers of pupils registered at Northfield Primary and Nursery 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 249 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	28	44	1	2	0	0
The school keeps my child safe	42	67	18	29	0	0	3	5
My school informs me about my child's progress	28	44	33	52	2	3	0	0
My child is making enough progress at this school	33	52	28	44	0	0	0	0
The teaching is good at this school	36	57	27	43	0	0	0	0
The school helps me to support my child's learning	24	38	39	62	0	0	0	0
The school helps my child to have a healthy lifestyle	29	46	34	54	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)	27	43	34	54	0	0	0	0
The school meets my child's particular needs	30	48	30	48	3	5	0	0
The school deals effectively with unacceptable behaviour	24	38	30	48	8	13	0	0
The school takes account of my suggestions and concerns	22	35	35	56	2	3	0	0
The school is led and managed effectively	34	54	25	40	3	5	0	0
Overall, I am happy with my child's experience at this school	31	49	32	51	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



31 March 2011

Dear Pupils

**Inspection of Northfield Primary and Nursery School, Mansfield, NG19 8PG**

You may remember that I recently visited your school with two other inspectors. We would like to thank you all for making us so welcome and for being so polite and helpful. We had a chance to talk with many of you. You told us that you like your teachers and said that there is always somebody to talk to if you have any problems. You behave yourselves well in school and we noticed how kind you are to each other - this is brilliant to see! We would also like to thank you and your parents and carers for filling in a form that let us know about your school.

We found that Northfield Primary and Nursery School provides you with a satisfactory standard of education. This means that there are more strengths than weaknesses. We found that you receive good support and help from the adults in your school and that your attendance levels are above average. We were pleased to see how well you try to keep healthy and what a good contribution you make to your school. The peer mediators in the playground and the school council do a great job at Northfield. There are many good things in your school, but there are some areas to work on to make them even better. Firstly, there are times when some of you do not do as well as you can, particularly in mathematics. So we have asked the school to make sure that teaching always helps you to make good progress. We have asked the school to let you practise your mathematics skills in other subjects, so that you can improve them. We have also asked the teachers to plan some of the questions they ask you in lessons more carefully, in order to make you think harder. We found that the school could work harder with some of your parents and carers to help you with your learning. Finally, you could learn more about the different groups of people around the world with values and beliefs that may be different from yours.

Your headteacher, the staff and the governing body work very hard and want the school to continue to improve. You can help too by making sure you come to school as often as possible and by working hard all the time. Thank you once again for being so helpful and remember always to enjoy your learning.

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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