

# Netherfield Infant and Nursery School

Netherfield Lane, Meden Vale, Mansfield, NG20 9PA

**Inspection dates** 16–17 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well because teaching is good.
- The welfare and safety of pupils are paramount. Disabled pupils and those who have special educational needs thrive in the caring atmosphere.
- Children settle quickly and make exceptional progress in the nursery.
- They make good progress in all areas of learning in Reception. Staff teach phonics (linking letters and sounds) effectively.
- Pupils enjoy coming to school. Their behaviour is good in lessons and around school, and they feel safe.
- The headteacher and senior leaders identify the right priorities for improvement by rigorously checking on teaching and pupils' progress. As a result, the quality of teaching and learning is improving.
- The well-trained governors offer a wealth of relevant expertise and are keen to help the school to improve. Their regular visits ensure that they know how well the school is doing.

### It is not yet an outstanding school because

- Attendance is below average. Those who miss school often are not making as much progress as other pupils.
- Boys are not doing as well as girls in writing, and so standards are not as high as they are in reading and mathematics.

## Information about this inspection

- Inspectors observed 14 lessons taught by five teachers. Two of these lessons were seen together with the headteacher.
- Meetings were held with a group of six Year 2 pupils, four governors, the headteacher and the two senior leaders.
- A discussion took place with a representative from the local authority about the support and advice it gives to the school.
- There were 12 responses to the online questionnaire (Parent View) by the end of the inspection. The inspectors took account of these, and also sought the views of parents and carers as they arrived at school with their children.
- The inspectors observed the school’s work and looked at a range of documents, including the school’s own information on pupils’ recent and current progress, planning for school improvement, and records of governing body meetings, checks on teaching and behaviour, attendance and safeguarding.

## Inspection team

Joseph Peacock, Lead inspector

Additional Inspector

Mike Williams

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school but the number of pupils is rising. There is a waiting list for places in the nursery and the school has been oversubscribed for the past three years.
- There are places for 60 children to attend the nursery on a part-time basis. The school has 100 children in two Reception classes and one class each for Years 1 and 2.
- Almost without exception, pupils are of White British origin, living in the former pit village of Meden Vale.
- The proportion of pupils supported by additional government funding through the pupil premium is average. In this school, it applies to pupils who are known to be eligible for free school meals and a small number of children from armed forces families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion who are supported at school action plus or have a statement of special educational needs is below average.
- There have been very few staff changes since the headteacher arrived four years ago and once pupils are admitted, they usually remain at the school until transferring to the junior school.

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

- Improve attendance for the group who are absent more than usual, to enable them to achieve as well as other pupils.
- Raise attainment in writing, particularly for boys, by:
  - ensuring pupils have more opportunities to write at length in literacy and their other work
  - planning tasks that are consistently well matched to the abilities and interests of pupils, especially when they are working in groups out of the classroom
  - ensuring that leaders and managers check that all teaching of writing is at least effective and more is outstanding in Reception and Key Stage 1.

## Inspection judgements

### The achievement of pupils is good

- Children start in the nursery with skills and understanding that are well below those typical for their age, particularly in key areas such as communication and language and personal, social and emotional development. Teaching is consistently at least good and often outstanding, helping all to settle quickly and make excellent progress. Staff support children closely and plan a wealth of interesting and challenging tasks such as painting dots and sewing patterns on sunflowers or hatching chicks.
- Staff in the nursery and Reception classes encourage children to ask and respond to questions, helping to improve their communication skills. Reception children enjoyed comparing and measuring the height of objects by counting how many cubes high they were, for example. Most make particularly good progress in learning letters and the sounds they make (phonics) due to the effective arrangements for the teaching of this key skill. Children are grouped by ability and taught in small groups. This helps to successfully develop early reading and writing skills.
- All adults carefully assess children's progress as they tackle activities indoors and outside in the well-organised learning areas. This ensures that staff know how well children are doing, and the skills that need to be further developed. Despite making good progress, attainment in literacy and numeracy lags behind other areas of skills and understanding when they move into Year 1.
- Pupils' good overall progress in reading, writing and mathematics continues in Years 1 and 2 because teaching is effective. Attainment in writing is not as high as in mathematics because boys are not doing as well as girls in developing writing skills.
- Achievement in reading is especially good because of the strong emphasis placed on learning 'phonic' skills throughout and encouraging reading in guided reading sessions. This gives pupils good strategies for reading and spelling words. Staff have recently improved reading resources by adding significantly to the stock of books, matching reading material more closely to the ability of pupils and increasing opportunities for pupils to read. Parents are playing their part by listening to their children read and recording comments in reading diaries.
- Most pupils are making good progress in writing. However, opportunities to write at length in literacy sessions and other subjects are limited. When pupils work in groups, sometimes out of the classroom, little account is taken of the different ability levels within the group. All are usually set the same work to do and some find it easy whilst others struggle.
- In mathematics, tasks are usually challenging and pupils demonstrate secure strategies when trying to answer number problems. In Year 2, pupils used their fingers or added five lots of 11 to work out multiplication sums. At the end of each topic, pupils are asked how they feel about their new learning and why. This ensures that they understand new learning before moving on.
- Disabled pupils and those who have special educational needs are provided with appropriate tasks and supported closely in lessons by care assistants and teaching assistants. Most achieve as well as other pupils.
- The school uses its additional pupil premium funding effectively to provide support staff and individual help for pupils known to be eligible. This is helping to improve pupils' attainment in reading, writing and mathematics. Almost all make good progress in Years 1 and 2 and reach nationally expected standards, preparing them well for the next stage in their education.

**The quality of teaching is good**

- Teaching is usually good and sometimes outstanding, but in a small number of lessons it requires improvement. Typical features of effective teaching include good planning of tasks that are challenging and are matched well to the ability of pupils, and good support for learning by teachers and teaching assistants.
- Staff manage behaviour consistently well, and normally deal with any incidents of inappropriate behaviour immediately and effectively.
- In the nursery, teaching is often outstanding. Every adult supports children so well, giving them all the encouragement necessary to learn and make progress as they undertake interesting and challenging activities. The outdoor area for the nursery, for example, gives children a wealth of opportunities to paint, write, make music or play.
- Teaching is good in Reception. There is a strong emphasis on developing communication skills and promoting social skills. Children work well together both indoors and out, supported closely by adults.
- Teachers make frequent and accurate checks on pupils' rates of progress in reading, writing and mathematics, so any pupils who are falling behind are quickly identified and supported. By tracking progress as closely as they do, they make sure that pupils of all ability levels are achieving well.
- Where teaching requires improvement, tasks are not sufficiently matched to the different ability levels within the class or within a group working together. Pupils find work too easy or too hard and their normally good concentration wavers.
- Disabled pupils and those who have special educational needs make good progress because their individual learning needs are recognised and catered for well in teachers' lesson planning. The conscientious care provided by teachers, care assistants and teaching assistants ensure excellent support for disabled pupils in particular.
- Reading is taught well, with pupils building effectively on their phonic knowledge to read accurately and to spell most simple words correctly. Standards are rising in mathematics because teachers plan practical and problem-solving tasks to engage and interest pupils.
- In writing, progress is limited when teachers do not plan sufficiently challenging tasks that build on pupils' previous learning, and they do not make the most of opportunities that arise in different subjects for pupils to practise their literacy skills.

**The behaviour and safety of pupils are good**

- Pupils' good behaviour is a key feature helping all to enjoy school and do well. In lessons, pupils usually listen attentively and work together well. In Year 1, they shared suggestions for rhyming words for their poem about 'Ten Dancing Daisies', for example. There have been no exclusions in the past two years.
- All pupils spoken to said that they feel safe and that they 'have lots of friends'. They say that teachers are kind and helpful, and one summed up their views by saying, 'I am going to hide in a cupboard when it is time to leave.' This reflects the excellent relationships between staff and

pupils.

- Attendance was improving steadily for three years, but currently it is well below the level found in other schools nationally. An outbreak of chicken pox has added to the absence rates. Almost 10% of full-time pupils are persistently absent, with some taking holidays during school time. An analysis of performance data shows clearly that these pupils perform significantly less well than those who come to school regularly. The school is doing all it can to promote attendance but needs the full support of parents to bring about improvement.
- Few parents responded to the inspection questionnaire but their responses were positive. They say behaviour is good and feel their children are safe in school. Everyone agreed that they would recommend the school to others. Those spoken to during the inspection said that their children enjoy school because, 'It is small, friendly and staff have the personal touch.' One, reflecting the views of many, said, 'Pupils come on in leaps and bounds.'
- Pupils have a good understanding for their age of different types of bullying. They know that name-calling and hitting others are wrong. They say that bullying hardly ever happens and know to tell their teacher or parents straight away. School records show very few incidents of bullying or racist behaviour occur.

### **The leadership and management are good**

- The headteacher is highly regarded by parents. She is ably supported by two experienced senior leaders. They share responsibility for assessing how well pupils are doing and analysing data so that support can be targeted effectively on specific pupils or groups of pupils. This is having a major impact on raising standards.
- The headteacher and senior leaders check teaching in detail through termly lesson observations, and this is helping to make sure that teaching is promoting learning effectively. These checks have identified that some teachers are not providing enough opportunities for pupils to develop writing skills or ensuring that boys are sufficiently motivated to write.
- The leadership of the teaching and support provided for disabled pupils and those who have special educational needs is good. Care assistants ensure that disabled pupils in particular are extremely well supported and fully involved in lessons and other activities. Parents and carers are fully informed about their children's progress and involved in regular reviews with outside specialists brought in to help.
- Leaders and the governing body make sure that teachers' pay rises are closely linked to their performance. The national Teachers' Standards are used effectively to judge the quality of teaching, so secure judgements are made on how well teachers are doing their jobs.
- The local authority is happy with the way the school is improving, and is confident that the headteacher and staff can continue to raise standards. It has identified the upward trend over the past two years, with pupils achieving higher standards. Checks are routinely made to ensure improvement is maintained.
- The way subjects are taught contributes to pupils' spiritual, moral, social and cultural development well. Religious studies, topics about the rainforest and stories about different cultures support pupils' achievement and help their spiritual and cultural development. Pupils remember vividly their visit to the mining museum and trip down a pit. 'It was claustrophobic and I felt spacious when we got out,' reported one pupil. This is giving pupils a good

understanding of other cultures and faiths in the context of their own community's mining background. The effective management of behaviour, with five rules for a happy school, supports their moral and social development.

- The school has good relationships with parents and carers. Virtually all agree that staff treat every pupil equally, their children are looked after well, and that discrimination is not tolerated in any form.

■ **The governance of the school:**

- All governors visit the school regularly and this gives them a good knowledge and understanding of the quality of teaching and how well pupils are doing. All study performance data and are able to see how well different groups of pupils are doing compared to others nationally. They are beginning to focus their attention on helping the school to check how well it is tackling the areas identified as priorities for improvement. Currently, these focus on raising standards and improving teaching. Governors produce visit reports, which highlight things that are going well and areas for further improvement. The governing body reviews the performance of the headteacher and teachers each year to determine pay and promotion. Governors are well trained, with most attending training events each year. Their personal expertise is used to good effect to support their work and to challenge the school with a view to improving aspects such as health and safety and child protection. All current national requirements relating to employment and safeguarding are met. They manage financial resources well and carefully check the impact of pupil premium funding on the achievement of eligible pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	122498
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	412666

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

<b>Type of school</b>	Infant and nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicki Melling
<b>Headteacher</b>	Lucy Stancliffe
<b>Date of previous school inspection</b>	29 September 2009
<b>Telephone number</b>	01623 842683
<b>Fax number</b>	01623 843755
<b>Email address</b>	office@netherfield-inf.notts.sch.uk

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