

Netherton Infant and Nursery School

Netherton Moor Road, Netherton, Huddersfield, West Yorkshire, HD4 7JE

Inspection dates 18–19 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides a clear direction for school improvement. She is well supported by senior leaders and an effective governing body. As a consequence, pupils achieve well in a purposeful and caring environment and teaching is increasingly effective.
- Pupils make good progress through school. They are well prepared for their future learning and leave Year 2 with standards which are above average overall. Children get off to a good start in the early years. They are enthusiastic, eager to learn and curious about the world around them.
- Pupils' achievement in reading is outstanding. All groups of pupils make rapid progress in their knowledge of letters and sounds (phonics) and learn to read with fluency and expression.
- Disabled pupils and those with special educational needs make good progress from their individual starting points.
- The overall quality of teaching is good. Teachers have high expectations. They ask thought-provoking questions. Teaching assistants and volunteers are deployed well.
- Pupils behave well and are considerate towards others. They feel safe and well cared for.
- The rich curriculum promotes pupils' spiritual, moral, social and cultural development well. Regular physical activities in lessons and at breaks make a good contribution to their health and well-being.

It is not yet an outstanding school because

- Occasionally, pupils do not make the best rates of progress because teaching is not outstanding overall, particularly in mathematics and writing.
- Sometimes the feedback given to help pupils improve their own work, especially in writing, is not clear and precise.
- Pupils' work in mathematics does not always ensure that they make efficient use of the skills and knowledge they already have.
- On a few occasions, teachers do not adjust their teaching in lessons sufficiently to meet all pupils' developing needs and the progress they have made.

Information about this inspection

- The inspectors observed lessons throughout the school and conducted several shorter observations of teaching and learning. These included observations carried out jointly with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 76 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- The school has a nursery class for up to 24 part-time children.
- The headteacher was appointed in September 2014. She started at the school in 2013 as deputy headteacher and, for some time, acting headteacher. The long-standing headteacher and deputy headteacher retired during this period and several other teachers, including senior staff are new to the school in the last two years.

What does the school need to do to improve further?

- Build on the already good teaching through school to accelerate progress further and raise standards in other subjects to those of reading by:
 - ensuring that guidance for pupils through feedback and marking, especially in writing, is precise and clearly understood by pupils so they can effectively improve their own work
 - ensuring that pupils make full use of their acquired skills and knowledge, particularly their mental calculation skills, to solve problems in mathematics
 - adjusting teaching in lessons to respond quickly to pupils' developing needs and progress.

Inspection judgements

The leadership and management are good

- The headteacher has speedily and securely established a clear direction for school improvement and provided strong guidance to senior staff. There is a clear focus on further improving the quality of teaching to build rapidly on the school's strengths following a period of some staff turbulence. Staff morale is high.
- The senior and middle leadership team, including several who are new to their roles, are good role models for other staff through their own teaching and the support they provide. Leaders act on carefully considered action plans based on accurate assessments of the school's effectiveness which are driving up standards in many subjects, in the early years and for pupils with special educational needs.
- Self-evaluation is rigorous and accurate. Procedures to measure and analyse pupils' progress have strongly improved, particularly over the last year, to support rigorous school development and enable the governing body to effectively hold leaders to account.
- The local authority supports the school well. They have supported the governing body and senior staff well in a period of change and contributed, for example, to rigorous reviews of provision in the early years and for literacy. Effective partnership work with neighbouring schools supports the development of several aspects of the school's work, such as accurate assessment and the mathematics curriculum.
- The school has appropriate procedures to ensure that staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The school has worked closely with other local schools to establish new assessment procedures following the removal of National Curriculum levels. These have been implemented effectively, although it is too soon to measure their impact.
- The use of pupil premium funding is effective in ensuring that disadvantaged pupils attain close to the average for all pupils nationally in tests and assessments for Year 2. The gap between disadvantaged pupils and others in the school, including the early years, has reduced well over the last three years. Outcomes of disadvantaged pupils' achievement are closely analysed and initiatives focus on boosting the learning of the individual pupils and preparing them well for their future learning. This is particularly evident in their progress in many subjects, particularly speaking and reading.
- Effective use is made of the primary school physical education and sports funding. The school is building on an established programme of specialist physical education by further developing the skills of all staff and curriculum planning. There is a breadth of opportunities for pupils to participate in sports and team games, including cross-country running and dance. This makes a good contribution to pupils' health and well-being.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the school. There is no evidence of discrimination in the school.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record-keeping and well-trained and vigilant staff.
- Pupils' spiritual, moral, social and cultural development is promoted well through the subjects taught. Pupils are excited by opportunities to investigate and explore the world around them, such as the natural world in the forest area and the plants they grow in the polytunnel. Religious, personal and social education, effective assemblies and the work of the school council strongly develop pupils' appreciation of different cultures and awareness of democracy and the values of modern British society.
- Staff work closely with parents and this contributes to many aspects of pupils' achievements. Parents hold the school in high regard.
- **The governance of the school:**
 - The governing body is well organised and purposeful. Governors have undertaken, and acted upon, rigorous self-review in order to improve their effectiveness. They are making good use of improvements to the school's assessments procedures to hold the leadership team to account. Governors are increasingly well informed through data on pupils' progress and regularly review and update school development planning. They ask pertinent questions to clarify their understanding, which are accurately recorded to ensure that all issues are pursued effectively. Governors' knowledge is enriched by regular meetings with subject leaders, for example for literacy and numeracy, and attachment to individual classes.
 - Members of the governing body have a wide range of professional skills, which are closely matched to their areas of responsibility. This contributes to good procedures and policy for many aspects of school life, particularly safeguarding, support for disadvantaged pupils and financial management. Policies are reviewed regularly. The governors are involved fully and appropriately in reviewing targets for the

headteacher and making decisions as to whether staff should receive a salary increase. The school's budget is managed well and contributes to driving achievement higher. The governing body ensures that the pupil premium and sports and physical education funding are used effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are polite and considerate towards each other and they respond well to the care all adults show them. They are usually strongly engaged in their learning and eager to succeed. Very occasionally, pupils do not concentrate as hard as they could when they are not sufficiently challenged. They very rarely misbehave.
- Pupils play and work together well. The school makes good use of outdoor spaces at breaks, lunchtimes and in outdoor learning sessions to help pupils develop cooperation and other social skills. Lunchtime staff engage the pupils well in a wide range of games and physical activities which contribute to their good behaviour and general well-being.
- Pupils take responsibility eagerly and support others. They are actively involved in a number of fund-raising activities and are proud of their roles on the school council.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They have a good knowledge of potential bullying situations and, in particular, are well informed about the dangers of the internet. They know that their behaviour affects others and that they should be kind and considerate. They know that they should always use 'kind hands and kind feet' and often repeat this phrase in assembly and lessons. They comment that little bullying takes place and any incidents are managed by the staff successfully. This is confirmed by the school's detailed record-keeping procedures and the vast majority of parents also agree.
- The school works well with pupils who sometimes find it difficult to manage their own emotions and social skills. Parents comment strongly on the effectiveness of the support the school gives them and their children and how well prepared their children are for their future education.
- During the inspection a fire alarm sounded and the fire brigade arrived. Pupils had to leave the building and wait outside for some time. Their conduct was extremely good throughout this time and they quickly resumed their work afterwards. All staff managed the situation efficiently and calmly. Fortunately it was a false alarm.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Attendance has increased in recent years for all groups of learners and is above average. This is a good improvement since the last inspection.

The quality of teaching is good

- Teachers have high expectations for their pupils. The achievement of all groups of pupils is checked accurately and regularly. Teachers normally use this information well to set work for pupils of all abilities, which challenges them to reach increasingly high standards.
- The school is a bright, warm and welcoming environment. Resources, especially in the early years, are fresh and attractive and contribute to pupils' engagement in their learning.
- Teaching assistants are well informed about pupils' progress and are deployed effectively to support and challenge all groups of learners so that pupils usually do their best. They are skilled in providing well-targeted programmes of work to boost the learning of disadvantaged and other pupils who need additional support to fulfil their potential.
- The learning needs of disabled pupils and those with special educational needs are understood well and all staff who work with them are well informed. Effective teaching of speaking, reading and writing skills ensures that these pupils learn well in all subjects.
- The most able pupils are taught well overall. Pupils respond well to thoughtful questions which help them to think deeply and recall information. For example, Year 2 pupils greatly improved their understanding of the health benefits of warm-up exercises and a good understanding of what a 'sequence' of movements is through the questions they were asked.
- There is a good atmosphere for learning and relationships are strong.
- The teaching of reading is very effective. The rapid and sustained teaching of letters and sounds lays a very firm basis for later learning. Pupils' comprehension and deductive skills are developed through regular

guided reading sessions and reinforced through homework. Their ability to read with expression and fluency is further improved by many opportunities to read with adults, including volunteers, and to participate in drama and role-play.

- There is a good trend of improvement in pupils' sporting and physical education, as a result of very focused specialist teaching in dance, for example, and the effective development of teachers' skills.
- The school makes good use of homework to improve all aspects of pupils' knowledge and understanding and ensure that basic skills are well established.
- Marking and feedback are generally effective. However, sometimes teachers' comments do not provide precise enough guidance or set clear enough targets for pupils to effectively improve their own work. In particular, some written comments are not phrased in ways that pupils can easily understand and follow.
- Sometimes, in mathematics, the work pupils are given does not encourage them to use the most efficient methods to solve problems, including applying their mental and oral calculation skills. For example, in multiplication and money work, some pupils, especially the most able, rely on counting material too much when they have the capacity to complete the work in their heads.
- On a few occasions, teachers do not identify soon enough when pupils have grasped new learning and, consequently, do not adjust their teaching to best meet everyone's needs.

The achievement of pupils

is good

- All groups of pupils achieve well through school from their individual starting points on entry to the early years.
- By the end of Year 2, pupils' attainment in national tests and assessments is above average overall in reading, writing and mathematics. They are particularly strong in reading. Standards have generally risen well for pupils of all abilities over recent years.
- Disabled pupils and those with special educational needs make good progress. Their needs are checked accurately and precisely and intensive programmes of work boost their basic skills effectively, especially speaking and reading. They often develop good levels of independence and self-confidence in their work. As a result, they are well equipped to continue learning when they leave school.
- Disadvantaged pupils make good progress and achieve well. The outcomes for 2014 show that the gap in attainment between disadvantaged pupils and others in the school is reducing and that their attainment is similar to that of other pupils nationally, especially in reading and mathematics.
- A strength in pupils' learning is the good progress they make in developing their speaking and listening skills. Pupils of all abilities express themselves well and give pertinent answers to questions. The school is developing pupils' ability to organise and express their ideas through speech as a means to raising their achievement in writing further.
- Pupils' achievement in reading is outstanding. They make very rapid gains in understanding letters and their sounds (phonics) and this is reflected in their above average attainment in the national phonics check at the end of Year 1. By Year 2, pupils of all abilities read with confidence, expression and enthusiasm. They have a love of books and read widely at school and at home. They choose books which challenge them and are proud of their achievement.
- Pupils make good progress in writing overall. They write neatly and take a pride in their handwriting. They make good use of their phonic knowledge to spell words appropriately. They write for a good range of purposes and with imagination because of good links between different subjects. However, occasionally pupils do not progress as rapidly as they are capable of because they are not given enough guidance to build systematically on earlier learning.
- Pupils also achieve well in mathematics. They make good progress in their knowledge of number, understanding of place value and ways to set out different calculations. They largely acquire good mental recall of facts. However, they do not always recognise when they can apply their mental and oral skills to help them solve mathematical problems as efficiently as possible.
- The most able pupils largely reach above average standards and progress well, especially in reading. They take considerable responsibility for organising and managing their own work overall, and support others in their learning. They are often systematic and logical and conduct their own basic research in natural history and other subjects effectively. They make good use of information and communication technology (ICT).

The early years provision**is good**

- Children in the early years make good progress and achieve well. Most start in the early years with skills and knowledge which are largely typical for their age. They leave reception and enter Year 1 with an above average proportion achieving a good level of development or better. They are well prepared for Year 1.
- Teachers in Nursery and Reception classes are largely new to their roles this year. However, good leadership and management means they are well prepared and continue to sustain the good provision. A recent review with the local authority also confirms this. There are clear and precise plans of action to build further on the good work.
- Children learn in a bright and attractive environment. Resources are carefully considered to stimulate learning and encourage children to handle them. For example, the children are thrilled by the soft toys waiting at the bus stop when they learn about ordinal numbers or by the dinosaur eggs used in their addition and subtraction work.
- Good talking, listening and social skills are quickly established. Adults work alongside children in their role-play and other activities. They ask children questions which help them to frame their responses and extend their vocabulary. For example, staff answer imaginary phone calls in the 'Baby Clinic' making appointments and other arrangements.
- Early reading skills are taught extremely well. Children make rapid progress in learning phonic skills and have many opportunities to practise them. Homework makes a good contribution to reading development and younger able children work alongside older ones to boost their achievement.
- Children are well behaved and feel safe. They follow instructions well and tidy up with care, often whilst singing a 'Tidy Up' song. New children settle very quickly into school life and their attendance is good.
- Assessments are accurate and used well overall to plan future work. Records of children's achievement are good and improving further through work with the local authority.
- The quality of teaching is good overall. Relationships are strong and teachers have high expectations. There are few but similar inconsistencies to the rest of the school and these inhibit children's progress. In particular, teachers do not always adjust their teaching to meet children's developing needs during the session and ensure that all activities are suitably challenging to different abilities.

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

Unique reference number	107612
Local authority	Kirklees
Inspection number	448346

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Ian Halligan
Headteacher	Karen Beattie
Date of previous school inspection	30 June 2010
Telephone number	01484 222812
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