

Inspection of a good school: Sitlington Netherton Junior and Infant School

Netherton Lane, Netherton, Wakefield, West Yorkshire WF4 4HQ

Inspection dates:

24 and 25 May 2022

Outcome

Sitlington Netherton Junior and Infant School continues to be a good school.

What is it like to attend this school?

Pupils are happy to come to school. They are extremely polite and welcoming to visitors and are keen to talk about the things they do and know. Pupils enjoy learning and want to do their best. Teachers proudly display their pupils' work all around the school. Pupils say that teachers make lessons fun. They especially enjoy the visits and visitors that broaden their understanding of the curriculum.

Relationships between staff and pupils are warm and respectful. Leaders and staff have high expectations for all pupils. Pupils respond well to the care and encouragement they receive. They work cooperatively in lessons and play happily together at breaktimes. There is very little bullying. Occasionally, there is unkind name-calling. Pupils, parents and carers are happy that leaders deal with incidents appropriately when they do happen.

Opportunities for pupils to develop their talents and interests, and to try new things, are plentiful and varied. Many pupils performed for families and staff in the music concert that took place during the inspection. There are a range of clubs available for all ages of pupils after school. These include art, sewing, recorders and sports activities. The younger children enjoy the 'funky fingers' after-school club.

What does the school do well and what does it need to do better?

The curriculum is broad and interesting. It covers all subjects of the national curriculum. Leaders check that pupils are able to remember what they have learned. They aim for pupils to have a secure depth of understanding in every subject. They act quickly to bring about improvements. They seek advice and support from experts outside of the school. Their actions mean that the curriculum is well established and continually improving.

Leaders want every pupil to enjoy reading for pleasure and to be 'high school ready'. Teachers choose books written by a wide range of authors to interest pupils and to help them learn more. They read to pupils at least every day. Children in the early years learn storybooks off by heart. They enjoy 'reading' these to their friends.

Children learn to match letters to sounds from the beginning of the Reception Year. They know the routine of their phonics lessons. This helps them to make the most of every lesson and to get off to an excellent start in reading. Teachers check carefully that everyone is keeping up. They give children extra help when they need it. The books that children have to practise reading match the sounds they already know. As a result, they are able to read these books confidently.

Teachers make sure that pupils have frequent opportunities to practise times tables and number facts. This helps pupils to tackle problem-solving tasks with confidence. For example, in Year 4, pupils were rounding numbers and applying their knowledge to solving a variety of problems. In Year 6, pupils were using their knowledge of percentage to calculate the deposit and monthly payments on a range of cars. They enjoyed helping their teacher to decide which one she could afford.

The curriculum for every subject sets out what pupils will learn and when, starting in the early years. This helps teachers to plan lessons that build on prior learning. Teachers revisit learning from the previous lesson at the start of every new lesson. This helps pupils to remember more. For example, pupils can remember many historical facts and details. However, they find it more difficult to make links between different periods of history. The history leader has already made a start in helping teachers make these links clearer for pupils.

Pupils with special educational needs and/or disabilities (SEND) are well provided for. Leaders work closely with parents and outside agencies to make sure that pupils get the right support without undue delay. They adapt the curriculum and use resources thoughtfully. As a result, pupils are able to learn and take part in everything the school has to offer.

Music is a much-loved feature of daily life in school. Many pupils take up the offer of individual musical instrument tuition. All pupils learn to play the ukulele in Year 5. Pupils also have the opportunity to join the choir. These young musicians have many opportunities to perform in school and at events in the community.

Pupils look forward to residential visits to outdoor activity centres in Years 4 and 6. Leaders and staff made sure these were interrupted as little as possible by the COVID-19 pandemic. All pupils experience leadership through the electronic school council system. Parents and pupils said how much they appreciate the lunchtime clubs led by Year 6 pupils. These include 'Dramalama' (acting and role play), 'Little Tigers' (craft club) and the early years sports club. The 'climate change ambassadors' have virtual meetings with their peers in other local schools. They have organised a litter pick, led assemblies and arranged 'meat-free Mondays' with the school chef.

Safeguarding

The arrangements for safeguarding are effective.

Leaders check that adults are suitable to work with children. They make sure that staff have secure knowledge of the signs that all may not be well. Staff act quickly to report concerns. Leaders work hard to get the right support for pupils who need it.

During the periods of partial school closure in 2020 and 2021, leaders kept frequent and regular contact with vulnerable pupils and those who were less visible. They provided additional support for families who needed it.

Pupils feel safe in school. They can talk to a trusted adult if they have any worries. Pupils learn how to keep safe, including when online. Some explained how to spot spam emails and said not to click on any links in these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils retain the historical knowledge that teachers want them to learn very well. However, they find it difficult to make links between different periods in history. This limits the depth of their understanding. Leaders should support teachers in making these links in chronology more explicit for pupils, so they are able to develop a deeper understanding of historical events.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108158
Local authority	Wakefield
Inspection number	10211144
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	Janet Milne
Headteacher	Georgina Haley
Website	www.netherton.wakefield.sch.uk
Date of previous inspection	10 and 11 January 2017, under section 5 of the Education Act 2005

Information about this school

- A new chair and vice-chair of the governing body were appointed in December 2021.
- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is below average.

Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, the deputy headteacher, the English leader, the mathematics leader, the leader for SEND and the history leader.
- The inspector met with members of the governing body, including the chair of governors on speaker phone.
- The inspector met with a representative from the local authority.
- The inspector met with a group of girls and a group of boys.

- The subjects considered as part of this inspection were reading, mathematics and history. The inspector carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. The inspector also observed adults listening to pupils read.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. The inspector also talked to the designated safeguarding leader.
- The inspector discussed the school's records on attendance and behaviour with the headteacher.
- The inspector read the school's self-evaluation document and plans for improvement.
- The inspector talked informally with pupils in lessons and at breaktimes. They also took account of the 63 responses to Ofsted's online pupil questionnaire.
- The inspector took into account the 37 responses to Ofsted's online survey, Parent View.
- The inspector met with a number of staff and took account of the 22 responses to Ofsted's online staff survey.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

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