

Inspection of Netherfield Primary School

Chandos Street, Netherfield, Nottingham, Nottinghamshire NG4 2LR

Inspection dates: 19 and 20 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy at Netherfield School. They enjoy coming here. Pupils say that they feel safe because staff care and listen to them. Relationships between staff and pupils are positive.

Leaders promote pupils' well-being. They have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). The school's values of integrity, respect, kindness, honesty and perseverance are a central feature of this inclusive school. Pupils have positive attitudes towards their work and towards each other.

The school is calm and orderly. Pupils are respectful of each other and adults. Their behaviour is positive in lessons and around the school site. Pupils say that bullying is rare. They trust staff to resolve incidents quickly.

Pupils benefit from a range of extracurricular activities, including sports clubs, animation club and the newspaper club: 'Wowzer'. Pupils value opportunities to be leaders themselves. For example, pupils pass on their thoughts about how to improve the school to their elected pupil parliament.

Many parents and carers are positive about the school. A common view is: 'The level of care, support and inclusion at Netherfield is second to none.'

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

Staff work as a team. They are committed to providing a good quality of education for the pupils in their care. Staff have high expectations of all pupils. They adapt resources to enable all pupils to access the full curriculum. This includes pupils with SEND.

Leaders have reviewed their curriculum thinking. They have set out an ambitious curriculum. Leaders have arranged the curriculum to ensure that pupils know and remember more as they progress through the school. However, in some subjects, leaders have not precisely identified the key knowledge that pupils need to learn. This prevents pupils from building their understanding over time, in those subjects.

Mathematics is a strength. Staff use assessment well to understand what pupils know and to plan for their next steps. Pupils respond well to teachers' guidance. They know that practice will help them to become better mathematicians. In both mathematics and reading, staff act swiftly to correct misconceptions or to help pupils who are at risk of falling behind.

Leaders are currently training staff to assess what pupils know and remember across the wider curriculum. In many subjects, this is having a positive impact on pupils' learning. However, there are a few areas where what pupils need to learn is not as

clear. Pupils spoke about how, in some subjects, they learn facts but not always the reasons behind those facts.

Children in the early years get off to a good start in reading. Daily phonics sessions help pupils to learn sounds quickly. Pupils read books that match the sounds they know. There is a consistent approach to the teaching of reading across the school. Netherfield views itself as 'a reading school'. Pupils have positive attitudes to reading. Teachers encourage pupils to read often. They are quick to spot any pupils who may need extra help to keep up. A common view expressed by pupils is: 'The school has ignited our passion for reading.'

The provision for pupils with SEND is a strength. This is a highly inclusive school. Teachers identify pupils' needs and use appropriate strategies to support pupils' learning. Teaching assistants support pupils well in all aspects of school life.

Pupils benefit from clear structures and routines. Their behaviour and attitudes to learning are consistently positive. This starts in the early years. Children in the Reception classes work well independently and together. The school environment supports their learning across the curriculum. Children respond positively to questions. They are polite and courteous. This is the case in all year groups.

There is a strong focus on pupils' personal development. Pupils learn to be caring and responsible citizens. Pupils show respect for, and learn to appreciate, diversity and difference. All pupils spoke about how everyone is welcome. They actively support each other and celebrate difference.

Governors have a broad range of skills and experience. They support and challenge leaders effectively. Leaders engage well with staff. They provide regular training and consider staff well-being and workload. Staff say that they are proud to work at Netherfield School.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are knowledgeable about safeguarding matters. Staff have developed positive relationships with pupils, parents and the wider community. This allows them to work together to act swiftly on any concerns. Staff receive appropriate training and updates about safeguarding issues. They understand their responsibilities to pass on concerns about pupils. Safeguarding records are detailed and well maintained.

Pupils learn how to keep themselves safe. This includes when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most lessons pupils' knowledge builds over time, and pupils revisit prior learning. However, not all pupils get the opportunities to deepen their knowledge so that they can explain their thinking. Leaders should ensure that all pupils get the opportunity to make connections between the things they have learned, and to explain them.
- Leaders have rewritten the curriculum from early years to Year 6. However, leaders have not ensured that the precise knowledge that pupils should remember has been identified in all subjects. Leaders should continue to refine the curriculum so that it is clear exactly what pupils should know, and by when, in all subjects. Leaders should make sure that all staff clearly understand this sequence.

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	144978
Local authority	Nottinghamshire County Council
Inspection number	10227551
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	Board of trustees
Chair of trust	John Garibaldi
Headteacher	Jon Crone
Website	www.netherfieldprimaryschool.com
Date of previous inspection	10 November 2020, under section 8 of the Education Act 2005

Information about this school

Netherfield Primary School converted to become an academy school in March 2018. When its predecessor school, Netherfield Primary School, was last inspected by Ofsted, it was judged to be Inadequate.

- The school does not use any alternative providers.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in reading, mathematics, art, religious education and geography. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke with leaders about the curriculum in other subjects.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.
- Inspectors met with governors and had a telephone conversation with a member of the board of trustees.
- Inspectors spoke with parents at the beginning of the school day and took account of the views expressed through Ofsted Parent View.

Inspection team

Dawn Ashbolt, lead inspector

Her Majesty's Inspector

Karen Slack

Ofsted Inspector

Hazel Henson

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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