

Inspection of Netherfield Infant School (Welbeck Federation of Schools)

Netherfield Lane, Meden Vale, Mansfield, Nottinghamshire NG20 9PA

Inspection dates: 11 and 12 October 2022

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|------------------------------|-------------|
| Overall effectiveness | Good |
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| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils enjoy coming to school. High-quality relationships between pupils and staff are a strong feature of the school. Parents are overwhelmingly positive about the school and praise the dedication of the teachers. Pupils take joy in the rewards for good work and for following the school's values. They are allowed to read and share their good work in Friday's assemblies. Pupils also enjoy taking part in forest school activities on site, and talk enthusiastically about making crowns for the new King.

Pupils said they feel safe at school. They said that bullying is rare, but that when it has happened, teachers stopped it quickly. Children in the Nursery settle very quickly into new routines and engage very well in their learning. Behaviour is positive around the school, including on the playground. Pupils cooperate well with each other. They like taking part in sporting festivals with children from other schools.

Leaders have high expectations for every child. Staff have noticed that following the three national lockdowns there are gaps in pupils' knowledge. Pupils' vocabulary is not as well developed as it could be. Staff have been working hard to build pupils' language development to close the gaps.

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

The school is well led. The curriculum is ambitious. Leaders have considered the knowledge and skills that they want pupils to learn and have set them out in small steps. Pupils are learning the intended knowledge and catching up from low starting points. Pupils' language development is at the heart of the school's curriculum planning. When children start in the Nursery, they eagerly take part in listening and attention groups and patiently wait their turn to say 'Hello' to the bear. Older children in the Nursery clap the syllables in words. Children correctly counted three syllables for 'microphone'. One child added, 'Double three makes six.'

The teaching of early reading is very effective. The reading leader has led the training of staff well. The school has a consistent approach to the teaching of phonics. The vast majority of pupils are keen to say the sounds they are learning. If pupils are not participating in lessons, adults ask them to repeat the sounds. The pupils' reading books mostly match the sounds that they know. Pupils who have fallen behind in learning to read are provided with expert support to help them catch up. All staff promote fluency very well. They encourage pupils to re-read sentences to support them to be more fluent readers. As a result, pupils are learning to read well. However, pupils are not reading widely enough. Consequently, their vocabulary is more limited than it should be.

Pupils enjoy mathematics. In Reception, all children have successfully learned how to make a repeated pattern using objects connected to autumn. Older pupils learn strategies to count quickly. Adults explain mathematics well. Pupils have time to

practise completing calculations. They achieve well in mathematics. There are occasions when teachers do not ask pupils to explain their answers. These are missed opportunities to check pupils' mathematical understanding.

Across the curriculum, pupils are developing their knowledge and skills well. Pupils are learning to write more interesting sentences. Their spellings are increasingly accurate. In geography, pupils have used aerial maps of the local area to find and label their houses. In design and technology, pupils have designed and made fruit smoothies. Science is promoted well. Children in Reception were learning to explain the difference between solids and liquids. The children were thinking hard and having fun. Teachers are checking whether pupils are remembering the knowledge that has been taught. However, teachers do not always check whether pupils can apply their knowledge. For example, teachers do not check how well pupils can work scientifically.

The school is inclusive. Pupils with special educational needs and/or disabilities (SEND) are supported very well to learn alongside their classmates. Pupils have an awareness that families are different and say that it would be boring if we were all the same. Pupils have participated in wheelchair basketball games. They have an appreciation of the impact of a physical disability.

Pupils have a good understanding of how to stay healthy. They are currently running daily and adding up the distance to complete a marathon. Pupils know what a balanced diet is and know the benefits of drinking between six to eight cups of water a day.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding. They know the procedures for reporting a concern. Leaders work well with outside agencies to help support pupils and families. Pupils know how to stay safe online. They know not to share passcodes. Pupils have learned how to cross a road safely.

Governors regularly visit the school and check on pupils' well-being. The chair of governors reviews that the school has completed all the required checks on adults who work with children. Staff check on the well-being of those pupils who have been persistently absent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers are checking whether pupils are understanding some of the knowledge that they are being taught. However, there are occasions when teachers do not ask pupils to explain their answers to check that they have a deep understanding of the subject taught. Furthermore, teachers are not checking whether pupils are able to apply their knowledge to answer challenging questions. Leaders should ensure that checks on pupils' learning help teachers to know how well pupils are achieving.
- Pupils are taught phonics well. They are encouraged to become fluent readers. However, pupils do not read widely enough. As a result, pupils' vocabulary is not as well developed as it could be. Leaders must ensure that pupils read more widely to expand their vocabulary.

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.

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

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| Unique reference number | 122498 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10227874 |
| Type of school | Infant |
| School category | Maintained |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 91 |
| Appropriate authority | The governing body |
| Chair of governing body | Joanne Rush |
| Headteacher | Julie Rischer (Executive Headteacher) Susie Graham (Head of Schools) |
| Website | www.thewelbeckfederation.org/ |
| Date of previous inspection | 28 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- The governing body manages a breakfast club, which is based at Eastland Junior School.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 met with the executive headteacher, the head of schools and the assistant headteacher. Inspectors met with teachers and teaching assistants. Inspectors held a phone call with the chair of governors. Inspectors provided feedback at the end of the inspection to senior leaders and to three governors.

- Inspectors carried out deep dives in these subjects: English, mathematics, science and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with leaders about the curriculum in some other subjects and looked at pupils' work in these subjects.
- Inspectors reviewed a range of documentation related to safeguarding. They reviewed the single central record, which contains information about the checks required for adults to work with children. Inspectors held a discussion with senior leaders about attendance and behaviour.
- Inspectors spoke with the special educational needs coordinator and reviewed the work of pupils with SEND.

Inspection team

Martin Finch, lead inspector

Ofsted Inspector

Donna Moulds

Ofsted Inspector

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