

# Inspection of Netherthong Primary School

School Street, Netherthong, Holmfirth, West Yorkshire HD9 3EB

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Inspection dates: 28 and 29 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

Pupils enjoy coming to school and appreciate how staff care for them. Leaders and staff are highly ambitious for the achievement of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). The academic, personal, social and emotional support that leaders provide contributes strongly to how well pupils achieve.

There is a tangible community feel to this school, with strong relationships between pupils and staff. Pupils are polite and well mannered. They speak confidently and articulately with visitors. They are proud of the positive contribution that they make to their school and the wider community through their many community activities, such as performances of songs and music at a local nursing home.

Teachers' high expectations for behaviour are clear. Classrooms are calm and purposeful. This allows pupils to do their best in lessons. Pupils, from the very youngest children, are inquisitive and display highly positive attitudes to their learning.

Pupils have a very well-developed understanding of equality and diversity. They revel in their many responsibilities, for example as members of the school government. Younger pupils enjoy the varied range of games that sports leaders, their older peers, provide for them at lunchtime. A rich variety of visits and after-school activities enhances their learning across the curriculum.

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

The school has built an ambitious curriculum from the early years to Year 6. It includes many opportunities to learn about the school's interesting locality. It is well planned, enabling all pupils to extend their knowledge and skills in each subject. The curriculum provides opportunities for pupils' learning to build on secure prior knowledge and understanding. The school has planned this in well-sequenced steps as pupils move through the school. Pupils typically achieve very well.

Staff have strong subject knowledge. Teachers regularly check that pupils understand and can recall what they have learned. However, in a small number of subjects, pupils' recall of some of the key knowledge that staff teach and revisit is not as secure as in others. This means that pupils' knowledge in these subjects is not as deep as it is in the rest of the curriculum.

Children make an excellent start to their education in the early years. Children work and play safely and purposefully. As a result of very effective teaching, children in the Reception class make excellent progress from their starting points. They are exceptionally well prepared for their future learning in Year 1.

The teaching of phonics begins when children start in the early years. The school makes sure that pupils learn phonics in a well-ordered manner. Teachers check

pupils' recall of the sounds that they have been previously taught before introducing new sounds and letters. Where pupils' recall is not secure, staff provide effective additional support to make sure that pupils can keep up with their classmates. By the end of key stage 1, most pupils can read fluently and confidently. Older pupils read fluently with expression, intonation and a deepening sense of understanding.

The school is highly skilled at identifying the specific needs of pupils with SEND. Teachers have adapted the curriculum for these pupils, providing greater opportunities to meet their needs. Staff are well trained in helping pupils with SEND. They ensure that these pupils can enjoy the same learning as their peers and achieve well.

Pupils' behaviour is exemplary. Children in the Reception class settle quickly into the routines of school. Older pupils are mature and act as strong role models. There are warm, positive relationships between pupils and staff. Pupils play together harmoniously in the playground. Where a small number of pupils struggle to regulate their emotions, staff are highly skilled in the support that they offer.

The school's provision for pupils' personal development is exceptional. Pupils develop as responsible citizens of their village and beyond. Through assemblies and their academic learning, pupils gain a strong understanding of issues such as equality, diversity and discrimination. They know how to keep themselves healthy and safe, including online. Pupils benefit from the school's carefully thought out provision for clubs and other activities. It helps all pupils to feel included. Take up of extra-curricular activity is strong, including for pupils with SEND.

The school is mindful of staff workload. For example, the school invests time to allow subject leaders to check the impact of their curriculum areas. As a result, staff feel appreciated.

Governors are skilled and know the school well. They have an accurate view of the school's performance. This helps them to shape the development of the school through the support and challenge that they offer.

Parents and carers, including those of pupils with SEND, hold the school in high regard. They are especially complimentary about the school's nurturing and caring ethos.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a small number of foundation subjects, the school's checks on pupils' retention of key knowledge are not as precise as in others. This means that pupils'

knowledge in these subjects is not as secure as leaders would wish. The school should sharpen their curricular thinking so that pupils know more and remember more in these subjects over time.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107660
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10315539
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gary Keighley
<b>Headteacher</b>	Rooney Kelly
<b>Website</b>	<a href="http://www.netherthongprimary.co.uk">www.netherthongprimary.co.uk</a>
<b>Dates of previous inspection</b>	18 and 19 December 2012

## Information about this school

- The headteacher, deputy headteacher and chair of the governing body have been appointed since the previous inspection. There have also been numerous staff changes during this period.
- The school does not make use of any alternative providers for pupils.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, the deputy headteacher and with other leaders and members of staff. They spoke with members of the governing body. They also spoke with a representative of the local authority.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in early reading, mathematics and geography. They talked with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. They observed some pupils reading to staff.
- Inspectors also considered other subjects. They discussed the curriculums with leaders and spoke with pupils about their work.
- Inspectors observed pupils' behaviour in class and as they moved around the school. They also observed pupils in the dining hall and playing outside at lunchtime.
- Inspectors spoke with two groups of pupils about their experiences at school.
- Inspectors looked at the responses to Ofsted's online survey, Ofsted Parent View, including the free-text responses. They also met with parents before school to find out their views of the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.

### **Inspection team**

Ian Shackleton, lead inspector

Ofsted Inspector

Moira Banks

Ofsted Inspector

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