



Nettleworth Infant and Nursery School

Inspection Report

Unique Reference Number 122440
LEA NOTTINGHAMSHIRE LEA
Inspection number 281265
Inspection dates 8 May 2006 to 9 May 2006
Reporting inspector Ms. Joanne Harvey LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Ley Lane
School category	Community		NG19 8LD
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01623 455940
Number on roll	301	Fax number	01623 455941
Appropriate authority	The governing body	Chair of governors	Mr. Ian Bartle
Date of previous inspection	20 June 2000	Headteacher	Mrs. Jennifer Bennett

Age group 3 to 7	Inspection dates 8 May 2006 - 9 May 2006	Inspection number 281265
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school serving Mansfield Woodhouse. It is a popular school and a large percentage of its pupils come from out of the catchment area. Fewer pupils are entitled to claim free school meals than at other schools. An average proportion of pupils have special educational needs and at present there are no pupils with a statement of educational need. Virtually all pupils are White British and all speak English. The school has been successful in achieving external accreditation from many organisations. These include The Basic Skills Agency, Quality Matters, Artsmark, Healthy Schools and Investors in People.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding and highly effective school giving exceptional value for money. The needs of the children are at the forefront of all its work. The school has an extremely clear picture of its strengths and areas for further development, although it is sometimes modest in its overall judgements it makes about itself. It was considered to be a very good school at the time of the last inspection and it has continued to flourish and develop since then. Vigorous leadership by the headteacher supported by her able staff has ensured that the personal development of pupils, the quality of the curriculum and the care provided are exceptional. As a result, children in the outstanding Foundation Stage and pupils in Years 1 and 2 progress rapidly. Standards across school are significantly higher than in most schools nationally. Teaching and learning are very good. Assessment procedures are developing, yet the school recognises that teachers need to ensure that work given to pupils, particularly the higher attainers, always matches their learning needs. Very skilful support staff work extremely closely with teachers. The school is an oasis of calm. There is an atmosphere where everyone feels exceptionally well cared for and valued. Pupils' behaviour is excellent. Parents and pupils are almost unanimous in their praise for the school. The school council has a strong voice in decisions taken about the school. There is plenty for pupils to do apart from lessons; lunchtimes and playtimes are active and joyful occasions. The success the school has had in the past and its determination to do even better mean that the capacity for sustained and future improvement is great.

What the school should do to improve further

- Ensure that work consistently provides sufficient challenge for all pupils so that they make as much progress as they can.

Achievement and standards

Grade: 1

Most children enter the school with levels of knowledge and skills which are similar to those of children nationally. They make rapid progress in Nursery and Reception and by the time they enter Year 1 children have gained the national standards and many have surpassed them. The outstanding provision made for children in the Foundation Stage prepares them exceptionally well for the next stage of their learning. Pupils continue to progress exceptionally well through Years 1 and 2 in acquiring skills in reading, writing and mathematics. Pupils who have learning difficulties make similar progress. More able children meet with considerable success. For the past few years results in national tests have been consistently well above average. In the 2005 tests, a high number of pupils in Year 2 exceeded the standards expected of them in reading and writing and a very high proportion did so in mathematics. This year targets for mathematics and English are again high. Standards seen during the inspection were exceptionally high in science, information and communication technology (ICT) and the arts.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding; pupils are mature beyond their years. One boy volunteered, 'Everything,' when asked what he liked about school. Extremely positive attitudes begin in the Foundation Stage where freedom to learn is extremely well promoted through a captivating range of activities. Elsewhere a rich curriculum and a treasure trove of playtime equipment continue to make learning fun. Playtimes are social and active occasions. Attendance is above average. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Assemblies are happy and joyful events. Care is taken to help pupils think positively about themselves, others in school and about people from other cultures; as a result pupils show respect for themselves and for others. Pupils value and respond positively to the plentiful rewards for good work and unselfish behaviour. Pupils behave extremely well and take their work very seriously. As one pupil said, any upsets are 'Sorted and stay sorted.' Through pupils' very well understood personal targets they take some responsibility for their learning. The influential school council and involvement in fund raising events broaden pupils' sense of responsibility for their community. Pupils have a good understanding of healthy lifestyles and an outstanding knowledge of how to keep safe. They are prepared extremely well for the next stages of their education and future lives. Pupils have a less well developed awareness of their responsibilities towards the environment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Stimulating lessons contribute significantly to pupils' outstanding achievement. Teachers understand that pupils learn in different ways and provide a variety of tasks which motivate them and encourage them to learn. This includes good use of computer based learning. The pupils enjoy learning for themselves very much and particularly like solving problems. Pupils benefit in lessons in which they have response partners to exchange ideas with and where sharp incisive questioning challenges them so that they need to think and work hard. Beautiful displays that value pupils' work in their classrooms and around the school further promote learning. Teaching assistants are fully involved in planning and assessment across the school and extremely effectively support those children who have additional learning needs so that they make rapid progress. The school is developing a more thorough system of assessment to monitor pupils' progress and help with planning lessons. Pupils, particularly higher attainers, are not always given work which is at the correct level for them, so that they can make even greater progress. Pupils benefit significantly from homework because it is carefully planned to further reinforce learning which has taken place in the classroom and is very well supported by parents.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Great care is taken to ensure that there is a broad and balanced range of well resourced activities which stimulate, promote and develop pupils' learning. Pupils get off to a great start in the Foundation Stage where the indoor and outdoor curriculum inspires a sense of wonder in the children and provides many exciting and challenging new ways for them to learn. Improved provision for ICT has led to a significant improvement in the children's computer based skills and has added a new dimension to their learning. The introduction of teaching through themes cleverly integrates the arts with other subjects bringing learning to life, adding enrichment and enjoyment for pupils. An interesting and relevant programme of personal, social and health education is strengthened by imaginative teaching through, for example, drama. A superb range of after-school clubs is on offer to all pupils. Every pupil in the upper school takes part in a voluntary and comprehensive programme of study support activities. These are not only helping them to make further progress in their learning but are also enabling them to discover their talents and develop important broader skills which will help them when they are older.

Care, guidance and support

Grade: 1

Standards of care and guidance are outstanding. Child protection arrangements are very thorough. Staff know pupils very well indeed and are extremely quick to notice any worries that they may have. Help is always on hand for them. Staff are extremely successful in ensuring pupils feel valued and gain in confidence. Pupils say they feel safe and happy in school. Pupils who have learning needs and other difficulties are very well supported and flourish. New pupils are helped to settle into school quickly. The school has successfully turned its attention to developing the talents and gifts of pupils through, for example, 'master classes' in writing and individual help through the very well attended study group. Pupils' work is marked regularly and always encourages them, for example, to try harder but could more often tell them what they need to do to improve. Pupils have personal targets which they know very well, which help them to improve their work.

Leadership and management

Grade: 1

Leadership and management are outstanding at all levels of the school. The school quite rightly describes its work as being forward thinking, analytical and enthusiastic. There is a proven track record of sustained high standards whilst continuing to bring about improvements in provision, giving every confidence that the school can improve still further from here. The headteacher is an outstanding role model for all members of the school community. She has been successful in creating a hardworking team who are united in their aim to provide the highest quality of education in an atmosphere where everyone feels happy, valued, cared for and respected. Teamwork is paramount,

as seen, for example, in the excellent and varied contribution made by teaching assistants to the school as a whole. Because of the high quality of information it collects, the school has a very clear picture of its strengths and areas for further development, despite its sometimes cautious approach to the overall judgements it makes. One of the main strengths of the school lies in the highly effective management. The headteacher, senior managers and subject leaders are meticulous in checking that plans are working and allocate resources accordingly. All staff respond exceptionally well to the demands placed upon them. Governors have a very clear understanding of the school and play a full role in its development. Parents are very happy with the school. From the very beginning they are given and give back great support to the school. The excellent condition of the building, the school environment and the resources to support learning arise from the astute management of the funds available and extra money the school raises. The school provides excellent value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school. You go to an outstanding school where all the adults work hard to help you to do your best in everything. They take outstanding care of you and make sure your lessons are exciting and fun. You have lots to do outside lessons which make playtimes and lunchtimes happy times of the day. It was lovely to see you all behaving so well, getting on so well together and working really hard. You make exceptional progress from the minute you come into the Nursery to when you leave the school at the end of Year 2 and reach standards which are much better than most pupils at other schools. The school is going to make sure that you are all challenged in your work, especially those of you who find your learning easier because the school is determined that you will do even better! We would like to wish you the very best for the future.