

# Netherton Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	107612
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	287868
<b>Inspection dates</b>	3–4 July 2007
<b>Reporting inspector</b>	Robert Robinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Pufal
<b>Headteacher</b>	Mrs E Morris
<b>Date of previous school inspection</b>	10 June 2002
<b>School address</b>	Netherton Moor Road Netherton Huddersfield West Yorkshire HD4 7JE
<b>Telephone number</b>	01484 222812
<b>Fax number</b>	01484 222812

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school. Most pupils are of White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. An above average proportion of pupils have statements of special educational need. The socio-economic circumstances of the area are average. The school has gained the Activemark, Artsmark and National Healthy School Awards.

## 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 school which is led and managed extremely well. Standards by the end of Year 2 are well above average because the quality of teaching and learning and pupils' personal development are outstanding. The school has improved since its last inspection. However, accommodation difficulties have still to be resolved in order to improve library, storage and small group work facilities. Parents are very appreciative of the education the school provides for their children. Typical comments include, 'Teaching is excellent along with concern for children's well-being and emotional development', 'strong and competent leadership' and 'lovely atmosphere'.

An extremely well-planned and interesting curriculum enables pupils to achieve very well. Provision in the Foundation Stage (Nursery and Reception) is good because children are taught well and have a great start to their schooling. By the time pupils enter Year 1 they are highly motivated to learn. They continue to benefit from good or better teaching in Years 1 and 2. The teaching is extremely well organised. Strengths in the management of pupils results in harmonious relationships and high standards of behaviour. Literacy skills are developed extremely well in other subjects. The school ensures that all pupils have equal opportunities to make brisk progress, including those with learning difficulties and/or disabilities and the very few pupils learning English as an additional language.

Spiritual, moral, social and cultural development is outstanding. Pupils really enjoy coming to school and attendance is good. Pupils respond very well to the first rate, supportive care they receive. Their attitudes to learning are exemplary. Pupils relish attending after school activities and educational visits. They feel safe and trust all the adults they come into contact with. They know how to maintain a healthy lifestyle. Pupils are well prepared for future learning because of their thorough acquisition of basic skills and their outstanding behaviour and attitudes to work.

The headteacher and deputy headteacher lead and manage the school extremely well. They have the full support of a highly effective governing body and capable staff. All leaders have a clear vision of what needs to be done to maintain standards and to take the school forward. The maintenance of high standards since the last inspection, the commitment of the staff and the strengths in the leadership and management provide the school with outstanding capacity to continue to improve.

### What the school should do to improve further

- Find ways to improve the accommodation in order to enhance library, storage and small group work facilities.

## Achievement and standards

### Grade: 1

Pupils' achievement from entry to the Nursery to the end of Year 2 is outstanding. Attainment on entry to Nursery is in line with national expectations. Pupils make good progress in the Foundation Stage. By the time they start Year 1, standards are above those normally expected in all areas of learning. Pupils, including those with learning difficulties and/or disabilities, continue to make good progress overall in Years 1 and 2. Standards by the end of Year 2 have been significantly above average in reading, writing and mathematics since the last inspection.

The attainment of the present group of pupils in Year 2 is exceptionally high and the results of the 2007 national tests are much higher than those in previous years.

## **Personal development and well-being**

### **Grade: 1**

Pupils love coming to school and this is reflected in their above average attendance, impeccable behaviour, high levels of concentration and their exceptionally good attitudes to learning. Firm foundations for personal and social development are established in Nursery and Reception. Children are encouraged to become independent, confident and cooperative right from the start and this stands them in very good stead for later years. In Years 1 and 2, pupils are good listeners and show considerable courtesy and consideration for their years. All classes benefit from regular sessions of discussion on issues such as 'What makes me special?' As a result, pupils learn how to express their views, which prepares them well for the next stage of their education. Great emphasis is given to promoting healthy and safe living and the school has achieved the Healthy School and Activemark Awards. Pupils therefore understand the importance of a healthy diet, exercise and lifestyle. The school has a very strong ethos that encourages care and tolerance and fosters self-esteem.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching is outstanding because it is consistently good with pockets of outstanding teaching resulting in pupils making very good progress in their learning. Lessons are planned very well to interest pupils and to challenge them at each level of attainment. A strong element of the teaching in all classes is the encouragement of pupils to work with partners and in groups so they learn social skills. Teachers question pupils astutely to check their understanding and to push on their learning. The youngest children thrive in the good learning environment in the Nursery. Older pupils appreciate the many opportunities for practical investigations and creative activities. Teaching assistants are used very well to assist the learning of pupils with learning difficulties and/or disabilities, particularly those with specific needs. Pupils at all levels of attainment benefit greatly from generous levels of adult help in small group work, although adults' role in whole-class teacher-led discussions is often limited.

Thorough assessment of pupils' work helps teachers to plan their next step of learning. The marking of pupils' work is good and consistent. Whole-class targets are set to spur pupils on to improve their work. For example, 'I can use conjunctions like 'because', 'so' and 'when' to join my ideas in my sentences'. Pupils are proud when the class displays show they have reached their goal by 'their rocket landing on the moon.'

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum matches the interests of all pupils very well and fully meets requirements. In the Foundation Stage, children have a good practical curriculum with ample opportunities for outdoor learning. Reading skills are developed very well through frequent opportunities to read to adults. Strong emphasis on personal, social and emotional development prepares these children well for future learning. Throughout the school, emphasis is placed on investigative and creative work. Mathematical learning benefits from practical tasks and expectations of

pupils to record the results of their investigations. Teachers skilfully encourage pupils to develop their writing in other subjects as well as to use art to enhance the presentation of work. For example, in science, pupils described in detail small creatures they had observed and drew delightful representations of snails' shells using metallic crayons on black paper. Information and communication technology is used well to assist learning, although pupils have too few opportunities to search for information from books and the Internet as library facilities are limited. Visitors and visits provide excitement in learning, for example, when pupils learnt about Indian dance and when they visited a museum and took on the roles of Tudors. Written work resulting from these activities was impressive.

## **Care, guidance and support**

### **Grade: 1**

Child safeguarding procedures are fully in place. Health and safety, and risk assessment procedures promote a safe environment. Parents and pupils agree that children are looked after extremely well. The school takes great care of its pupils so they blossom in the calm and well-ordered community. Staff know their pupils very well indeed and there are very good measures in place to see that the needs of all children are met. For example, children who find difficulty in concentrating benefit from regular, calming Tai Chi sessions at the start of the day to help them settle to work. A key strength of the school lies in the inclusion of all pupils; the school goes the extra mile in providing for pupils with learning difficulties and/or disabilities, despite the limitations imposed by the building. The expertise of outside agencies is drawn upon to ensure that pupils with specific needs are well for catered so that they, too, can enjoy all that the school offers. Very good systems are in place to track the academic progress of each pupil to ensure that the necessary steps are taken when individuals need additional help. Consequently, pupils make very good progress.

## **Leadership and management**

### **Grade: 1**

The headteacher and deputy headteacher lead by example and know the school extremely well, as evidenced by the accurate and rigorous school self-evaluation. They are supported extremely well by capable senior teachers and subject coordinators. Secure systems are in place to underpin the quality of the teaching and to foster the very good behaviour and attitudes. Day-to-day management by administration staff is efficient and unobtrusive. There is a strong sense of teamwork among all staff and senior managers, with clearly defined roles and responsibilities. All aspects of the school's work are closely monitored and stringently evaluated to ensure maximum impact on standards so as to provide outstanding value for money. Comments from parents reflect how well the school is respected in the community. Governors are committed and increasingly well informed about the school, providing a very good level of support and challenge. The staff manage the limitations of the accommodation with great professionalism. The governors have identified precisely what needs to be done to improve the quality of the accommodation, though funding is unavailable at present to put their plans into action.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Netherton Infant and Nursery School, Huddersfield, HD4 7JE

Thank you for welcoming Mrs Walker and myself to your school. We enjoyed the two days we spent with you and our discussions. Your school is an outstanding school which is led extremely well by the headteacher, deputy headteacher, other staff and governors.

We were very impressed by your outstanding behaviour and interest in lessons. Staff look after you extremely well and we were pleased that you get on so well together. The standard of your work by the time you leave the school is exceptionally high. This is because you are taught very well and make very good progress. The accommodation is cramped, although you make best use of it. I have asked the governors to find ways to improve the library, storage and small group work facilities.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to work with the headteacher and other staff to help them to continue to improve the school. We wish you well for the future.