



# Netherfield Primary School

## Inspection Report

**Unique Reference Number** 134930  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 294225  
**Inspection dates** 18–19 January 2007  
**Reporting inspector** Richard Cheetham

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

<b>Type of school</b>	Primary	<b>School address</b>	Ashwell Street
<b>School category</b>	Community		Netherfield
<b>Age range of pupils</b>	3–11		Nottinghamshire NG4 2FQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 9870677
<b>Number on roll (school)</b>	392	<b>Fax number</b>	0115 9110499
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Susan Phythian
		<b>Headteacher</b>	Mr Stephen Fitzpatrick
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	18–19 January 2007	294225

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Netherfield Primary School is larger than average and was formed in September 2005 from the amalgamation of an infant and a junior school. It is currently on two sites and will move to one site when the new building is opened in September 2007. Nearly all the pupils are from White British backgrounds with a few from minority ethnic backgrounds, some of whom are at an early stage of learning English. Attainment on entry to the nursery is well below that of children of similar age. The school serves an area of social disadvantage and the proportion of pupils entitled to free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has recently been designated as a children's centre.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and that the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school's amalgamation has been complex and challenging. Staff have worked hard to establish the new school and this has contributed to them not paying enough attention to raising pupils' achievement. However, the main reason for leadership and management being inadequate is that the senior staff have not rigorously evaluated the school's performance to bring about sustained improvement. Responsibilities have not been effectively delegated. Senior staff have not remedied weaknesses in pupils' progress. Subject leadership is unsatisfactory because evaluation is weak and pupils are not making the progress that they should. Governors provide good support but have not challenged the school to do better because the evaluations they receive lack clarity.

Pupils' achievement is inadequate and standards have recently declined except in the Foundation Stage where children now make good progress and reach average standards by the start of Year 1. This is because of good teaching and effective leadership in this part of the school. In the rest of the school, pupils reach low standards and make unsatisfactory progress in English and mathematics, and poor progress in science. This is because teaching is unsatisfactory. Teachers do not use assessment effectively to set realistic targets, have low expectations and have inadequate subject knowledge in science. There is evidence of some improvement in writing in Key Stage 2 as a result of recent initiatives. Some pupils are reluctant to read and this contributes to their slow progress, but teaching does not help them overcome this. Pupils' numeracy skills are weak but now that pupils are practising more, skills are slowly improving. A few pupils with more severe learning difficulties and disabilities make good progress because they are supported well. However, most pupils with learning difficulties or disabilities make unsatisfactory progress because provision is not managed well enough.

The school provides a good curriculum for children in the Foundation Stage. Teachers promote learning well because children's needs are accurately assessed and learning activities engage them. The curriculum is inadequate in the rest of the school, especially in Key Stage 1. This is because it does not match pupils' needs and interests well enough. The school provides good pastoral care for its pupils. Systems to manage behaviour are good. There are improved systems for tracking pupils' academic progress, but these are not used well enough.

Pupils' personal development and well-being are satisfactory. Although attendance is just below the national average, it has significantly improved because of the school's efforts. Most pupils get some enjoyment from their education; particularly from practical and physical activities. Some older pupils find some aspects of learning boring and repetitive. They are safe when playing and working and have a good appreciation of

healthy lifestyles. They make a good contribution to the community. Because of their low attainment in basic skills, they are inadequately prepared for later life.

### **What the school should do to improve further**

- Raise achievement in English, mathematics and science by using assessment information to ensure that learning builds on previous knowledge and skills
- Improve the quality of teaching and learning by: providing more challenge; improving teachers' knowledge of science and by enabling pupils to reach their short term targets
- Provide a curriculum that meets pupils' needs and interests, particularly in Key Stage 1
- Strengthen leadership and management by more effective delegation of responsibilities and rigorous monitoring and evaluation of teaching, learning and pupils' progress

## **Achievement and standards**

### **Grade: 4**

Children start the Foundation Stage with standards well below those of similar aged children and go on to make good progress, particularly in physical development. When they start Key Stage 1, most have reached average standards except in communication, language and literacy where they are below average.

Progress falters in Key Stage 1, especially in Year 1, and by Year 2 standards are well below average in English and mathematics and very low in science. The school has started to tackle this lack of achievement but staff's efforts have not yet brought about an improvement. Boys' underachievement is recognised as a school priority, but their specific difficulties are not being remedied.

Pupils make slow progress in Key Stage 2. Standards by the end of Year 6 are below average in English and mathematics. Pupils make slower progress in reading than in writing where pupils are reaching higher standards but are still below average. They are making slightly faster progress than previously in basic number skills as a result of changes in teaching. Standards in science are particularly low because investigative work is not taught well and teaching does not capture pupils' interest.

A few pupils with more serious learning difficulties and disabilities make good progress because their needs are accurately assessed and met. However, most other pupils make slow progress because continuing support is not based on accurate assessments.

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

### **Grade: 3**

Pupils' personal development and well-being are satisfactory overall and good in the Foundation Stage where their social and emotional development is a high priority. Pupils become more self-confident and develop satisfactory attitudes to learning because staff help them feel valued. Pupils are friendly and behave satisfactorily.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils enjoy practical activities and learning about other countries and faiths. Pupils have a good understanding of healthy eating and make sensible lunch choices. They understand the benefits of exercise and participate in games enthusiastically. Through the school council, pupils have made a good contribution to the school community over time and make decisions such as changes to play times. They sometimes work in teams to prepare them for future life but their lack of basic skills does not prepare them well for the next stage of their education. Attendance is below average but has recently improved significantly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning in the Foundation Stage are good because lessons are planned well and have a well-balanced range of activities. Teaching and learning in the rest of the school are inadequate. Expectations of what pupils can achieve are not high enough and their progress is unsatisfactory. Pupils demonstrate a capacity to learn at a faster rate than the usual pace of lessons. They recognise some of their lessons are dull largely because of limited opportunities for them to be active and independent learners. In science lessons, they mostly watch the teacher carry out the experiments that they should do for themselves.

Teachers plan soundly and manage behaviour well, but the promotion of learning is often ineffective. They ask questions of the whole class and do not question selectively to check on everyone's understanding and progress. Assessment information is not used effectively to plan learning opportunities to challenge pupils as much as possible. Marking and short term targets are not used effectively to promote learning.

### **Curriculum and other activities**

#### **Grade: 4**

The curriculum is unsatisfactory. The school sees the need to plan much more engaging activities and the benefit of this change in approach can be seen in the Foundation Stage. However, in other classes improvement is limited, particularly in Key Stage 1. Here planning is weak although improving in Year 2. Slow progress on making planning coherent is partly due to the previous practice of separate class planning. Planning in Key Stage 2 is more established but activities do not motivate or capture the interest of pupils and therefore lack impact in raising overall achievement. Developing the curriculum in science is restricted by teachers' weak subject knowledge. The provision for literacy and numeracy has improved and is adequate, but pupils' access to information and communication technology is restricted by temporary accommodation. Enrichment activities are satisfactory with more provided for older pupils who enjoy lunchtime and after school clubs including sports and art.

## Care, guidance and support

### Grade: 3

Care, guidance and support are satisfactory overall. Pupils receive good pastoral support and parents greatly appreciate this part of the school's work and its work generally. The breakfast club is improving punctuality and there are very effective systems for improving attendance. The school makes good use of outside agencies, for instance to raise awareness about staying safe. The school is effective in managing behaviour and most pupils respond well. Pupils with more severe learning difficulties and disabilities are included well in lessons but support for others is unsatisfactory because their progress is not tracked rigorously. The school is committed to pupils' safety and staff are vigilant over pupils' safety at break times. Pupils know who to go to if and when they need help. The tracking of pupils' academic progress is unsatisfactory because it is not being used well enough to improve their progress.

## Leadership and management

### Grade: 4

Leadership and management are unsatisfactory. Consultation on changes is good and the budget now balances. The process of establishing school-wide systems has begun. Staff have been deployed effectively to strengthen teaching. The headteacher has organised the movement of staff, resources and pupils well and is planning for the new building.

However, efforts have been spread thinly and not prioritised well to give enough emphasis to improving pupils' achievement. As a result, the school's leadership has not helped pupils make enough progress although the Foundation Stage is an exception. Here, expectations are high, accommodation difficulties have been overcome and staff's efforts well-orchestrated.

The delegation of senior staff's responsibilities does not fully reflect the breadth of the school's priorities. Although monitoring and evaluation is part of the senior staff's remit, procedures lack rigour. For instance, the quality of teaching is judged too highly because it is not linked to learning or pupils' progress. Governors actively support the school and have helped resolve a range of issues including staffing. However, their impact is blunted by inaccuracies in the school's evaluation of its performance. The school improvement plan is helping to unify the school but the outcomes are not related closely enough to ensuring there are improvements in pupils' achievement. The limitations of the school's self evaluation mean that it is not well-placed to take the urgent action necessary to raise standards





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
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	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

22 January 2007

Dear Children

Netherfield Primary School, Ashwell Street, Netherfield, Nottinghamshire NG42FQ

Thank you for welcoming us to your school recently. We enjoyed listening to your views, watching you learn and looking at your work.

I am writing to tell you what we found out about your school.

You are coping well with all the changes that are happening to your school and we know that you are looking forward to getting settled into the new building. We saw you playing enthusiastically together at play time and we know that your sports teams do well. We know that you enjoy getting rewards for good behaviour, that you make sensible choices about what to eat and that the school council helps to make improvements.

We think that you should be making much more progress, especially in English, mathematics and science. We were impressed at how well children in the Foundation Stage are doing and the rest of you can do as well. So we have asked the headteacher and the other adults to help you. We want them to check more carefully how well you are doing and how well the school is doing in general. We have asked them to make lessons more interesting for you and to expect more of you. With all the work involved with setting up your new school, we have asked the headteacher to organise the work of the senior staff more effectively.

In order for all this to happen quickly, we feel that the school should be given more help. So inspectors will come back to the school soon to look at the progress you are all making and you can help by trying your best.

We wish you well for the future.

Richard Cheetham

Lead Inspector