

Netherfield Infant and Nursery School

Inspection report

Unique Reference Number	122498
Local Authority	Nottinghamshire
Inspection number	340160
Inspection dates	29–30 September 2009
Reporting inspector	Terry McDermott

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	John Hind
Headteacher	Lucy Stancliffe
Date of previous school inspection	6 June 2007
School address	Netherfield Lane Meden Vale Mansfield
Telephone number	01623 842683
Fax number	01623 843755
Email address	head@netherfield-inf.notts.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at documents including the school's assessment files, governing body minutes, monitoring files, the school's development plan and self evaluation form, and documents relating to how the school supports its vulnerable pupils. The responses made by 15 parents to the Ofsted questionnaires were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- whether all pupils, including those with special educational needs and/or disabilities, make progress
- whether the school meets the requirements for community cohesion and the regulations for safeguarding and child protection
- the effectiveness of the Early Years Foundation Stage
- whether the school had addressed the areas identified for improvement at the last inspection.

Information about the school

This small school serves the village of Meden Vale, an area of social and economic disadvantage close to Warsop. Its Early Years Foundation Stage comprises of a Reception class, and morning and afternoon Nursery classes. The proportion of pupils eligible for free school meals is broadly average. The proportions of pupils with additional needs, or with statements of special educational need, are broadly average. The proportion of pupils from a minority heritage is low. No pupils in the school speak English as an additional language. The school holds several awards including Active Mark and the Healthy Schools Award. A new headteacher has been in place since September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils make consistently good progress because teaching is good, and because all adults are fully committed to ensuring the safety and well-being of every pupil. The school functions smoothly on a day to day basis and presents a calm and welcoming learning environment. It has sustained the strengths noted at the last inspection, and has developed others through addressing the areas noted for improvement. Pupils speak enthusiastically about their targets for learning in reading and writing; they say they like the practical aspects of learning when subjects are linked together. The level of improvement seen in reading and writing is not matched in mathematics.

Pupils make consistently good progress both personally and academically. When children join the Nursery their skills are much lower than normally expected, particularly in communication, language and literacy, and in problem solving and numeracy. By the time pupils leave school at the end of Year 2 their attainment is broadly average. No group of pupils is achieving significantly less well than any other. The school's reliable and detailed tracking system demonstrates convincingly that year on year academic fluctuations are due to normal variations within cohorts, exaggerated by the small numbers in that cohort. The system also records and demonstrates the good personal development of pupils as they become confident to speak about keeping healthy, staying fit, and remaining safe. They are well prepared for the next stage of their education.

The quality of teaching is good, though occasionally pupils are not challenged enough. Some higher attaining pupils say they find most work 'easy'. The curriculum is good and gives pupils many opportunities to develop the skills they have learned in one subject across a range of other interesting topics. The school takes good care of its pupils and meets the current requirements for safeguarding well. Its good links with parents and families have built trusting relationships over several years. This ensures that any issues arising can be dealt with openly, quickly and sympathetically. Parents hold the school in high regard.

The school's capacity for sustained improvement is good. Issues identified for improvement at the last inspection have largely been sorted out, because senior leaders have focused effectively on them over the last two years. The school's good assessment system gives accurate information which is used well to give prompt and effective support for small groups of pupils who need it. The system underpins the school's accurate self evaluation. The information is not used with sufficient rigour in all lessons to plan work which challenges pupils at the limits of what they already know and can do. The monitoring of lessons does not focus sharply enough on evaluating good

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

learning. The governing body supports the school well but does not hold it sufficiently to account for further improvement. Much of the load of governance is carried on a few willing shoulders.

What does the school need to do to improve further?

- Improve the quality of pupils learning and increase their rate of progress by:
 - ensuring that challenging tasks are set consistently in all lessons, but especially for higher attaining pupils and in mathematics.
 - monitoring lessons with greater consistency to check that good learning is happening more often in all lessons.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy being in school. Their happy smiling faces are testament to this. Their spiritual, moral, social, and cultural development is good, as they rapidly pick up on the positive role models of tolerance, respect and fairness provided by the staff. They know the difference between right and wrong, and listen thoughtfully when others speak. They quickly develop good attitudes to learning because behaviour management is good, and this makes a positive contribution to their good progress. Pupils told inspectors that they like lessons where 'teachers get us to do things', though some also said that they found work easy. They said that they feel safe because 'teachers look after us properly' and they enthusiastically describe how they 'eat good food and do plenty of running to grow up strong'. Pupils wear their uniforms proudly and contribute strongly to the team spirit within the school. Attendance is broadly average, but in this small school is affected by a small number of persistent absentees. Pupils are properly equipped for moving into the next stage of their education.

In 2008, validated teachers' assessment showed that attainment at the end of Year 2 was broadly average overall, being a little better than average in mathematics, average in writing, and close to average in reading. Unvalidated teacher's assessments for 2009 show similar attainment. For all of these pupils, when considering their low starting points, this represents good achievement overall. The school's own tracking systems shows that pupils make less progress in mathematics than in reading and writing, often those who are higher attainers. Pupils with special educational needs and/or disabilities make similar progress to their peers because of the good support they receive. Learning and progress as seen in lessons was good, because teachers encouraged pupils to work independently and deployed teaching assistants well to support.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and learning is good. Some examples of outstanding practice were seen, and this helped pupils to make rapid progress. In a small number of other lessons however, progress slowed unnecessarily as teachers did not set appropriately challenging work for all pupils, some becoming restless and uninterested, rather than remaining active and focussed learners. All lessons are characterised by the excellent trusting relationships between pupils and adults, and by the excellent work of classroom assistants who support pupils proactively as needed. Teachers assess what pupils know and can do accurately. This enables them to track pupils' progress accurately across all subjects, so that any misunderstandings are quickly identified and addressed. Pupils are routinely expected to work independently and this encourages them to think for themselves. Work is marked appropriately for the age of the pupils and teachers clarify explanations of how pupils can improve by giving them easily understandable targets.

The curriculum is good, with a strong and necessary focus on improving pupils' literacy and numeracy skills. Pupils' horizons are broadened through topic work which pulls together several other subjects, such as science, art, and English, for example on the fortieth anniversary of man's first landing on the moon, pupils drew and modelled the lunar rover, studied the moon and planets and how they move in relation to each other, and wrote about Neil Armstrong. Pupils say they like this sort of work.

The school's arrangements for the care, guidance and support of pupils are good. Staff know the pupils and their parents well, and detailed academic and pastoral records are securely maintained. A strong programme of personal, social and health education raises pupils' awareness of the risks and dangers they face.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The dedicated staff and governors share a common vision of doing their very best for the pupils. The new headteacher has quickly identified what changes need to be made to make this vision a reality. She has inherited a stable and enthusiastic staff team, whose morale is high and who are seeking to improve.

The school's self evaluation is accurate, though the existing plans for development and improvement are bland and lack rigour, because they do not focus enough on pupils' learning. The monitoring of lessons and of the learning taking place in classrooms lack sharpness, because they have been too infrequent.

Provision for the promotion of community cohesion is good. The school works hard and successfully to ensure that all forms of inequality are addressed and that pupils learn to value diversity. The effective partnerships the school has with parents and other outside professional agencies underpins this.

Statutory requirements are met in respect of safeguarding. Clear management responsibilities are in place, as are all relevant policies and procedures. Child protection training is updated annually and staff are aware of the procedures to follow in the event of a disclosure by a pupil.

Governance is satisfactory. The Chair and some other members of the governing body give unstinting support and encouragement to the school, and ensure that all statutory responsibilities are met. However, they have not held the school sufficiently to account for the average standards reached by pupils. Nonetheless, because pupils make consistently good progress, the school gives good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children enter the Nursery, their skills are low when compared with what is normally expected for their age. Their interpersonal, speaking, reading, writing and calculating skills are particularly weak. However, because of the school's good links with parents, the children settle into the routines of the Nursery very quickly and are soon off on their learning journeys.

Provision for learning is good. Good teaching, a clear focus on building literacy and numeracy skills, and a colourful and interesting range of indoor and outdoor activities grab children's attention. They play and learn together harmoniously, select their own learning activities, and move around calmly and without argument. Enthusiastic and skilful staff provide tasks and activities which children enjoy, find memorable, and which ensure progress.

Leadership and management are good. Staff work well together, and track children's learning conscientiously. They use this information to provide tasks which accurately meet children's needs, helping them to make good progress throughout the Early Years Foundation Stage. Children are safe and welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Fifteen parental questionnaires were returned during the inspection, all of which were fully supportive of the school's work, though a very small number raised a concern about security. Inspectors looked at this and found the new headteacher had already begun to take action to rectify this. Inspectors also reported their findings to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

representatives of the governors, the local authority, and the leadership team at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Netherfield Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 15 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	80	3	20	0	0	0	0
The school keeps my child safe	10	67	2	15	1	7	0	0
The school informs me about my child's progress	5	33	9	60	0	0	0	0
My child is making enough progress at this school	7	45	8	55	0	0	0	0
The teaching is good at this school	7	45	7	45	0	0	0	0
The school helps me to support my child's learning	5	33	9	60	0	0	0	0
The school helps my child to have a healthy lifestyle	7	45	8	55	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	3	20	12	80	0	0	0	0
The school meets my child's particular needs	7	45	8	55	0	0	0	0
The school deals effectively with unacceptable behaviour	5	33	7	45	0	0	0	0
The school takes account of my suggestions and concerns	5	33	10	67	0	0	0	0
The school is led and managed effectively	8	55	7	45	0	0	0	0
Overall, I am happy with my child's experience at this school	10	67	5	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2009.

Dear Children

Inspection of Netherfield Infant and Nursery School, Meden Vale, Mansfield, NG20 9PA.

Thank you for being so pleasant and welcoming to us when we inspected your school. We were struck by your smiling, happy faces and the way you behave so well and look after each other around school. I particularly liked being with you at lunchtime, watching you all tuck in to your delicious dinners so sensibly! I would particularly like to thank those of you who gave up their time to talk to me.

We found that Netherfield is a good school, where adults pay really close attention to making sure that you are settled, safe and learning well. This helps you to make good progress, every year, in the subjects you study. It also ensures that you develop well into sensible young people.

However, the school could do some things even better, and these would help you to learn more and reach higher standards than you do now. So I want the school to do the following things:

Make sure that in all lessons each of you is set work which you don't find too hard or too easy, but which you find interesting and which makes you think, especially in mathematics

The headteacher and her assistants check more closely that you are all making the best possible progress in every lesson.

You can play your part in helping the school to get better by coming into school regularly, and by continuing to be the hard working young people you already are.

Yours faithfully

Terry McDermott

Lead Inspector.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.