

# 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>	354348
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Marie Cordey

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 of pupils on the school roll</b>	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>	3 July 2007
<b>School address</b>	Netherton Moor Road Netherton Huddersfield HD4 7JE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed six teachers. They held meetings with a governor, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's updated self-evaluation evidence, the school improvement plan, internal and external monitoring of the school. They analysed 94 questionnaires from parents and carers as well as 16 staff questionnaires.

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

- the quality of teaching in engaging and challenging pupils
- the provision and outcomes in the Early Years Foundation Stage
- the contribution of leaders and managers to improving pupils' outcomes.

## Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are White British. There are a small number of pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. The school has achieved Healthy School status and Artsmark Silver award for its art provision.

**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. The Early Years Foundation Stage is also good. Children learn very happily because they are well cared for and stimulated by lots of learning through play. Parents and carers of children across all ages typically comment, 'This is a very well led and managed school that really cares for the children, creating a great environment for learning.' Pupils are very keen to welcome visitors and to tell them about, 'our happy school'. Leaders and governors are committed to making a difference to pupils' lives and this is reflected in pupils' well above average attainment and their outstanding commitment to keeping themselves healthy. As one parent comments, 'The school uses innovative ways to get the pupils to be healthy'. Pupils enjoy school life but, despite the school's efforts, their attendance has declined and is now average because there are families taking their children on holiday in term time.

Pupils' attainment has been well above average for a number of years and attainment for more able pupils is now improving securely, especially in reading. This is because of senior leaders' effective strategies, based on good self-evaluation procedures that have broadened the curriculum and provided more challenge in lessons. These good measures and the sustained above average attainment indicate the school's good capacity to maintain improvement. The school is also beginning to improve attainment for more able pupils in writing but this is not yet fully embedded. The school has accurately identified the need to provide further stimulation and appropriate challenge in lessons in order to raise attainment in writing for these pupils. Pupils with special educational needs and/or disabilities make good progress because of a close focus on their specific needs. Teaching is good and lessons are well planned so that pupils not only acquire knowledge and skills well but also become excited about learning. Occasionally, teaching is less effective when pupils spend too much time sitting on the carpet and when work is not matched closely enough to the needs and interests of each pupil. Assessment to support pupils' learning is good and much improved because of clear systems to inform pupils about how they are doing in their work as well as how they can make it better. This school provides good value for money and has made good improvement since the previous inspection.

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

- Raise the attainment of more able pupils in writing so that it matches their attainment in reading by:
  - providing more challenging and stimulating writing activities in lessons

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- ensuring activities for writing match the needs of higher attaining pupils.
- Improve attendance by engaging with parents and carers to reduce the number of absences caused when families take breaks in term time.

## Outcomes for individuals and groups of pupils

2

Pupils thrive in lessons where they use a range of skills and activities to excite their curiosity for learning. For example, in a Year 2 class, pupils were impatient to find as many 'wow' words as they could to describe a special friend. Challenging, skilful teaching stimulated pupils, who used words such as, 'delightful', 'sparkling' and 'trustworthy' in their pen portraits. Pupils make good progress from their above average starting points in Year 1 and achieve well. Pupils' work and recent teacher assessments at the end of Year 2 indicate well above average attainment. Over half of pupils attain the highest levels in reading reflecting the school's concentration on improving reading through good quality resources and focused teaching. As a result, all pupils relish reading and speaking about a wide range of literature and non-fiction texts. Pupils with special educational needs and/or disabilities and pupils whose circumstances have made them vulnerable are quickly identified and provided with good support.

Pupils are well behaved and courteous because they are valued as individuals. They are also confident and considerate. Pupils are eager to represent their school and take on positions of responsibility such as class monitors, 'buddies' and 'trainee receptionists'. Their spiritual, moral, social and cultural development is good and they are particularly aware and knowledgeable about different groups in their community. They are involved in the local community through sporting activities and strong links with neighbouring schools. Pupils are generous fund-raisers, although their involvement in the wider community across the United Kingdom is limited. This is an area the school is working to improve. Pupils feel safe and comment on how well they are cared for by all adults in the school, including administrative staff. Good preparation for transferring to junior school, good social skills and well above average attainment prepare pupils well for their future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Most lessons are good and provide a broad range of activities that appeal to pupils' interests. For instance, Year 1 pupils enjoyed the challenge to move on to telling the time in hours and minutes rather than just by hour in a stimulating numeracy lesson. They further developed their understanding by linking time to their own lives by thinking about punctuality and special events, such as birthdays. Positive relationships and, mostly, high expectations characterise teaching and contribute to pupils' good learning. Lesson planning is generally well matched to the needs and interests of each pupil but, occasionally, planning is insufficiently challenging. Teaching assistants work closely with class teachers to support pupils with special educational needs and/or disabilities and help them learn well. This is because support is based on the needs of the individual and ranges from one-to-one attention to small group work.

The curriculum is enjoyable because it is planned around pupils' acquisition of knowledge as well as the skills needed to apply that knowledge. It is particularly effective in meeting the needs of the most vulnerable pupils because of its concentration on emotional well-being. Occasionally, overuse of worksheets narrows the range of writing opportunities for pupils, especially the more able. Pupils' art work is of a high standard and pupils are rightly proud of their expertise in pottery and art. There are very attractive displays around school that provide a welcoming and positive learning environment. Pupils relish the many enrichment activities and are particularly keen on attending extra activities in sport, art and dance.

Senior leaders are proud of their undoubted effectiveness in working as a team. This is particularly evident in their partnerships with outside agencies, such as social services and speech and language therapists, to meet the needs of individuals. Pupils who have special educational needs and/or disabilities are more confident and self-reliant because of carefully targeted support. Strong links with local schools help to prepare pupils well for the next stage in their school life.

*These are the grades for the quality of provision*

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
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<p><b>The quality of teaching</b> Taking into account: The use of assessment to support learning</p>	<b>2</b>
	2
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<b>2</b>
<p><b>The effectiveness of care, guidance and support</b></p>	<b>2</b>

## How effective are leadership and management?

All staff share a clear aim to improve pupils' outcomes because of the headteacher's and governors' clear ambition and high expectations. As one parent comments, 'I have always felt welcomed by the staff and especially the headteacher to this fabulous school'. Governors are supportive and involved in school life and many work with pupils either as volunteers or as part of reviewing the school's performance. Governors ensure that safeguarding procedures are good and that there are effective systems to protect pupils.

Good partnerships with outside agencies such as sporting and community groups provide a sharp focus on pupils' enjoyment and achievement in all aspects of school life. Monitoring and evaluation is robust and has led to effective intervention to improve pupils' progress. Pupils meet, and sometimes exceed most of their challenging targets. Equality of opportunity for all and tackling discrimination are promoted well and they are at the heart of the school's character. Pupils are given equal chances to succeed. Gaps in the attainment of the more able pupils are narrowing. Community cohesion is positive because leaders recognise its value in developing pupils' awareness and understanding of their place in the school and the community. The school recognises the need to promote pupils' awareness of global communities.

*These are the grades for leadership and management*

<p><b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning</p>	<b>2</b>
	2
<p><b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b></p>	<b>2</b>
<p><b>The effectiveness of the school's engagement with parents and carers</b></p>	<b>2</b>
<p><b>The effectiveness of partnerships in promoting learning and well-being</b></p>	<b>2</b>
<p><b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b></p>	<b>2</b>
<p><b>The effectiveness of safeguarding procedures</b></p>	<b>2</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>                  Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with skills that are variable but typically those expected for their age overall. By the time they leave the Reception class most children exceed expectations in all areas of learning and make good progress. This can be seen, for example, in children's confidence and self-esteem because of excellent arrangements to welcome children to the setting and the good care provided for them. Requirements for their safety, health and welfare are fully met. A wide range of well-prepared activities encourages children to explore and enjoy their learning. Role play gives them a chance to bloom and they happily converse as shopkeepers, chefs and waiters. Good teaching ensures that children become very skilful in counting, linking sounds and letters and learning through play. Outdoor activities are more limited, particularly when developing children's independence and their physical development. The Early Years Foundation Stage leader is dynamic in her commitment to the children's lives and in motivating all staff in the setting. Children learn happily because they are well cared for and nurtured.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The number of completed questionnaires was high when compared with the size of the school. The vast majority of parents and carers who responded through the completed questionnaires were happy with the school's provision and indicated that their children enjoyed school. The vast majority of parents and carers also agreed that the school helped their child to have a healthy lifestyle and inspectors judge that this aspect is outstanding. There were a small number of concerns about behaviour but inspectors found no evidence to support these. The school is working hard to involve parents and carers more in their child's learning and to increase parental involvement in school life.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Netherton 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	70	27	29	1	1	0	0
The school keeps my child safe	64	68	25	27	3	3	0	0
The school informs me about my child's progress	42	45	45	48	7	7	0	0
My child is making enough progress at this school	50	53	39	41	4	4	0	0
The teaching is good at this school	63	67	28	30	2	2	0	0
The school helps me to support my child's learning	46	49	39	41	8	9	0	0
The school helps my child to have a healthy lifestyle	53	56	38	40	2	2	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)	51	54	37	39	0	0	0	0
The school meets my child's particular needs	43	46	45	48	3	3	0	0
The school deals effectively with unacceptable behaviour	44	47	43	46	4	4	2	2
The school takes account of my suggestions and concerns	40	43	43	46	6	6	0	0
The school is led and managed effectively	59	63	33	35	2	2	0	0
Overall, I am happy with my child's experience at this school	61	65	29	31	3	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



2 July 2010

Dear Pupils

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

It was a great pleasure to visit your school. The inspection team thoroughly enjoyed our time with you and listened carefully to what you had to say. You told us how much you enjoy school life. Yours is a good school and your determination to be healthy and fit was infectious. We are now determined to take more exercise! The Early Years Foundation Stage is good. Younger children settle down very well in the Nursery class and you make sure that older pupils look after the younger ones. You are well behaved, polite and welcoming. This is based on your sense of fair play and your respect for yourselves and others. Congratulations to each one of you!

You are keen to learn and this helps you to make good progress and reach good standards in your work. We have asked your school to help those of you who are more able to improve your work even more, especially in writing. We want you to be more challenged and stimulated in your lessons so do your best to rise to this challenge! We would like you to improve your attendance, and have asked the school to work with your parents and carers to reduce the number of holidays taken in school time. Your headteacher and all the staff are working hard to make even more improvements to your school.

Yours sincerely

Mrs Marie Cordey

Lead inspector

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