

# Netherfield Primary School

Chandos Street, Netherfield, Nottingham, NG4 2LR

**Inspection dates** 19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievements are outstanding. They get off to an excellent start in the Early Years Foundation Stage because staff are so good at exciting their interest in and enjoyment of learning. They then make consistently rapid progress through the school.
- Pupils of all abilities and backgrounds achieve extremely well because of the outstanding teaching. Teachers know pupils very well and have high expectations and ambitions for all. Parents say they are 'astounded' by their children's progress.
- Literacy and numeracy are taught very well and are reinforced by exciting topics that challenge pupils to think and use their reading, writing and mathematics skills.
- Provision for pupils' spiritual, moral, social and cultural development is exceptional. A huge variety of clubs, visits and visitors enrich the learning opportunities that pupils have.
- Pupils behave very well. Pupils with very challenging emotional, social and behavioural needs are helped to improve their behaviour at home as well as at school.
- Pupils feel very safe and learn to behave with integrity and with respect for everyone's uniqueness and different talent. Everyone is valued and included in a culture of high aspiration for all.
- An outstanding headteacher leads an excellent and determined senior leadership and staff team. They pursue excellence in everything the school does.
- The school works highly effectively with the local community and parents. Parents are helped not just to be more involved in their child's learning but also to achieve qualifications and to improve their own literacy, numeracy, information and communication technology and back-to-employment skills.

## Information about this inspection

- Inspectors observed 26 lessons, of which eight were joint observations with the headteacher or other members of the senior leadership team. They observed all teachers and a number of teaching assistants teaching, as well as making additional short visits to other lessons, to the breakfast club and to assemblies.
- Inspectors heard pupils read, looked at their work and talked with two groups of pupils about their views of the school.
- Discussions took place with the headteacher, senior leaders and subject leaders, governors and parents. A discussion was held by telephone with a representative of the local authority.
- Inspectors took account of 57 responses to the online questionnaire (Parent View) as well as letters from parents, the school’s own surveys of parents and 50 questionnaires returned by the school staff.
- They looked at a range of documentation including the school’s own evaluation of its work, the data that it keeps on the progress and achievement of pupils, its development planning and records relating to behaviour, safeguarding and attendance.

## Inspection team

Susan Lewis, Lead inspector	Additional Inspector
Simon Griffiths	Additional Inspector
Linda Rowley	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school, which provides part-time nursery education in a joint provision with children of reception age.
- The majority of the pupils are White British. The proportions from minority ethnic groups and those who speak English as an additional language are low.
- The proportions of disabled pupils and those who have special educational needs supported through school action, at school action plus or with a statement of special educational need are above average. Numbers of such pupils have increased considerably over the last two years and are highest in Years 1 to 6.
- The proportion of pupils eligible for the pupil premium is well above average. This is the additional funding made available for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces.
- The school has developed a nurture provision which is used to support pupils who have specific behavioural, emotional, social and learning needs. Pupils from other schools may be supported for short periods in this provision, as well as the school's own pupils. A number of pupils from other schools at risk of exclusion or who are finding learning challenging transfer to the school as a result of 'managed moves'. This means they often join the school late in Key Stage 2 and sometimes have only attended school sporadically prior to this.
- The school has extensive partnerships with local schools and community groups and provides outreach services and advice to help them to maintain pupils with behavioural, emotional and social difficulties within school.
- The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching so that it is even higher, by ensuring that the difficulty of the work planned is always matched carefully to pupils' different attainment levels, so that they are all challenged throughout the lesson.

## Inspection judgements

### The achievement of pupils is outstanding

- Almost all pupils make rapid progress throughout the school, so that their achievement is outstanding by the time that they leave. Children enter the Nursery and Reception with very low starting points, particularly in language and communication, early literacy skills and knowledge of the world. As the result of excellent routines and the many exciting things there are to do, by the end of the Reception year they are catching up very well on others of their age, although their attainment is still low.
- Standards in Key Stage 1 have risen consistently in reading, writing and mathematics over the last three years, because pupils' progress is checked so well and lessons adjusted to take account of this. This excellent progress continues so that, by the end of Key Stage 2, pupils are attaining at levels approaching national averages and occasionally exceeding them.
- The 2012 Key Stage 2 test results show that most pupils made and many exceeded the expected rates of progress in English. Several pupils with lower achievement in reading and mathematics were late entrants to the school with a background of poor attendance and a history of underachievement since Key Stage 1. These pupils also made excellent progress from their starting points on entering the school. A very high proportion of pupils who have been in the school throughout their education make more progress than that expected.
- For the first time in 2013 pupils took the highest level papers in English, as well as in mathematics. At the time of the inspection a significantly higher proportion of pupils had already exceeded the expected progress in these subjects in every year group in the school and compared to that expected nationally in Year 2 and Year 6.
- Pupils make such rapid progress because teachers are very skilled at finding the best way for each pupil to learn and adapt tasks accordingly. The school checks constantly on how well each pupil is doing and is quick to act if any one's progress appears to be slowing or falling behind.
- New approaches to the teaching of phonics (the ways in which letters link to sounds) are accelerating pupils' learning so that pupils' achievements in the Year 1 phonics check are at least as good as those of others of their age. Expert staff identify any who are struggling with reading very early on and these pupils often then make exceptional progress.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils by the time they leave the school. The school is quick to identify their and others' language needs and provides highly effective support from early on.
- Pupils' reading, writing and mathematical skills are promoted exceptionally well in every subject, but also through homework and the ways in which the school involves parents in their children's learning. Pupils love to stay overnight in the 'reading camps' and their parents work hard too to help them to become eligible for these.
- Pupils supported by the pupil premium achieve extremely well too and attain almost exactly the same levels as their classmates in reading and writing. Many are edging ahead of their classmates in mathematics, because the extra funding is extremely well targeted, as is the support for those with disabilities and special educational needs, including those who are part of the nurture group. This means these pupils also achieve at least as well as their classmates.

**The quality of teaching is outstanding**

- Teaching is excellent throughout the school. Teachers almost always have high expectations in every part of the lesson, so that pupils are continuously challenged to think and achieve more. They use questioning particularly well to help pupils to develop their ideas further. In a history lesson, for example, good questioning helped pupils to come to conclusions as to what a reliable source is and how evacuees really felt.
- Literacy is very well taught across the school and a recent focus on mathematics is accelerating standards and progress. Pupils say they love mathematics and reading and writing, particularly when they are linked to finding out things and projects. Stimulating projects such as 'Look Deeper' stimulate the whole school to write extensively and to share ideas, so that writing standards have accelerated.
- Teachers use marking and verbal feedback very effectively to help pupils to understand how well they are doing and how they might do even better. Pupils read and respond to these very well so that their next pieces of work or answers in class clearly show how they have tried to incorporate their teachers' advice.
- Teachers devise many opportunities for pupils to learn from and work with each other so that together they solve problems they could not have solved by themselves.
- Teaching assistants and volunteers are very well trained and their extra support is very well targeted. Staff work extremely well together in classrooms to enhance pupils' learning. In an excellent art lesson, for example, this significantly contributed to the learning: the excellent subject knowledge of staff stretched and challenged pupils so that they talked knowledgeably about facial features, shading, tone and texture on the paintings studied.
- The teaching of pupils who are part of the school's nurture group is exemplary. Exceptionally well trained and knowledgeable staff re-engage these pupils with learning and help them to play an important part in this school's community. There is an excellent balance of pastoral and key skills support.
- In a very few lessons some of the work is too easy or too hard for individual pupils and this is not dealt with swiftly enough. On occasion, the teachers' questioning does not probe deeply enough for the learning of everyone to be checked.

**The behaviour and safety of pupils are outstanding**

- Pupils' behaviour is outstanding. They have extremely positive attitudes to learning, even those who in the past may have been disengaged from education. Attendance has risen steadily since the last inspection and is now at least average, despite some pupils' severe medical needs and others' previously poor attendance at other schools.
- Pupils value the way the school rewards them for good behaviour in school and the community. Pupils who have had difficulty in managing their behaviour are helped exceptionally, some making remarkable improvement over a relatively short time.
- There is excellent pastoral support for pupils which extends to their families. As a result an exceptionally high proportion of parents are actively supporting their child's learning at home and in school, as well as attending courses or drawing on other forms of support. Clubs such as the breakfast club are praised by parents as helping them to get their child to school regularly

and start off the day well. Parents attend these clubs themselves, as do past pupils and their parents.

- The 'Integrity' programme is highly successful in encouraging pupils to take responsibility for their behaviour and to think about the positive ways in which others behave in their school too. This, with assemblies, music and art opportunities and many multicultural themes, brings moral and other issues to pupils' attention and contributes to their excellent spiritual social cultural and moral development.
- Pupils say that they are kept very safe both in school and on the many exceptional visits and residential opportunities they have, and parents agree. Parents and pupils also agree that bullying is extremely rare but know that staff will 'sort it out' quickly and fairly if it does occur. Pupils have an excellent understanding of how to keep themselves safe and of the varying forms that bullying might take, including internet safety and cyber-bullying.

### **The leadership and management are outstanding**

- The governors and headteacher have built an exceptional leadership team and have been highly successful in continuing to improve the school so that all aspects of its work are now outstanding. Highly effective management of performance through coaching and mentoring have raised the quality of teaching. Everyone's professional development is prioritised, so that there is a continual drive to improve teaching, and thus achievement, further. School development plans are very sharply focused on what still needs to be done.
- Staff, governors and parents describe the headteacher as being inspirational and as galvanising them to keep striving for more. Leadership at every level, including that in the Early Years Foundation Stage, is highly effective and ensures that there are constant checks on how every pupil is doing.
- Leaders work highly effectively within the local community and with families so that the local authority and community leaders say that the school has not only transformed itself but also is invigorating the local community through its many projects.
- The school works exceptionally well with other agencies, local and national businesses to recruit many additional volunteers and funds to the school. This means all pupils including those who are the most vulnerable have access to all the resources they need to help them learn highly effectively and to promote their wellbeing.
- These partnerships also mean that the school is able to offer an excellent range of learning opportunities to all pupils whatever their background. These include exceptional on-site and off-site residential visits, including to Egypt, the development of a school farm and shared responsibility for this with the community.
- The local authority provides 'light touch' support including access to training and moderation of standards. It values the school hugely, using it to support other schools needing help with behaviour management or the promotion of inclusive practice.
- **The governance of the school:**
  - Governors are exceptionally knowledgeable about the school and fulfil their responsibilities extremely well. They have ensured that the ways in which the school keeps pupils safe meet statutory requirements but also extend beyond this, investing in extra family support and therapists and classes for parents. They have been integral to school improvement, checking

very carefully on how the quality of teaching is improving as a result of performance management and how this links to pay. They also check highly effectively on all of their spending decisions and how these are helping to improve pupils' attainment and progress, including how well the use of the pupil premium is doing this. They are highly involved in all aspects of the school life. This helps them to consider and where necessary challenge suggested new initiatives and to listen to and take account of pupils' ideas.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134930
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	412115

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Phythian
<b>Headteacher</b>	Sharon Gray
<b>Date of previous school inspection</b>	26 January 2010
<b>Telephone number</b>	0115 961 0580
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