

Netherthong Primary School

School Street, Netherthong, West Yorkshire, HD9 3EB

Inspection dates 18–19 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
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.

- The school is outstandingly well led by a head teacher and deputy who have driven improvements at a rapid pace.
- Staff work exceptionally well as a team that has a clear and relentless focus on improving outcomes for all pupils attending the school.
- The school has improved considerably since its last inspection and the achievement of pupils is now outstanding. During their time at the school, they make excellent progress.
- The quality of the teaching is outstanding overall and never less than good. Teachers plan lessons which pupils find highly enjoyable and exciting.
- All staff, including teaching assistants, know the pupils exceptionally well. As a result, learning activities are very well matched to the needs of each individual.
- Teachers mark pupils' work on a regular basis. Pupils are given clear guidance about how they can improve their work further. Although, at times, pupils are not given the opportunity to correct spelling errors.
- Teachers' expectations of all pupils are high.
- Pupils feel safe at school and standards of behaviour in lessons and around the school are exemplary. Pupils get on very well together and their relationship with all staff is superb.
- Parents have very positive views about the school. They agree that it is very well led and managed and would not hesitate to recommend the school to another parent.
- The school places great emphasis on promoting pupil's spiritual, moral and social development. This practice makes a significant contribution to pupils' personal development.
- The governing body supports the school exceptionally well. Governors are well informed about the quality of teaching and pupils' progress. Their knowledge and dedication contributes significantly to the achievement and success of the school.

Information about this inspection

- Inspectors observed eight lessons, one of which was a joint observation with the headteacher. They also listened to a number of pupils read and scrutinised their work.
- Meetings were held with pupils, staff and the Chair of the Governing Body. In addition, the lead inspector also considered the views of a representative of the local authority.
- Inspectors observed the school’s work and scrutinised a number of documents including the school improvement plan, monitoring files, minutes from governors’ meetings, data on pupils’ past and current progress and records relating to attendance, behaviour and safeguarding.
- Inspectors also took account of 45 responses to the online questionnaire (Parent View). They also considered 20 questionnaires completed by staff.

Inspection team

Sheila Iwaskow, Lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

Full report

Information about this school

- This school is slightly smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is below the national average.
- The proportion of pupils who are disabled or have special education needs and are supported at school action is slightly below the national average. The proportion supported at school action plus or with a statement of special educational need is also just below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupil's attainment and progress.
- The current headteacher was appointed just after the last inspection. In recent years, the staff team has been reorganised.
- The awards that the school have received include Investors in People, Investors in Pupils, Arts Mark Gold and an Inclusion Award.
- A privately run pre-school operates on site and offers wrap-around-care to children in the local area. The pre-school is subject to a separate inspection and the latest report can be found at www.ofsted.gov.uk.

What does the school need to do to improve further?

- Ensure that pupils are given the opportunity to respond to spelling mistakes that have been identified during the marking process.

Inspection judgements

The achievement of pupils is outstanding

- In recent years, children have entered the Reception class with a level of skills and knowledge that is below that expected for their age.
- The strong partnership with the pre-school means that school staff get to know the children who will be joining the Reception class in the autumn term. This helps to make the transition into school as easy as possible and means that no time is wasted once they start school.
- During their time in the Reception class, children make excellent progress. This is due to the dedicated staff who work exceptionally hard to ensure that children are happy, confident and active learners.
- This excellent progress continues in Key Stage 1. By the end of Year 2, many pupils reach above the expected levels in writing and mathematics. Pupils' achievement in reading is even higher, with a high number of pupils making more than expected progress.
- The school's own data and national tests results clearly demonstrate the rapid and sustained progress that pupils make at Key Stage 2. Attainment levels are high and the proportion of pupils making more than expected progress is well above the national average.
- The teaching of reading is a real strength of the school and as a pupil commented, 'reading can inspire your writing'. The results of recent phonic screening tests show that 93% of pupils achieved the expected standard. Pupils read regularly with their teachers and at home. Parents play a significant part in fostering pupil's love of books by listening to them read and commenting in their reading diaries. In addition, trained reading volunteers come into school on a regular basis to read with pupils who need extra practise. Their progress is closely monitored and the school's data clearly shows the good progress that they are making.
- Disabled pupils and those who have special educational needs achieve well. Pupils at risk of falling behind are quickly identified and high quality support is put in place to ensure that they succeed.
- Pupils supported by the pupil premium achieve equally as well as their peers. Funds are used to provide additional resources and targeted support. As a result, these pupils progress very well in all subjects.
- Information from the online questionnaire (Parent View) show that parents agree that their children achieve well at this school.

The quality of teaching is outstanding

- The quality of the teaching has improved significantly since the last inspection and is now outstanding across all areas of the school. Parents agree that their children are taught well, and inspection evidence supports this.
- Relationships between all pupils and staff are caring and supportive. Pupils clearly respect their teachers and other adults who work in the class. Consequently, lessons run smoothly.
- Teachers work exceptionally hard to ensure that the learning environment stimulates pupils' enthusiasm for learning. Displays in classrooms and around the school are informative and include many examples of pupils' work, such as their creative writing. Resources in classrooms are readily accessible, which allows pupils to engage in independent learning in many subjects.
- Teachers have excellent subject knowledge and make lessons interesting and fun. In the Reception class role play area, for example, children thoroughly enjoyed dressing up as Nativity characters and retelling the Christmas story in their own words.
- Lessons are very well planned and teachers make excellent use of questioning to check pupils' understanding and to push their learning on further. Clear explanations are given by teachers so that pupils understand what to do, and what is expected of them.
- The pace of the lessons is brisk. Whether pupils are working alone or in groups, teachers

expertly adapt their teaching so that work is set at the correct level for pupils' learning needs. More-able pupils are set more difficult work which enables them to reach higher levels of attainment. In a Year 1 lesson about letter sounds, for example, the teacher introduced interesting and complex words for more-able pupils to decode.

- Pupils are very aware of their targets, which are closely monitored and tracked by teachers and senior leaders. Pupils' work is marked on a regular basis and the feedback given is helpful and constructive. However, at times, pupils are not given the opportunity to learn from, and correct, spelling mistakes.
- Teaching assistants are very well deployed and contribute significantly to pupils' high achievement. They work closely with class teachers to ensure that the extra support provided for small groups, or those pupils in need of extra help, offers a level of challenge that helps them to build carefully on their current understanding.

The behaviour and safety of pupils are outstanding

- Pupils feel safe at school and are keen to learn. One pupil commented, 'I love coming to this school because it is so exciting'. They strive to do the best they can at all times and this was clearly noted by inspectors during lessons observations.
- Pupils behave exceptionally well in lessons, and when moving around the school. They are polite, courteous and make visitors to the school very welcome. Pupils are very aware of rewards, sanctions, and the standards of behaviour that are expected of them.
- Older pupils want to help those who are younger. For example, older pupils act as 'buddies' to younger pupils. As one Key Stage 2 pupil commented, 'these children are younger and need looking after'.
- Pupils have a very secure understanding of the different forms that bullying can take. They say that instances of bullying at Netherthong Primary are extremely rare. However, they are confident that, if it did occur, adults would deal with it effectively. The school also takes positive steps to ensure that children are aware of the dangers of the internet.
- Attendance rates are good and pupils arrive at school on time. Parents agree that their children are safe and well looked after at school.

The leadership and management are outstanding

- The school has improved substantially since the last inspection. This is due to the strong leadership of the headteacher who is very ably supported by the capable deputy headteacher and other senior leaders.
- Staff work very well together as a close-knit team. Morale is extremely high and responses to the Ofsted questionnaire show that staff are very proud to be working at the school. All teachers have a high regard for the headteacher and agree that the school is exceptionally well led and managed.
- Systems to check the quality of teaching are rigorous and this has contributed significantly to the improvements in the quality of teaching since the last inspection. Strong emphasis is put on professional training to ensure that teachers' knowledge and skills are up-to-date. Teachers' effectiveness in the classroom is clearly linked to their pay and career progression.
- The school's procedures to track the performance of all pupils are highly effective. Teachers meet regularly with senior leaders to review targets; any underachievement is quickly identified and additional support is put in place.
- The comprehensive school development plan is clearly focused on maintaining the high quality of teaching and the excellent results achieved by the pupils. School leaders know how well the school is doing and what needs to be done to raise aspirations even higher.
- Subject leaders make sure that a broad and balanced curriculum is delivered to the pupils. Great

care is taken to ensure that pupils get meaningful opportunities to practise their literacy and numeracy skills in many different subjects.

- The school's outstanding achievement is underpinned by a curriculum that provides many additional activities. For example, each year group makes regular visits to places of interest such as, a Toy Museum, Murton Park and a Coal Mining Museum. The school has 'twinned' with a school in Japan and a visit to this school is planned next year for Year 6 pupils. Pupils enjoy learning Japanese and other languages. They also have the opportunity to work with sculptors, to play musical instruments and to perform with the Royal Shakespeare Company. Such highly effective practice supports pupils' spiritual, moral and cultural development very well.
 - An extensive range of out-of-school activities are available for all pupils to enjoy. Pupils are also involved in fundraising for charities that help less fortunate children. Such a wide range of opportunities for all pupils successfully promotes equality of opportunity.
 - Safeguarding arrangements meet requirements.
 - The local authority recognises the many improvements that have been made since the last inspection. It holds the school in high regard, using it as an exemplar of outstanding practice for other schools.
 - **The governance of the school:**
 - The governing body makes a significant contribution to the leadership of the school. The Chair of Governors is very well informed about all aspects of the school, especially the quality of teaching and the progress that pupils are making. The governors are involved in setting ambitious targets for teachers which are linked to pupils' progress and include recommendations for teachers' pay awards. Appropriate training is undertaken by governors to support them in their role. Governors are linked to a class and stay with the same class as it moves through the school. This means that governors observe pupils and staff at work and have a detailed knowledge of the progress that pupils make as they move through the school. The governing body ensures that pupil premium funding is spent appropriately and its impact is closely monitored. They ensure that safeguarding meets statutory requirements and that the school budget is managed effectively.
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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

Unique reference number	107660
Local authority	Kirklees
Inspection number	400928

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Sue Armitage
Headteacher	Catherine Jubbs
Date of previous school inspection	8 October 2009
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