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Mrs Lucy Hawkins  
Headteacher  
Nether Green Infant School  
Stumperlowe Park Road  
Sheffield  
South Yorkshire  
S10 3QP

Dear Mrs Hawkins

### **Short inspection of Nether Green Infant School**

Following my visit to the school on 4 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

Since your recent appointment as headteacher you have led the school with determination and dedication. Your inspirational leadership has helped you to form very positive relationships with staff, governors, parents, carers and pupils alike. You have addressed areas of concern, keeping pupils at the heart of your decisions.

You quickly identified your long-term goals for school improvement. With the full support of your staff, you focus on providing the best possible start for your pupils. Staff feel they are realistically challenged and held to account for the progress of their pupils. They enjoy the inclusive nature of school improvement as they enjoy being involved in improving the school further. Staff appreciate the time you have spent with them planning for the school's future.

Pupils receive a good quality of education. Staff teach exciting and engaging lessons. Pupils focus on their learning and appreciate the wide range of subjects on offer. Pupils describe the school as 'a happy place to be'. They say that 'the atmosphere helps us with learning'. Pupils enjoy independent work. They are confident and know when to seek help should they need it. Pupils are very clear in their understanding when they say that 'We work hard so that we know more.'

Your governing body supports you well. The governors are knowledgeable about the school and have a wide range of experience. They appreciate your focus on

school improvement. Governors find your leadership of the school refreshing and are highly optimistic about the future. They have a clear understanding about the position of the school. This is due to your regular, informative reporting and their regular school visits.

Parents are highly supportive of the school. They comment widely about the nurturing environment and the strong progress of their children. Parents appreciate the access they have to you and the immediate action you take when there are any concerns. One of the parents who made their views known reflected this clearly when they said: 'Great school with a welcoming and supportive ethos. My child loves going to school and always comes home with a smile on her face!'

Leaders have addressed some of the areas for improvement identified in the last inspection report; for example, improving the presentation of pupils' work. Other areas, such as the further improvement of teaching through more effective monitoring and support, are now being addressed. You have also identified improvements to the key stage 1 curriculum as a priority. You acknowledge that there is still work to do.

### **Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose. The school has a safeguarding culture in which all staff recognise their responsibility to keep children safe. Leaders ensure that all relevant checks required for those working with children are in place. All staff receive regular and effective training and are up to date with current legislation. Staff are clear and confident on the procedures they must follow if they have any concerns.

Pupils understand how to keep safe in and out of school and online. They know the importance of staying safe. Pupils know how to keep healthy. Pupils are knowledgeable about what they should eat and drink and state: 'You should only eat sugary things as a special treat.' Pupils trust adults at school and all pupils have someone they can talk to if necessary. Parents who made their views known are confident that their children are safe at the school.

Pupils' behaviour around school is good. There are few incidents of inappropriate behaviour. When these do occur, leaders take swift action. These actions address and reinforce the high expectations of the school.

### **Inspection findings**

- Pupils have regular opportunities to write at length. Staff make sure that pupils understand well how to plan their writing. Pupils enjoy writing and staff use a variety of themes to engage and interest pupils. Pupils use subject-specific vocabulary when talking about writing. They make appropriate word choices when structuring sentences. Pupils are proud of their work and can discuss their thoughts and processes to visitors.
- Leaders respond well to an increasing number of pupils who have special

educational needs (SEN) and/or disabilities. Leaders have put measures in place to meet pupils' needs. For example, specific staff training and adherence to statutory requirements have ensured that pupils' needs are met.

- Presentation of pupils' work is of a high standard. Workbooks across key stages and subjects are consistent. The handwriting style used by older pupils is developing and consistent in appearance. Pupils are clear about what they need to do to improve their work and are given time to do so. Staff use photographs well to represent the progress of younger pupils.
- You prepare pupils well for their next stage of education. The transition process is thorough and timely. Pupils enjoy frequent visits to their new junior school. They take part in a variety of activities, such as music sessions and fun days. The school invites parents to informative open evenings. They receive regular communication from school. Pupils starting at the school have a thorough transition plan. This includes visits before their start dates to meet staff and their peers.
- You are aware that there are weaknesses in key stage 1. You have plans to address this as a matter of urgency. You are making good use of the expertise of experienced members of staff to put your plans in place so that pupils' progress is accelerated further.
- The monitoring of teaching and learning has not always been accurate. In the past this has led to inaccurate interpretation of class progress data. Some staff have not taken full responsibility for the progress of their pupils. You are now aware of this and have started to put measures in place to address it.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue to plan and develop the key stage 1 curriculum to provide a wide-ranging and balanced education
- the monitoring of teaching continues to sharpen, so that timely action is taken to further improve the quality of teaching.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Sheffield. This letter will be published on the Ofsted website.

Yours sincerely

Sara Roe  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I discussed the work of the school with you. I also talked to the school's improvement partner and six members of the governing body, including the chair and the vice-chair. I examined pupils' progress information and looked at pupils' workbooks carefully. I checked a range of documentation, including leaders' evaluation of the school's effectiveness, external evaluations of aspects of the school's work, minutes of meetings of the management committee, records of behaviour and attendance, curriculum planning and transition plans. I considered 56 written responses to Ofsted's online questionnaire for parents, Parent View, and 16 responses to the staff survey. I held a formal discussion with staff. I visited all classes to observe teaching, learning and assessment, accompanied by you. A formal discussion was held with eight pupils. I talked more informally to pupils in lessons and around school. I observed pupils using the outdoor learning areas.