

Inspection of Nettleworth Infant and Nursery School

Ley Lane, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 8LD

Inspection dates: 21 and 22 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils love coming to school. One pupil, typical of many, said, 'I am so excited to come to school, I get here early.' Leaders' aim of 'We nurture, we flourish, we achieve' enables all pupils to 'shine like stars'. Leaders want the very best for all pupils. Pupils achieve well.

Pupils show great kindness to their friends. They demonstrate the 'rainbow rules' and their 'superhero learning powers' in lessons and during social times. Pupils feel safe. They trust staff to help them if they need it. Bullying is rare. Pupils know that staff will resolve any upsets among friends.

Pupils are inquisitive and confident learners. They know that they are expected to try their best. They strive to move their rockets along the rewards chart so that they can 'reach for the stars'. Pupils enjoy learning because their teachers plan interesting lessons to enthuse them. Pupils' learning is enriched with planned activities, including Chinese dragon dancing and outdoor exploration.

A range of clubs and trips develop pupils' interests and talents. Pupils have opportunities to reflect on their beliefs in assemblies and 'take 5' time. Additional opportunities, such as being a line monitor or lunchtime monitor, promote pupils' sense of responsibility.

What does the school do well and what does it need to do better?

Children get off to a flying start in the early years at Nettleworth Infant and Nursery School. Staff know the children well. They adapt their teaching to suit the needs of the children. There are well-established routines for learning and behaviour. Children understand these, and are happy and confident learners. They are sensitively supported in developing their understanding of sharing and turn-taking. Children play well together and develop strong friendships from an early age.

In most subjects, leaders have considered what pupils will learn and the order in which they will learn it. A child's learning journey is mapped out from Nursery to the end of Year 2. Pupils' learning builds on what they already know and towards what they will learn next. In the early years and beyond, the importance of developing pupils' vocabulary is a whole-school priority. In a small number of subjects, the curriculum is new and in the early stages of being introduced. In these subjects, leaders have not fully identified the precise knowledge that they want pupils to learn over time. Leaders have not had the opportunity to check how well the curriculum is being delivered.

A love of reading builds swiftly from the moment children join the early years. Leaders select exciting books that pupils can vote to listen to and read. In phonics lessons, staff help pupils to learn the letters and sounds that they need to know to read with confidence. When pupils need extra help, they get this straightaway,

meaning they do not fall behind. Pupils have positive attitudes to reading. They discuss their favourite books with enthusiasm.

Pupils with special educational needs and/or disabilities (SEND) access their learning alongside their peers. Teachers know these pupils well. Pupils are well supported in class and in one-to-one sessions. Teachers consider the needs of the pupils when they plan learning activities. However, some pupils' individual targets are too broad. Leaders have not identified the precise targets that they want pupils to achieve. The systems to review and check pupils' achievements are not fully established. This means that some pupils with SEND are not achieving as well as they could.

Pupils are eager to learn, and behave well in lessons. Staff are quick to notice positive behaviour. Learning behaviours are encouraged and celebrated through the school's 'superhero learning powers'. For example, pupils are rewarded when they are a 'teamwork ninja' or 'courageous commander'.

Pupils understand why it is important to respect people's differences. They speak with respect when discussing different families and faiths. Pupils talk with pride about how friendly their school is. Pupils know how to keep safe and have an appropriate understanding of online safety. Pupils enjoy taking on responsibilities in school. The 'million dreams week' helped pupils to think about achieving their dreams and about who inspires them.

School leaders are determined to make sure that every pupil does as well as possible. Governors understand the school well. They are dedicated to the school and proud of what has been achieved over the years. They work closely with leaders to make further improvements to school life. Staff work as a team and are proud to work at Nettleworth. Leaders are considerate of teachers' workload and the well-being of all staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. Safeguarding is everyone's top priority. The safeguarding team members are knowledgeable and carry out their roles well. Leaders organise regular training for staff. Staff know how to spot concerns. They know what to do if they are worried about a pupil's welfare. Leaders work well with external agencies to secure additional support if required. Governors make regular checks on safeguarding procedures. They complete robust checks when recruiting new staff to the school.

In lessons and assemblies, pupils learn about how to stay safe both in school and beyond the school gate.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed the curriculum to make sure that it sequences the knowledge and skills that pupils will gain. In a minority of subjects, this knowledge is less precisely identified. Some subject leaders have not yet had the opportunity to be able to check the implementation and impact of their subjects effectively. They are, therefore, unsure as to how well the curriculum is being implemented and the impact it is having. Leaders should ensure that subject leaders identify the precise knowledge that they want pupils to learn, and check the implementation and impact of the curriculum on pupils' ability to know and remember more over time.
- Individual targets for some pupils with SEND are too broad. They do not identify exactly what pupils need to do to further progress with their learning. Leaders must ensure that pupils with SEND have targets that are matched more precisely to their needs, and regularly reviewed and checked, so that pupils with SEND achieve as well as they could.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122440
Local authority	Nottinghamshire County Council
Inspection number	10254802
Type of school	Infant and Nursery
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair of governing body	Suzanne Hart
Headteacher	Debra Hyslop
Website	www.nettleworth.notts.sch.uk
Date of previous inspection	9 June 2009, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, the deputy headteacher and a range of staff.
- The inspectors met with members of the governing body, including the chair of the governing body.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors reviewed school policies, procedures and records. The inspectors met

with the designated safeguarding lead and spoke with staff, governors and pupils about the school's approach to keeping pupils safe.

- The inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. The inspectors visited lessons and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff survey.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

Elliot Hazlehurst-Howles

Ofsted Inspector

Ann Glynne-Jones

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023