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8 October 2018

Mrs Catherine Wright  
Headteacher  
Nightingale Infant and Nursery School  
Nightingale Drive  
Taverham  
Norwich  
Norfolk  
NR8 6LA

Dear Mrs Wright

### **No formal designation inspection of Nightingale Infant and Nursery School**

Following my visit to your school, on 25 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school.

### **Evidence**

I scrutinised the single central record, minutes of meetings and other documents relating to safeguarding and child protection arrangements. I met with you, other senior members of staff, a group of seven teachers, a group of eight teaching assistants, site and administrative staff, a group of four midday supervisors, a group of four governors, the pastoral support worker, and a representative from the local authority. I also met with three groups of pupils and spoke informally with others. Together with you, I visited each class to observe pupils' behaviour as they worked. I also observed pupils at breaktime and lunchtime. In addition, I considered the views of parents who spoke with me at the start of the school day.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

## Context

Nightingale Infant and Nursery School provides education for 201 pupils. Most pupils are White British and a lower-than-average proportion of pupils are eligible for the pupil premium. The proportion of pupils who have special educational needs (SEN) and/or disabilities is below the national average.

Since the previous inspection in March 2018, there have been significant changes to the school's leadership and management. In May 2018, after a period of absence, the headteacher left the school. As a temporary measure, three members of the senior team took on additional responsibility for leading the school. An interim headteacher took over later in May 2018. She was supported by a consultant headteacher who worked at the school for two days a week. You began your role as full-time interim headteacher on 1 September 2018.

One teacher, who was also a senior member of staff, has left the school and two teachers have joined. A pastoral support worker joined the school in April 2018.

There have also been further changes to the governing body. In June 2018, two new parent governors joined and two further governors have been appointed very recently. There are firm plans in place for the school to join a multi-academy trust by the end of this term.

It was noted at the time of the previous inspection that the newly formed governing body had swiftly begun to address the most urgent areas of concern. Led by an experienced chair of the governing body, governors have maintained that early momentum. They have overseen a marked improvement in the school's safeguarding provision during a period when there have been several changes to the school's leadership. You, the governing body and the previous interim headteacher have ensured that the shortcomings in the school's safeguarding practice, identified at the time of the previous inspection, have been rectified successfully. The local authority continues to work closely with the school and plays an important role in making sure safeguarding practice is effective.

You have, in your short time at the school, built upon the work already carried out and accelerated the pace of improvement. Staff and parents explained how much they welcome your high profile and the clarity of your communication. Parents and staff also appreciate your sharp focus on pupils' well-being and safety. You are successfully developing a deep culture of safeguarding at Nightingale Infant and Nursery School.

Pupils told me that they feel safe and are happy in their learning and play. Parents I spoke with agreed that their children are safe at school. Pupils explained that adults take care of them and make sure they are well looked after. Pupils also told me how adults teach them about bullying and its upsetting consequences. Many pupils I spoke with found it hard to recall any incidents of bullying at their school. Pupils

said that if incidents were to take place they were confident that staff would deal with them well. Pupils also explained confidently that if they had any concerns they would feel at ease speaking with adults in school. However, a small number of pupils are not as clear as they should be about the difference between bullying and falling out between friends.

Governors have taken heed of the findings of an external health and safety review carried out since the previous inspection. They have supported leaders in making necessary alterations to the school site, such as the removal of obsolete play equipment. Governors have made sure that improvements have been made to the overall security of the school site. Leaders have also ensured that appropriate changes have been made to how staff prepare for and run school trips. Consequently, staff know and understand the importance of carrying out thorough risk assessments to ensure pupils' safety.

As part of your review of pupils' health and safety, you have wasted no time in altering the approach to the supervision of pupils at breaktime and lunchtime. Staff are highly visible and play an active role in overseeing pupils as they make energetic use of the playground and field. Pupils told me there is always an adult looking out for them to make sure they stay safe. You have introduced a wide range of supervised play activities at lunchtime. Pupils explained how your chosen approach of creating play zones means, 'We get fairer use of the equipment and it is less crowded.' They also told me that at lunchtime school is 'a nicer place to be'. You are rightly seeking to ensure that arrangements at breaktime are also improved.

Leaders and governors provided staff, including those who had recently joined the school, with appropriate safeguarding training after the previous inspection. You have correctly updated staff's safeguarding training this term. Adults explained that this has provided them with clarity about the school's policies and processes.

Inspection evidence endorses the comment of one member of staff who said that, 'It is very clear what is expected of us and what we need to do.' Teachers, teaching assistants, midday supervisors and administrative staff understand and share your view that keeping pupils safe is a fundamental part of their respective roles. Adults know how to recognise the signs that indicate a pupil may be at risk of abuse or radicalisation. Staff clearly understand the importance of being vigilant in their daily work. Staff attribute their improved confidence and awareness to the clarity and content of recent training.

Staff know who the school's designated safeguarding leaders are, and what to do if they have a concern about the well-being of a pupil. Adults explained why it is important to act swiftly, record information accurately and note even the smallest detail. Staff also told me that leaders respond quickly to any issues they report.

You and the governors have made sure that safeguarding documentation is now

securely stored and is updated appropriately. School records demonstrate that designated safeguarding leaders work well together to ensure that, where a pupil needs support, appropriate action is taken and staff are kept suitably informed.

Governors are diligent in ensuring that all appropriate safeguarding checks are carried out on adults who work at the school. The school's single central record of these checks is accurately and well maintained.

Parents and staff told me that pupils' behaviour is improving. Pupils also explained that most of their classmates behave well in lessons and in the playground. Evidence from our visit to all classes and from school records indicates that learning typically takes place in a purposeful, harmonious atmosphere. We observed pupils working happily and learning well together. This is due, in part, to the school's new behaviour policy and your high expectations of how pupils should behave. Pupils told me that the school's three clearly displayed behaviour rules remind them what they need to do to behave well. They also explained the importance to them of becoming a 'shooting star' and earning a certificate for excellent behaviour. Staff told me how the behaviour policy has helped them in their work with pupils.

Incidents of poor behaviour are reducing. However, a small number of pupils still find it hard to make the correct behaviour choices. While work is being done to support these pupils, occasional disruption to learning and play still causes frustration to some of their classmates and some parents. Where there are issues of poor behaviour, teachers deal with them effectively and in line with the school's policy.

Over a period during which there has been necessary and rapid improvement to the school's safeguarding practice, leaders acknowledge they have not sufficiently reviewed the impact of the changes they have made. For example, leaders, including governors, have gone to considerable lengths to ensure that parents are better informed about the work that is taking place in school. However, leaders have not established how far this action has restored the confidence of the significant number of parents who would not recommend the school to other parents at the time of the previous inspection.

Governors have not ensured the school's website is fully compliant with what maintained schools should publish on their website.

### **External support**

The local authority has provided support to ensure that leaders have an accurate understanding of the effectiveness of safeguarding arrangements. The local authority has also helped leaders to put in place actions to bring about rapid and sustainable improvements. For example, the local authority has provided suitable training for all staff. The local authority continues to challenge and support leaders to ensure safeguarding remains effective.

**Priorities for further improvement**

- Ensure that leaders, including governors, review the impact of their work to improve safeguarding policy and practice.
- Ensure that all pupils develop an age-appropriate understanding of what bullying is and what it is not.
- Governors should make sure that the school's website is compliant.

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

Yours sincerely

John Lucas

**Her Majesty's Inspector**