

Inspection of an outstanding school: Lionwood Infant and Nursery School

Telegraph Lane East, Norwich, Norfolk, NR1 4AN

Inspection dates:

21 and 22 September 2021

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils really enjoy coming to Lionwood Infant and Nursery School. They are interested in their learning. They are exceptionally well behaved.

The curriculum is broad and balanced, making it interesting to learn. Pupils enjoy sharing a wide range of stories and books with the adults. What pupils learn is better in some subject areas than in others.

The school environment makes playtime fun for older pupils. The younger ones have many opportunities to find out about the world around them through play and learning in their dedicated woodland areas.

Pupils are kind to each other and polite. Pupils say that there are very few incidents of bullying or perceived bullying but, when there are, staff deal with these in a thorough way.

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

The school's curriculum is well planned. Leaders have thought about what they want pupils to learn and the order in which they want them to learn it. In some subjects, including English and mathematics, teachers use these plans to make sure pupils have the opportunity to build new learning on what has come before. Pupils make links between different topics and subjects studied. However, in a number of subjects the activities that pupils are given by teachers are not closely enough matched to the knowledge and skills that teachers want pupils to learn. Consequently, what pupils learn is sometimes overly simplistic and teachers do not identify when pupils are ready to develop more complex or greater depth of understanding.

Phonics is taught well. Staff are confident and well trained in delivering this aspect of the curriculum. The books that pupils take home match the stage of phonic knowledge that pupils are at. Staff provide a variety of other ways to support pupils in their early reading development, including listening to and acting out stories, and additional support for those who need extra help. As a result, pupils learn to read effectively.

There is a high focus on communication and language, right from the start of Nursery. Lessons across the school have a high emphasis on making sure pupils know and use subject-specific vocabulary. Teachers read high-quality stories linked to learning across the curriculum to further encourage children to develop a wide vocabulary.

Pupils have started going on trips out of school for the first time since the COVID-19 (coronavirus) pandemic began. This enhances their learning. Sports clubs help them try new activities such as long jump.

Teachers have high expectations for pupils' attitudes to learning and this results in impeccable behaviour. Clear routines are taught right from the start. Pupils are motivated to work hard. At playtimes, the adults model playing with the various games on offer.

Children in the early years settle quickly at the beginning of each day. Adults model how to use equipment to make the most of learning through play.

Pupils with special educational needs and/or disabilities (SEND) access a wide range of support. Where at all possible, pupils with SEND take part in normal classroom learning. Specific additional sessions help those who need help in areas such as social skills and physical development.

The leadership team work together as a cohesive group; they have clear expectations of staff. They make sure they model what teaching should look like. For example, the senior staff teach the phonics groups where pupils have found it hardest in the past to make progress. Staff feel well supported by senior leaders.

In discussion with senior leaders, the inspector agreed that the level of challenge for pupils in the wider curriculum beyond English and mathematics may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good awareness of the training that they have had to keep pupils safe. Safeguarding records are comprehensive and show that when there are concerns they are dealt with effectively. There is a team of designated safeguarding leaders, who work together closely. Leaders review their own practice through their regular meetings. The multi-academy trust supports this process by reviewing the work of the school.

Pupils feel safe and their parents agree.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers are not providing activities that allow pupils to develop a greater depth or more complex understanding of the curriculum. As a result, pupils' understanding in these curriculum areas is underdeveloped. Leaders need to monitor the implementation of these curriculum areas to ensure that staff are trained and supported to deliver these plans as effectively as they do in English and mathematics.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school of the same name to be outstanding in March 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	144144
Local authority	Norfolk
Inspection number	10201093
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	Board of trustees
Chair of trust	Eileen Hansell
Headteacher	Hannah Kingsley (head of school)
Website	www.lionwoodinfant.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened as an academy in April 2017. It is part of the Inclusive Schools Trust.
- The school is federated with Lionwood Junior School, sharing an executive headteacher, who is also the multi-academy trust chief executive officer.
- The school provides a breakfast club. An after-school club takes place at the junior school.

Information about this inspection

- The inspector spoke to the head of school, deputy headteacher, chief executive officer and other senior leaders. The inspector met with the school's external quality assurance adviser and a representative of the trustees.
- The inspector did deep dives into reading, science and geography. These consisted of discussions with leaders, teachers and pupils. The inspector visited lessons and undertook a work scrutiny.
- To inspect safeguarding, the inspector looked at the single central record and a sample of safeguarding records. The inspector spoke to staff and to pupils.

Inspection team

Tessa Holledge, lead inspector

Her Majesty's Inspector

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