

Inspection of Nelson Infant School

Northumberland Street, Norwich, Norfolk NR2 4EH

Inspection dates: 17 and 18 January 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	Not previously inspected under section 5 of the Education Act 2005.

What is it like to attend this school?

Pupils treat each other with kindness and respect. They say that everyone is valued, and everybody matters. Pupils are taught to become respectful young people. Parents speak highly of the school. One said, 'Nelson Infants is a fantastic school, alive with diversity, and staffed by people who have a deep understanding of children's needs.'

Pupils enjoy being at school and their learning. They work hard and are proud of their work and their achievements. They enjoy the school curriculum and the additional clubs that take place at lunchtime and after school, which include sport, gardening, and cooking.

Most pupils behave well. Pupils are supported when they struggle or have problems in managing their feelings and frustrations. Often this helps pupils to learn and achieve well. However, there are a few occasions where pupils do not receive enough support with their behaviour, and this does disrupt learning.

Pupils feel safe, happy, and well looked after. Pupils say that bullying is rare but know staff will sort it out if it does happen.

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

Leaders have created detailed curriculum plans and opportunities that excite pupils. Pupils value the range of things they learn and the interesting curriculum and events that enhances their learning, including meeting local professional people, such as a dentist, when learning about healthy lifestyles.

Leaders ensure that teachers have good subject knowledge. Teachers regularly check what pupils know and understand. They identify when pupils need extra help or support to understand new learning. In most subjects, pupils remember the essential information they need to know.

In a small number of subjects, where curriculum planning is new, there are instances where pupils do not learn the key aspects of the planned curriculum. Where this is the case, work is not covered in sufficient depth, and it means pupils do not remember the key knowledge and skills that leaders hope they would.

Leaders ensure that pupils learn to read well. Children begin learning about letters and the sounds they make as soon as they join Reception. Adults are well trained in the school's phonics programme. They ensure that pupils access a good range of quality reading materials that match the sounds they are learning. Pupils take these reading books and material home to practise their skills. Teachers support parents to help their children with reading. Leaders provide additional support to a small number of pupils who need extra help, so they keep up with their classmates.

In the early years, learning takes place in a vibrant and well-resourced environment, both inside and outside. Children settle very quickly and access a curriculum that provides a range of activities that help them develop their behaviour and literacy skills well. Parents receive regular updates about their children's progress and how best to help them at home. This contributes towards the younger children being well prepared for Year 1.

Staff identify where additional support is required for pupils with special educational needs and/or disabilities (SEND). Under the guidance of senior staff, well-trained adults support pupils in class. These additional adults ensure that pupils with SEND access the full curriculum. Relationships between the pupils and support staff work very well and everyone has fun as they learn. As a result, pupils with SEND learn well.

Pupils demonstrate respect to each other in the way they behave. They are polite and friendly towards adults and pupils alike. They develop confidence when speaking to adults and each other in lessons by following the teacher's guidance. Most of the time, pupils get on with their work without interruption to learning, however, there are instances where staff are not confident in implementing the behaviour policy to support a small minority of pupils who, on occasion, cause an interruption to lessons.

Leaders have designed an appropriate programme to develop pupils' social and cultural understanding. As a result, pupils are clear that life in a diverse world is a benefit to them. In addition, they follow a curriculum that helps them to gain a better understanding of their emotional well-being. As well as learning about the importance of eating a balanced diet and leading an active lifestyle, they also learn about how to ensure good mental health.

Leaders, including governors and trustees, want the best for pupils. Governors and trustees understand the local context of the school well. They hold school leaders to account for decisions they make but also provide support and advice in equal measure. Guidance offered by the trust is used well. Staff feel valued. They say leaders are considerate of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training and can recognise the signs which could indicate that pupils are suffering from harm. Staff understand that safeguarding is everyone's responsibility.

Leaders prioritise pupils' well-being and encourage them to talk about concerns they may have. Leaders ensure that pupils benefit from appropriate support without delay. Teachers make sure that, through the curriculum, pupils learn about the risks that they may face, including when using the internet.

Leaders keep necessary safeguarding records, which inform them of the support pupils receive, and concerns are followed up in a timely manner. Leaders make the right checks on staff and volunteers who work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where the curriculum is new, pupils do not routinely understand or remember core knowledge or concepts. This is because work is not covered in sufficient depth. Leaders should review the order and sequence of the programme of study to ensure all pupils can learn more and remember more as they progress through the curriculum.
- Not all staff are confident to use the school's behaviour processes to help pupils who are struggling to behave appropriately. As a result, a small number of pupils are not being helped to improve their behaviour. Leaders should ensure that all staff receive the support they need to implement the school's behaviour policy in a consistent way.

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	146319
Local authority	Norfolk
Inspection number	10254982
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	Board of trustees
Chair of trust	Drew Whitehead
Headteacher	Anna Catlin
Website	www.nelson.norfolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Nelson Infant School is part of the Evolution Academy Trust. The school has a local governing body which was recently reconfigured by the trust.
- Nelson Infant School has two classes for children in their Reception Year, Year 1, and Year 2.
- Leaders do not make use of 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher, who is also the special educational needs coordinator, groups of staff and representatives from the local governing body and trust.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. Inspectors also looked at samples of work and spoke to pupils about their learning in personal, health, social and economic education.
- The lead inspector listened to children read from the Reception Class and observed pupils in Years 1 and 2 read to an adult.
- To evaluate how well the school protects pupils and keeps them safe, the lead inspector met with the designated safeguarding lead, and inspectors spoke with pupils and staff. An inspector also scrutinised the school's single central record of employment checks.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the 47 responses to the online survey, Ofsted Parent View, including 31 free-text comments. They also took into consideration staff opinions about the school through both discussions with them and the 19 responses received through the staff survey. Inspectors listened to what pupils said about their school.

Inspection team

Tim McLoughlin, lead inspector	Ofsted Inspector
Nicola Shadbolt	Ofsted Inspector

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