

# Inspection of The Florence Nightingale Academy

Chewton Street, Eastwood, Nottingham, Nottinghamshire NG16 3HB

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Inspection dates: 28 and 29 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

There is a strong sense of togetherness at this school. As the Nursery children recite with their teacher, 'Teamwork makes a dream work!'

Leaders and staff work together to provide a caring environment and an ambitious curriculum for all their pupils. From Nursery to Year 6, relationships between pupils and adults are very positive. Staff encourage pupils to aim high in their learning and in the wider experiences of life. Pupils have pledge passports which help them to aspire to 50 different experiences. These range from raising a butterfly to recording a song. Pupils with special educational needs and/or disabilities (SEND) get support to access the same learning opportunities as other pupils.

Pupils are a credit to the school. They behave very well, responding to the high expectations of teachers. There is a calm atmosphere throughout the school. Pupils feel safe and happy. They say that bullying is not a problem at this school. They are confident that staff would deal with it if it happened.

Most parents are happy with the school. One parent, typical of many, said, 'I believe this school genuinely puts the children at the heart of their practice.'

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

Leaders, including trustees and governors, have a clear vision for pupils at this school. The COVID-19 pandemic disrupted pupils' learning. Academic results dropped in 2022. Leaders and staff have been working hard to bring the school back to the standards pupils reached before the pandemic. This hard work is now paying off. Pupils are achieving well across the curriculum, particularly in mathematics and English.

Children in the early years learn in a supportive, caring environment. Staff plan in detail what children need to learn. They provide many activities to capture the children's imagination and curiosity. For example, Reception children enjoy learning a different language. They sang 'Baby Shark' in Mandarin with great enthusiasm. This approach to making learning memorable helps children to achieve well.

Leaders are quick to identify the needs of pupils with SEND. Staff help these pupils to be independent learners, providing extra resources and effective support. As a result, pupils with SEND make good progress across the curriculum. Some parents of pupils with SEND are very positive about the school. Others would like better communication between school and home.

Leaders prioritise reading. They have provided staff with the training they need to teach the reading curriculum consistently well. Leaders organise the teaching of phonics well so that pupils gain the knowledge they need at the right time. Pupils who need extra practice get additional sessions to help them keep up. This enables

pupils to become confident and fluent readers. Pupils enjoy story time and value the opportunities they have to read books for pleasure. Regular visits to the school library provide them with a wide range of books to read and enjoy.

Mathematics is also a priority at this school. The curriculum builds up in small steps, lesson by lesson. As a result, pupils are confident in the tasks they undertake. Books show that pupils achieve well. From Nursery onwards, teachers are skilled at identifying and closing gaps in pupils' knowledge. Pupils enjoy mathematics, with one pupil commenting, 'In maths, you learn one thing at a time and these all add up.' Leaders have taken the same careful approach to planning pupils' learning in other subjects, such as English, science and physical education (PE). Teachers know precisely when to teach the knowledge that pupils need. They know how to check pupils' learning.

Pupils' personal development is at the heart of the school's work. Leaders ensure that the curriculum extends beyond the academic. A high proportion of pupils attend the wide range of extra-curricular clubs. In lessons and in other activities, pupils learn the importance of curiosity and not giving up. This contributes to their positive attitudes to learning and behaviour.

Teachers ensure that pupils learn about differences between people and the importance of respect. Aspects of the personal, social and health education (PSHE) curriculum are strong. However, pupils' knowledge of fundamental British values and world faiths is not secure.

Staff have regular opportunities to work with colleagues across the trust. This supports their professional development. Staff feel valued by leaders. They appreciate the way that leaders consider their workload and well-being. Morale is very high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check that all adults who work in school are suitable to work with children. They provide all staff with regular training. As a result, staff at every level understand the vital importance of safeguarding.

Staff report any concerns, no matter how small, promptly. Leaders are very persistent in engaging the help of outside agencies, such as children's services. They are determined that pupils get the support they need as quickly as possible.

Pupils learn how to stay safe online and in the wider world.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Pupils' knowledge of fundamental British values and world faiths is not secure. Leaders must ensure that pupils have the necessary knowledge and understanding of British values, different cultures and faiths to help prepare them for life in modern Britain.
- Some parents feel that communication between school and home is not as effective as it could be. They are concerned that leaders do not always respond to issues they raise in a timely manner and do not feel fully informed. Leaders should improve communication systems so that all parents feel fully involved and informed about their children's education.

### 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

<b>Unique reference number</b>	147925
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10268790
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	369
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gareth Davies
<b>Headteacher</b>	Lucy Baxter
<b>Website</b>	<a href="http://theflorence.academy">theflorence.academy</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the White Hills Park Trust in September 2020.
- The headteacher took up her post in September 2022.
- The school does not use any alternative education 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, senior leaders, groups of staff, groups of pupils, trust executive leaders, the chair of trustees, the chair of governors and other members of the local governing body.
- Inspectors carried out deep dives in the following subjects: early reading, English, mathematics, science and PE. 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 spoke to leaders about curriculum development in other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the headteacher as designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and staff surveys.
- Inspectors reviewed a range of documentation, including school improvement plans and minutes of the local governing body.

### **Inspection team**

Martyn Skinner, lead inspector	Ofsted Inspector
Gary Fullwood	Ofsted Inspector
CT Atwal	Ofsted Inspector

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