

# Inspection of Nightingale Infant & Nursery School

Nightingale Drive, Taverham, Norwich, Norfolk NR8 6LA

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Inspection dates: 23 and 24 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</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?**

Nightingale Infant and Nursery School is a small school with a big heart. This is a school where every pupil feels valued and every pupil's voice counts. Pupils are happy and safe and know that adults will listen to them. Pupils love their school. They have a wide range of interests and meaningful opportunities that enhance the curriculum.

Pupils and all members of the school community embrace and share a set of values. Pupils understand how to be fair, listen and learn, be open and honest, caring and kind, and keep trying (Flock). Pupils know they are all unique and special. They celebrate each other's achievements and qualities. They show genuine care and concern for each other. Bullying is rare. They are proud of their school.

Pupils enjoy a broad and balanced curriculum. They respond to the high expectations of staff. Staff have agreed on the teaching strategies needed to make learning memorable. They apply these across all areas of the curriculum. Pupils are confident and eager to share and talk about their learning. They listen and respond to feedback. They encourage each other to keep trying even when things are tricky.

A rich range of clubs enhance learning opportunities. A 'nightingale passport' details an entitlement and the experiences every child will have before they leave. This includes writing and posting a letter, exhibiting artwork and representing their school at a local event. Pupils are well prepared for the next stage in their education. They are ready to fly.

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

Leaders have a compelling and ambitious vision for their school. In 2021, they made changes to the structure of the school due to falling pupil numbers. The new leadership team undertook a thorough review of the curriculum. In a few subjects, this process is not yet complete.

After a dip in phonics outcomes, leaders undertook a thorough audit of early reading. As a result, they implemented a new systematic synthetic phonics programme at the start of the year. Staff have embraced the new system. Careful grouping of pupils and effective use of assessment ensures they make rapid progress. When pupils do fall behind, they catch up quickly because of the support they receive. Children love reading. They talk about a wide range of books and authors. They visit the school and local library and enjoy story times with their teachers.

Pupils with special educational needs and/or disabilities are well supported and fully included in the life of the school. Staff know when to step in and support and when to step back. Where needed, staff make subtle adaptations to the curriculum. This ensures that all children achieve ambitious end points.

There are clear routines and expectations for behaviour. This starts as soon as children begin in Nursery. Expectations are modelled and celebrated by all adults. Pupils earn 'Flock Tokens' for demonstrating the school values. Relationships between all members of the community are respectful. Many parents commented on the significant improvements they have seen at the school. A few parents still remember when this was not the case.

In the early years, 'COOL time' allows children to make personal choices. This is when they choose their own learning. They engage in meaningful opportunities to practise and revisit areas of learning. This allows children to explore personal interests. The curriculum in the early years ensures that children are well prepared for Year 1.

Children continue to be encouraged to make choices and explore their interests in key stage 1. During lunchtimes, they can climb, build, engage in sports, sit and read a book, go to the school garden, play a board game and dance. Pupils are active members of their school community. They hold important positions, for example sales assistants at the school stall. The school council make decisions that result in changes at the school. The school values are woven throughout a pupil's learning experience. For example, when providing feedback to a peer on the sculptures they had made in art, pupils were reminded to be fair and kind.

Leaders have successfully steered the school through a period of significant change. Trustees have developed a unique partnership leadership model where leaders work across pairs of schools. This has created capacity and ensured significant improvements at Nightingale Infant and Nursery School.

Staff across the partnership and trust have opportunities to collaborate and learn from each other. Leaders have invested in staff training and development at all levels. Staff value the training they receive. They say the school is unrecognisable. They say this is because of the quality of leadership at all levels.

Leaders have ensured that curriculum leadership is effective. Coaching has resulted in a consistent and effective approach to delivering the curriculum and subject leadership. This is because subject leaders have had training and support to lead and develop their curriculum areas.

Leaders have skilfully implemented change and prioritised the right things. They ensure policies and practices are consistently embedded. They have transformed the culture of the school. There is a high level of consistency and high expectations of all members of the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Staff are vigilant and identify quickly when pupils are at risk. Pupils have a broad and thorough understanding of

how to stay healthy and safe. The school undertakes appropriate checks on staff. The school's family liaison officer works closely with families to ensure children are safe and have the support they need.

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

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

- In a few curriculum subjects, leaders have not completed their planned revision of the curriculum content. This means the high expectations established in most curriculum areas are not yet instilled in these subjects. Leaders should ensure that the key knowledge they want pupils to remember is precisely identified so that pupils reach ambitious end points across all areas of the curriculum.
- The legacy and reputation of the school in the past have affected parental confidence. Consequently, a few parents lack confidence in the school. Leaders need to continue to communicate with, and include, parents and the wider community in the life of school so that all parents share the confidence that staff and children have in their school.

## **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>	146550
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10267762
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Eileen Hansell
<b>Headteacher</b>	Sarah Hutt
<b>Website</b>	<a href="http://www.nightingaleinfant.co.uk">www.nightingaleinfant.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Nightingale Infant and Nursery School converted to become an academy school in December 2018. When its predecessor school, Nightingale Infant and Nursery School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is part of Inclusive Schools Trust and recently entered a partnership with another local school
- The school currently uses one 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 deputy headteacher, the assistant headteacher, subject leaders and other school staff.

- The lead inspector met with a trustee, the chief executive of the trust and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Reception and Years 1 and 2 read to a known adult.
- Inspectors reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and leaders about how the school keeps everyone safe.
- The inspectors took account of responses to Ofsted's online survey for parents, Ofsted Parent View, and the staff survey. There were no responses to the pupil survey. The inspectors spoke informally with parents.

### **Inspection team**

Oriana Dalton, lead inspector

Ofsted Inspector

Alison Hughes

Ofsted Inspector

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