

# Inspection of Pinewood Infant and Nursery School

Pinewood Avenue, Arnold, Nottingham, Nottinghamshire NG5 8BU

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Inspection dates: 14 and 15 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2009.

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

Pinewood Infant and Nursery School is a special place to be. Pupils delight in their learning. Parents and carers are fulsome in their praise of everything that the school offers their children. One parent summed up the views of many when they said: 'I could not wish for anything more.'

Exceptionally strong relationships are the bedrock of this caring school. All staff know precisely how to support and challenge all pupils, including those who need a little more help. Pupils with special educational needs and/or disabilities (SEND) flourish. This is because their needs are understood with pinpoint accuracy.

Pupils know exactly how to behave. They are deeply absorbed in their learning and settle down to learning straight away. Pupils are quick to offer each other care and support. For example, they check on how their classmates are feeling if they sit on the friendship bench. All pupils feel happy, safe and secure.

From the moment they start, children learn how to play their part in looking after the school. The youngest children learn how to help each other and take turns doing jobs. Pupils in Year 2 organise assemblies in celebration of the 'Pinewood Pinecone' values. Pupils deeply understand these values. They say that the kindness they show each other is one of the best things about the school.

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

Reading is everywhere at Pinewood. Pupils thoroughly enjoy visiting the school's special library bus and taking home the special 'Otter boxes' of books to share with parents. Staff use books skilfully to help pupils discuss and debate ideas and build their knowledge of the world around them.

All pupils concentrate hard in phonics lessons, starting from those in their Reception Year. Staff immediately spot anyone who might need to practise more. They get this help straight away. All staff have a meticulous knowledge of any gaps that pupils might have. They know just what to do to help pupils consolidate their learning. As a result, pupils attain exceptionally well in phonics.

There is a rich and ambitious curriculum in all subjects. Staff adapt this to make sure that all pupils, including those with SEND, are fully involved in their learning. Expectations of what every pupil will know and be able to do are very high. Staff work creatively to capture pupils' imaginations. For example, they set up a table for a party to help pupils to understand the idea of 'celebration'. Pupils grasp and deepen their understanding of more abstract concepts.

The school continually checks whether pupils understand what is being taught. Subject leaders use this knowledge to review and refine the curriculum. The curriculum in all subjects is exceptionally well sequenced. For example, pupils build on what they learned during fieldwork in their local area when they plan a route into

Nottingham. Outcomes are strong. Pupils are exceptionally well prepared for the next stage of their learning.

Staff are highly aspirational in the vocabulary that they use. Pupils pick this up readily. They explain with confidence what 'pointillism' is and how they chose materials for their artwork. Pupils' knowledge of different religions is detailed. They connect symbols of light found in Diwali celebrations and Christian baptism.

The calm atmosphere permeates all aspects of school life. Breakfast club is a nurturing space, where pupils enjoy playing together. Lunchtimes are pleasant, sociable times. Many children enjoy the games outside. There are also quieter activities for pupils who benefit from socialising in smaller groups. The needs of everyone are catered for.

The whole school is committed to igniting pupils' interest in the world around them. There is an exceptionally wide range of clubs, from birdwatching to debating. Leaders make sure that there is something for everyone, checking that all pupils benefit from this offer. There are long-established links with the community, as well as new connections. Pupils take part in local gardening competitions. Visitors from a broad range of faiths and cultures are welcomed into school. British values ambassadors know that 'individual liberty' means they are free to make their own choices. As a result, pupils are very well prepared for life in modern Britain.

There are exceptionally high levels of parent satisfaction. Staff work closely with parents from the start of their child's education. Transition into early years is highly effective. A mixture of support, where needed, and decisive action has secured high levels of punctuality and strong attendance. All staff share a relentless aspiration to continue to make the school the best it can possibly be for the pupils. Governors and senior leaders make sure that this is not at the expense of staff well-being and workload. Staff deeply value how they work together and the way that leaders trust and respect their professionalism.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	122520
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10242459
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Makey
<b>Headteacher</b>	Rachel Otter
<b>Website</b>	<a href="http://www.pinewood.notts.sch.uk">www.pinewood.notts.sch.uk</a>
<b>Dates of previous inspection</b>	14 and 15 May 2009

## Information about this school

- There have been changes in leadership since the previous inspection. The deputy headteacher took up her post in April 2023.
- The school does not use any alternative provision.

## Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of

pupils' work. They considered further evidence about the curriculum in a wider range of subjects.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Inspectors met with the headteacher and other senior leaders. They met with governors and considered a range of documentation provided by the school.
- During the inspection, inspectors spoke with staff and considered the views expressed through the staff survey.
- Inspectors met groups of pupils throughout the inspection. They also spoke to them at less structured parts of the day.
- Inspectors spoke with parents at the beginning and end of the day. They also considered the views expressed through Ofsted Parent View.

### **Inspection team**

Hazel Henson, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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