

# Inspection of Ghost Hill Infant and Nursery School

Eastfield, Taverham, Norwich, Norfolk NR8 6PJ

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Inspection dates: 5 and 6 December 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected

Ofsted has not previously inspected Ghost Hill Infant and Nursery School under section 5 of the Education Act 2005. However, Ofsted previously judged Ghost Hill Infant and Nursery School to be outstanding before it opened as an academy.

The headteacher of this school is Rebecca Westall. This school is part of The Sapientia Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathan Taylor, and overseen by a board of trustees, chaired by Peter Rout.

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

Pupils love their school. They proudly tell visitors how they learn well, play fairly and behave respectfully. This is because teachers have the highest expectations of pupils behaviour and learning. Pupils are safe because their teachers care passionately about their well-being and always act in pupils' best interests.

Pupils bring an infectious enthusiasm to their learning. Children from nursery age are ready to learn. Pupils listen carefully and are keen to answer questions. They like to discuss what they are learning. They take turns and help each other to learn better.

Pupils know it is important to treat others with kindness. They read books about people from different cultures and backgrounds. This helps pupils to understand how diverse the world is. They also learn how people overcome great challenges in life. This encourages them to 'be brave and try hard'.

Pupils enjoy many opportunities to learn new important life skills. They sing, play games, compete, perform and lead others. Pupils learn to become responsible citizens. They represent their friends' views on the school council. They raise money for charity and collect food for those in need. They visit and help older members of the community. As a result, they develop empathy and find out about how life used to be in the past.

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

The school has constructed a highly ambitious curriculum. Leaders have carefully identified the knowledge pupils will gain from the Nursery to Year 2. The knowledge pupils learn builds logically on what they have learned before. This helps pupils form their understanding of complex ideas, such as the life cycle. Teachers check what pupils already know before they introduce new knowledge. This ensures pupils recall knowledge with speed.

Pupils quickly begin to apply their knowledge. Nursery children explain what nocturnal animals are and give examples of these. Children in Reception learn to make predictions and carry out small experiments. This helps enrich their understanding of how the world around them works. By Year 2, pupils are confident, resilient learners. Pupils spontaneously debate ideas. In groups, and independently, they solve problems. Pupils build accurate subject vocabulary which enables them to express their ideas articulately.

Standards in mathematics and reading at KS1 were in line with national averages in 2023. Since the summer, leaders have further refined the curriculum. As a result, pupils remember their mathematical knowledge very well. They explain mathematical concepts with clarity. Leaders have made reading a high priority. They ensure staff adopt a consistent approach to the teaching of reading. Reception-age

children rapidly gain their knowledge of new sounds. They sound out unfamiliar words and blend sounds with ease. They write them accurately in words and sentences. Older children read fluently and with expression. They write book reviews. Leaders carefully check how well pupils are reading. They provide very precise support for pupils who fall behind with their reading. These pupils quickly catch up. Pupils, including those with special educational needs and/or disabilities (SEND), learn to read exceptionally well. As a result of this, they access all other areas of the curriculum with confidence.

Leaders have established a highly inclusive ethos. Leaders use a wide variety of outside agencies to identify with precision how best to adapt the curriculum for pupils with SEND. Leaders systematically review how well these adaptations work. As a result, pupils with SEND develop independence and achieve well.

There is strong focus on pupils' personal development which permeates the curriculum. Pupils are compassionate and open minded. They understand how certain words and actions may affect others. They use this knowledge to build healthy relationships. They know how to eat healthily and value the importance of exercise. Staff's vigilance and care ensures pupils maintain a healthy mind and positive attitudes. There is a celebratory culture within the school. Teachers richly reward pupils' achievements. The entire curriculum nurtures highly inquisitive pupils who are excited about the future. They are therefore well prepared for the next stage of their education and life in a global world.

Leaders and trustees' evaluation of all areas of provision is rigorous. The trust both challenges and supports leaders. In turn leaders work closely with staff to develop their subject knowledge. Staff appreciate how leaders care for them. They understand the purpose behind leaders' actions. Leaders have built bridges with the local community. They have won over the hearts and minds of parents and carers. This has helped improve pupils' attendance which is now better than the national average. Parents overwhelmingly endorse the outstanding education the school provides for their children.

## **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>	145629
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10288562
<b>Type of school</b>	Infant
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Rout
<b>Headteacher</b>	Rebecca Westall
<b>Website</b>	<a href="http://www.ghosthill.norfolk.sch.uk/">www.ghosthill.norfolk.sch.uk/</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Sapientia Education Trust.
- The school makes use of two registered alternative providers for a small number of pupils.
- The headteacher has been in post since May 2023.

## Information about this inspection

The inspector(s) 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 the school and have taken that into account in their evaluation of the school.
- The inspectors met with the CEO, chair of trustees, other trustees, the headteacher, senior leaders, subject leaders, teachers and support staff.

- The inspectors carried out deep dives in early reading, mathematics, physical education and science. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any curriculum documentation. They also scrutinised other curriculum plans and pupils' work.
- 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' interests first.
- The inspectors considered the views of pupils, staff and parents. There were 24 responses to Ofsted's staff survey and 0 responses to the Ofsted pupil survey. There were 76 responses to Ofsted's online questionnaire, Ofsted Parent View. The inspectors considered 58 free-text responses from parents.

### **Inspection team**

Adam Cooke, lead inspector

His Majesty's Inspector

Nicola Shadbolt

Ofsted Inspector

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