

# Inspection of Ernehale Infant School

Derwent Crescent, Gedling Road, Arnold, Nottingham, Nottinghamshire NG5 6TA

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Inspection dates: 15 and 16 May 2024

<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>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Carmel Atkinson. This school is part of the Flying High Trust (multi-academy trust), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

Ofsted has not previously inspected Ernehale Infants School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

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

Ernehale Infants is an ambitious school. The school's values of 'aim high, be our best, choose kindness' guide pupils successfully in their actions and thoughts. The school's STRIVE curriculum principles encourage pupils to work hard. They enable pupils to develop resilience, a thirst for knowledge and to be 'empowered to make a difference'. These are carefully thought out and woven throughout the whole curriculum.

Pupils at this school are happy. They enjoy coming to school and attend regularly. All staff have high expectations for pupils to learn and behave well. Pupils live up to these expectations. There is a calm atmosphere in and around the school. Pupils want to learn. Pupils celebrate each other's successes. They are caring and thoughtful.

There are many opportunities for pupils to hold positions of responsibility. Pupils take these responsibilities seriously. Well-being warriors look out for pupils who may not have anyone to play with. Kindness ambassadors seek out random acts of kindness. The school celebrates these acts in assemblies; they exemplify the school's values. Pupils talk maturely about being diversity champions. They encourage others to be considerate of difference. As one pupil stated: 'We have to celebrate difference, as this is important and makes our world great.'

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

Pupils begin to learn to read as soon as they join in the Reception Year. Staff receive training so that they have the requisite knowledge to teach the phonics programme. Staff swiftly identify pupils when they fall behind. These pupils receive the support they need and catch up quickly. Pupils read books that are carefully matched to their needs. This enables them to read fluently and become confident readers.

The school makes sure that books are prominent throughout the building and within the curriculum. They are carefully chosen to match the school's aspirations and are of high quality. Many of these books tell stories of how individuals can be successful. They exemplify the lives of people from a wide and diverse world. The school places a high priority on pupils learning rich vocabulary. Typically, one pupil said: 'It's important to use ambitious vocabulary in your writing to make you better and your work better. We need to want to be better.'

The school has developed a well-thought-out curriculum. It carefully enables pupils to build their knowledge over time. Teachers connect prior knowledge with current learning. Pupils can apply their knowledge and think through challenging tasks. For example, in mathematics, a two-step approach ensures that pupils develop a deep understanding of what they are learning. Teachers receive the training they need to teach the curriculum. Although significant improvements have taken place with the curriculum recently, the school has not yet fully evaluated the impact of this work in

all subjects. This means that in a few instances, the curriculum is not having the desired impact.

Children get off to a really good start when they join in early years. It is a vibrant and purposeful place. Well-planned activities ensure that there are no boundaries to learning. Children learn about how to manage their feelings. Staff do this sensitively through games and activities. Children interact well with each other. They collaborate for sustained periods of time. They celebrate each other's successes and support each other when they struggle. Adults skilfully guide children's learning. They ensure that children become resilient and want to try hard. Books, teaching materials and displays reflect the school's ambitious intention. Children do well in the early years foundation stage.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Rigorous systems identify these pupils' needs. Staff consider these pupils' needs when planning the curriculum. Pupils with SEND receive the support they need. They make good gains in their learning.

Pupils' attitudes to their learning are positive. Well-established rules and expectations guide pupils to behave appropriately. Pupils say the school helps them if they struggle to manage their own feelings. The school is a calm yet purposeful place.

The school's offer for personal development is exceptional. The school provides many opportunities for pupils to develop character. Pupils learn the importance of being active citizens. Pupils regularly support charities. The school ensures that pupils know how to keep themselves safe. Pupils learn the importance of fundamental British values. Pupils are tolerant and respectful of difference. There are a wide range of clubs on offer such as art, dance, French and board games.

The school considers staff workload. All staff say they are well supported. The school works well with the multi-academy trust. Governors undertake their roles and responsibilities diligently.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Significant improvements have taken place with the curriculum recently, but the school has not yet fully evaluated the impact of this work in all subjects. This means that in a few instances, the curriculum is not having the desired impact. The school should fully evaluate each subject and make the necessary adjustments so that all pupils achieve as well as they can.

## 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>	146598
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10254797
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Neil Robinson
<b>CEO of trust</b>	Chris Wheatley
<b>Headteacher</b>	Carmel Atkinson
<b>Website</b>	<a href="http://www.ernehalefha.co.uk">www.ernehalefha.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a part of Flying High Partnership, which is a multi-academy trust.
- The school does not make use of any alternative provisions.

## Information about this inspection

The 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 education 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 held meetings with the headteacher and the special educational needs coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history,

and art and design. To do this, they met with curriculum leaders, visited lessons, looked at samples of pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for reading, geography and personal, social, health and economic education.

- The lead inspector met with four members of the local governing body, including the chair, and one trustee.
- Inspectors met with the chief executive of the trust and the director of quality assurance and school improvement.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses. An inspector spoke informally to parents at the beginning and end of the school day. Inspectors spoke with staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

### **Inspection team**

Mark Anderson, lead inspector

His Majesty's Inspector

Ian Toon

Ofsted Inspector

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