

Inspection of Sawley Infant and Nursery School

Wilmot Street, Sawley, Long Eaton, Nottingham, Derbyshire NG10 3DQ

Inspection dates: 6 and 7 February 2024

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

Ofsted has not previously inspected Sawley Infant and Nursery 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.

The headteachers of this school are Marie Harral and Rebecca Morley. This school is part the of One 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, Graham Boyd, and overseen by a board of trustees, chaired by Dr Pip Dean.

What is it like to attend this school?

At this school, pupils secure a solid start to their early education. Their needs are nurtured at this inclusive school. Parents and carers speak fondly of how their child is supported. As one parent, typical of many, commented, 'I cannot praise this school enough. I am proud that my child goes here.'

Pupils are polite, supportive and caring of each other. Those who attend the school's 'Sunshine Room' develop their social and emotional needs. The school ensures that every pupil is ready to learn and succeed by addressing any barriers to learning they may face.

The school's superhero rules of 'ready, respectful and resilient' are more than just a code of conduct. They are attitudes and behaviours that help pupils to understand how to conduct themselves in wider society. For example, the 'ready' element helps children to understand how to be safe in and out of school.

'Sparkle and shine,' the school's motto, is used to celebrate pupils' achievements. This may be through celebration assemblies or receiving 'power up' rewards that are shared with parents. Pupils rise to these high expectations in behaviour. They know that the 'recharge' will help them to reflect and regulate their emotions.

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

There is a clear ambition for every pupil to have a secure start to their education. For pupils with special educational needs and/or disabilities (SEND), this ambition is equally high. The school ensures that it understands the holistic needs of each pupil so that the curriculum is tailored to their needs. For some pupils, this may focus on closing gaps in early emotional and social development.

The curriculum is ordered logically. It considers what pupils should know and remember. In mathematics, teachers deliver the curriculum well. Pupils with SEND are supported by adaptations to equipment and teaching that help break the knowledge down into smaller steps. However, this is not consistent in all curriculum areas. The school has not yet systematically ensured that all subjects are well implemented. In some subjects, staff subject expertise is not as well developed as it is in others.

Children in Nursery are supported to learn new vocabulary through songs, rhymes and, where needed, through forms of sign language. Children join in enthusiastically with familiar stories. For example, many children in the chorus joined in with the speech for the characters in the story of 'Owl Babies'. Leaders continue to ensure that children in Reception have equally meaningful opportunities to learn through independent activities.

Most pupils learn to read well. They use the knowledge they learn in their reading lessons to sound out words independently. Pupils with SEND have additional, precise

support to help them to learn to read in smaller, manageable chunks. The school continues to ensure that all staff have the right expertise needed to deliver the early reading programme.

Pupils in the school's 'Rainbow' provision are provided with a curriculum that is broken down into precise steps of knowledge. For example, during a dance lesson in the school hall, adults supported pupils to copy movements in their own space and time.

Building secure relationships with families is at the heart of the school's ethos. This helps to ensure that any barriers to attendance and punctuality are quickly identified. Where needed, the school ensures that support from external agencies is put in place to help pupils and their families to develop positive attitudes towards education.

The personal development offer links closely to the school's curriculum. Children in the early years enjoy local walks as they learn about their community. Older pupils enjoy clubs that are linked to their interests. Pupils enjoy performing in school productions. They learn about British values through the 'High five values' song. Although pupils demonstrate attitudes of respect and tolerance, their understanding of different groups is not as well developed.

All staff are proud to work at this school. They feel well supported and appreciate the training and professional development they receive.

The trust has a secure understanding of the school's strengths and next steps. Trustees and governors make regular checks on the school's work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems and checks on how well the curriculum is implemented, including in the early years, are not fully established. This does not support the school in adapting and amending the curriculum to ensure that all pupils are knowing and recalling more over time in all subject areas. The school must ensure that checks on the implementation of the whole curriculum are made. It must ensure that staff have the knowledge and expertise to implement the entire school curriculum as intended.
- Pupils' understanding of different groups in society is not fully developed. This does not prepare them well for life in modern Britain. The school must ensure that pupils have a meaningful understanding of diversity so that they are well prepared for life in contemporary society.

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

Unique reference number	141542
Local authority	Derbyshire
Inspection number	10242395
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	Board of trustees
Chair of trust	Dr Pip Dean
CEO of the trust	Graham Boyd
Headteacher	Marie Harral and Rebecca Morley (Co-headteachers)
Website	www.sawleyinfantschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Sawley Infant and Nursery School converted to become an academy in November 2014. When its predecessor school, Sawley Infant and Nursery School, was last inspected by Ofsted in November 2008, it was judged to be outstanding overall.
- Sawley Infant and Nursery School is part of One Academy Trust. This Trust was created in September 2023 after a merger between Willows Academy Trust and Believe Academy Trust.
- Some pupils receive their education in the 'Rainbow room' which is an internal SEND provision.
- The school does not use any alternative providers.

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 judgment 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.
- 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 held meetings with the headteacher and other senior leaders, including leaders for attendance, behaviour, SEND and the early years.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, art, and design and music. For each deep dive, inspectors met with the curriculum leaders to consider planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also sampled curriculum plans for a range of other subjects. They also considered the school’s provision for writing.
- Inspectors met with the school’s special educational needs and disabilities coordinator and visited the school’s SEND provision.
- Inspectors observed pupils’ behaviour in lessons and around the school, including playtime and lunchtime. They met with multiple groups of pupils to discuss behaviour in school.
- Inspectors met with the designated leader for safeguarding and considered documentation relating to how the school keeps pupils safe. They sampled information for pupil attendance and behaviour.
- Inspectors spoke with parents and pupils. They considered the responses to the online staff surveys and the responses to Ofsted Parent View.

Inspection team

Shaheen Hussain, lead inspector	His Majesty’s Inspector
Linda Azemia	Ofsted Inspector
Mark Westmoreland	Ofsted Inspector

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