

Inspection of Mousehold Infant & Nursery School

Mousehold Avenue, Norwich, Norfolk NR3 4RS

Inspection dates:	5 and 6 November 2024
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 under section 5 of the Education Act 2005

Ofsted has not previously inspected Mousehold Infant and Nursery School under section 5 of the Education Act 2005. However, Ofsted previously judged Mousehold Infant and Nursery School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

The head of school is Ian Tolson. This school is part of Inclusive Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Selene Sawyer, and overseen by a board of trustees, chaired by Jeff Prosser. There is also a partnership headteacher, Samantha Petchey, who is responsible for this school and one other.

What is it like to attend this school?

Pupils flourish and thrive because of the excellent education they receive. Highly positive relationships between pupils and staff help pupils become confident and well prepared for the next stage of their education. The school is highly inclusive and pupils access the same rich curriculum. This includes the high number of pupils with special needs and/or disabilities (SEND) and the significant number of pupils who speak English as an additional language.

Pupils are helped to develop strong language skills. Most quickly become confident readers. The school is highly ambitious for what pupils can achieve and very many pupils make rapid progress in their learning. Pupils choose to read in their play and have access to lots of interesting picture books.

Pupils enjoy school and behave exceptionally well. Their learning is enhanced by many different trips and visitors. They learn to be good citizens and care for each other if hurt or upset. They develop strong teamwork. For example, Reception children chose to work together to gather fallen leaves to make an enormous tower. Pupils persist when things are difficult, this includes pupils who find reading hard, but still enjoy it.

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

The greatest strength of this school is its staff's skill and expertise. The way they bring the curriculum to life means pupils are engaged and learn well. Staff model clear language and expand pupils' understanding through play and other learning.

The school has considered carefully the content and sequencing of the most important knowledge that pupils need to learn. Staff check on pupils' understanding to ensure no misconceptions are created.

All pupils access the same core learning in class. Work given to pupils is precisely matched to their next steps. Some pupils develop use of symbols and images to communicate. Many pupils are skilled writers, with neat handwriting, using a wide range of vocabulary.

There is a strong focus on the skills to develop good pencil grip and control ready for writing. Children in the early years have lots of finger activities in their play. They are encouraged to do mark making in play. As they move into key stage one, handwriting and sentence structure are taught and practised regularly.

The school's highly effective approach to teaching reading helps pupils to quickly learn to read. Staff take into account pupils' reading knowledge to ensure that activities focus on what pupils most need to learn. This means that those who need it get lots of extra practice of early sounds. Equally, pupils who are more fluent readers have more challenging texts to discuss and understand. There is a high focus on language and vocabulary throughout the school. This means those pupils who enter with less precise speech develop these skills.

Staff have excellent knowledge of pupils' needs and individuals' next steps. Pupils with SEND are fully integrated into the life of the school. Those who are at an early stage of communication develop strong use of symbols and images to communicate.

Many pupils join the school at different times of the year. Most of these pupils are at an early stage of learning to speak English. They receive effective teaching that helps them make very strong progress in their learning across the full range of subjects. Leaders have an exceptional focus on making sure that disadvantaged pupils make as much progress as possible.

Pupils' learning is significantly enhanced by a well-planned additional offer. There are many varied clubs. Pupils learn the ukelele and to play samba drums. They take part in capoeira, dance based on martial arts. The school nurtures and fosters individual pupils' interests and talents.

Clear routines are taught right from the start. Pupils are taught to be independent. Together, these mean that classroom and playtime behaviour is excellent. Pupils are attentive in teaching times. They work hard, even when they find things tricky. Pupils are very accepting of difference and include everyone in their activities and play. They learn about key British values and demonstrate their understanding of this by being very polite and respectful.

Leaders and staff work together to further improve the quality of education provided. Staff feel well supported by leaders. The school works closely with its partner junior school and shares expertise. This means that the quality of education is high and continues to improve. Trustees keep a challenging focus on ensuring that all pupils achieve as well as they can.

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

Unique reference number	146479
Local authority	Norfolk
Inspection number	10345511
Type of school	Infant and Nursery
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	Board of trustees
Chair of trust	Jeff Prosser
CEO of the trust	Selene Sawyer
Teacher in charge	Ian Tolson (Head of School)
Website	www.mouseholdinfants.com
Dates of previous inspection	Not previously inspected

Information about this school

- The school is part of the Inclusive Schools Trust. It is partnered with another school in the same trust, George White Junior School. Senior staff have responsibilities over both schools. Some subject leaders are shared between the two schools.
- The school has morning and after-school clubs.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 spoke to the head of school, partnership headteacher and other subject leaders. They met with the CEO and members of the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and looked at samples of 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.

Inspection team

Tessa Holledge, lead inspector

His Majesty's Inspector

Benjamin Axon

Ofsted Inspector

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