

# Inspection of a good school: John T Rice Infant and Nursery School

Braemar Road, Forest Town, Mansfield, Nottinghamshire NG19 0LL

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Inspection dates:

13 and 14 December 2023

## Outcome

John T Rice Infant and Nursery School continues to be a good school.

## What is it like to attend this school?

Pupils thrive at John T Rice Infant and Nursery School. They are happy to attend school and are well looked after by the caring team of committed staff. Parents and carers are full of praise, with one commenting: 'I couldn't wish for a better school for my daughter to start her education journey at.'

Pupils behave exceptionally well in and around the school. They are always kind and respectful. The school's three simple rules are known and followed by all. Playtime is a happy time. In lessons, there is no disruption to learning. Children in Nursery and Reception classes settle quickly.

The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). The school's curriculum has recently been developed. It is ambitious and provides pupils with a broad and interesting education. In lessons, pupils work hard. They are curious and excited to learn.

There is an extensive range of opportunities open to all pupils. They attend forest school, after-school clubs and breakfast clubs, and attend many trips and visits. Pupils learn about their emotions and how to be physically and mentally healthy. Well-being Wednesday sessions are a highlight for all.

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

From children's first days in Nursery, the school identifies and meets children's needs very well. The support and education for pupils, including those with SEND, constitute a strength of the school. The school seeks advice and support from external professionals when required. Staff are well trained to make suitable adaptations to activities or to the curriculum. This support enables pupils to access learning alongside their peers.

The school's curriculum is ambitious. Staff have thought carefully about the knowledge and skills they want pupils to learn by the end of each year. This knowledge is organised

in a logical manner, from Nursery through to Year 2. For example, in geography, pupils learn about their classroom environment before identifying features of their local village of Clipstone. However, across a few subjects, some pupils struggle to recall parts of their learning in sufficient detail.

Reading is a high priority for the school. A new phonics programme has been introduced. Phonics is delivered well across the school. Children in the early years are taught to read as soon as they start school. Books are appropriately matched to the sounds pupils are learning. Staff are quick to spot those pupils who are not keeping up and provide additional support to help these pupils catch up. Pupils enjoy reading and being read to. The books that pupils read have been carefully chosen to help them broaden their horizons as they grow up in modern Britain.

In mathematics, the planned curriculum is taught as leaders intend. Pupils have positive attitudes to their mathematics lessons. Teachers have good subject knowledge. However, in some cases, the school has not ensured that pupils have the prior knowledge they need to help them understand new subject content. When this happens, pupils do not learn as quickly as they could.

Children in the early years get off to a flying start. Relationships between adults and children are strong. Pupils settle quickly and are growing in confidence. There are clear routines and high expectations. The environment promotes all areas of the early years curriculum and is purposeful. Time is provided by the adults for pupils to immerse themselves in learning new things. Teachers regularly check on children's understanding. Where there are gaps in learning, children are supported by adults to catch up quickly.

The curriculum for pupils' personal development is strong. Pupils, despite their young age, are very clear in their belief that 'Everyone should be treated the same and difference does not matter.' The school's curriculum ensures that pupils learn about safety, relationships and permission-seeking. Pupils confidently talk about their well-being and how to look after themselves. They have a deep understanding of right and wrong and know who to turn to when they have any worries. Pupils are enthusiastic about the many opportunities they have in school. The school's recent nativity performance is just one example of how pupils have the opportunity to be 'the best they can be'.

Governors support the school well. They fulfil their statutory responsibilities. Staff are proud to work at the school. They appreciate the careful consideration given to their workload and well-being. Staff say that the school is well led, and they feel valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Across subjects, including mathematics, teachers' checking of pupils' understanding is not as effective as it could be. As a result, pupils sometimes struggle to remember the key content they have learned over time. The school should ensure that staff emphasise the most important knowledge and skills, carefully check pupils' understanding and help pupils to integrate new knowledge into larger ideas.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

## 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>	122452
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10298436
<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>	192
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth Palmer
<b>Headteacher</b>	Shelley Bennett
<b>Website</b>	<a href="http://www.johntrice.notts.sch.uk">www.johntrice.notts.sch.uk</a>
<b>Dates of previous inspection</b>	7 and 8 March 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school is smaller than the average-sized school of this type.
- The proportion of disadvantaged pupils has increased since the last inspection, and is now above the national average.
- The school operates a 52-place nursery with pupils attending for half-day sessions, morning and afternoon.

## Information about this inspection

- The inspector carried out this ungraded inspection under section 8 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.

- The inspector carried out deep dives in reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector held meetings with the headteacher and other senior leaders. A meeting was held with three members of the governing body, including the chair of governors, and with a representative from the trust.
- The responses to Ofsted's surveys were considered.

### **Inspection team**

Kate Mann, lead inspector

Ofsted Inspector

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