

Maun Infant and Nursery School

Inspection report

Unique reference number	122667
Local authority	Nottinghamshire
Inspection number	380512
Inspection dates	17–18 January 2012
Lead inspector	Lynne Blakelock

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Tom McLafferty
Headteacher	Mary Haig
Date of previous school inspection	21 May 2009
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Age group	3-7
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Introduction

Inspection team

Lynne Blakelock

Additional inspector

Debbie Vials

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed six teachers in 12 lessons, over approximately six hours. As well as observing classes over the full or part-lesson, inspectors spent time watching the learning of pupils in small groups and individually and discussed their learning with them. The inspectors held meetings with groups of pupils, with the leadership team and with representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's data about the achievement of all groups of pupils, its improvement planning and samples of pupils' work. They analysed 51 questionnaires returned by parents and carers.

Information about the school

This is a smaller than average school, compared to others of its type. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. A below average proportion has special educational needs and/or disabilities, of which most are moderate learning difficulties.

The school is part of a family of seven schools which work together to share resources and expertise. Since the last inspection, the school has established a leadership team of four teachers to support the headteacher.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. Children achieve satisfactorily through the Early Years Foundation Stage and through Key Stage 1 in reading, writing and mathematics. They reach average levels in reading, writing and mathematics by the end of Year 2.
- The quality of teaching is satisfactory. While some teaching is good, overall it is satisfactory. It results in satisfactory progress over time. Planning does not always take into account the levels at which pupils are working to provide accurate challenge in order to accelerate pupils' progress. Similarly while the point of learning is often very focused, it is not always so. Some marking and oral feedback ensures that pupils know exactly what to do to move their learning forward, but this information is not always given, or is sometimes not clear enough.
- Pupils' behaviour is good from the Early Years Foundation Stage onwards. They feel safe in school and well cared for. Pupils' attendance has remained average for several years and while strategies are in place to improve it, they do not sufficiently involve parents and carers, ensure that pupils know the importance of very regular attendance or involve them in managing their own attendance rates.
- Leadership and management are satisfactory. The leadership team is showing emerging good practice in addressing its areas of responsibility but there are gaps in the monitoring of key aspects of learning and other outcomes. In particular, data relating to pupils' achievement through the school, which is collected regularly, has not been evaluated thoroughly enough recently to ensure its accuracy, consistency and effectiveness in supporting individual pupils' progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards and accelerate progress from the Early Years Foundation Stage onwards, through ensuring that;
 - tasks always provide an accurate match of challenge to pupils' needs
 - there is always a specific focus to pupils' learning, which they know and understand
 - written and oral feedback about learning tells pupils clearly how to move forward.

- Increase pupils' attendance to above average by making sure that:
 - all pupils and their parents and carers understand the importance of good attendance and its link to progress
 - the school establishes a wider range of strategies, including pupils' ownership of their own attendance, through individual targets.

- Strengthen the effectiveness of leadership at all levels by making sure that
 - all of the school's data is accurate, consistent and used effectively to support pupils' individual progress
 - leaders drive school improvement through more systematic monitoring, identifying and taking responsibility for key aspects of learning and practice.

Main report

Achievement of pupils

Most children start school with average levels of knowledge and skills, although there is some variability from year to year. All groups of pupils make satisfactory progress throughout the Early Years Foundation Stage in all areas of learning and development, from their starting points. The children share, organise themselves and their learning, and increasingly make choices throughout the day. In recent years the progress of some of the children known to be eligible for free school meals was slower than others in the Early Years Foundation Stage but this has quickened recently because of improved intervention strategies.

Intervention strategies through the school are filling specific gaps in learning, including for pupils with special educational needs, who are moving forward satisfactorily and increasingly confidently in their learning. There is no significant difference between the achievement of boys and girls, which is an improving picture. Those with disabilities are making steady progress, guided by the sensitive support of teaching assistants.

By the end of Year 2, all groups of pupils achieve satisfactorily in reading, writing and mathematics, reflecting their satisfactory progress throughout the school. All parents and carers who responded to the questionnaire judge progress to be good, but inspection evidence shows it to be satisfactory.

Pupils' progress in reading, although satisfactory, is quickening through consistent practices in teaching letters and sounds. Children in the Nursery enjoy recognising letters, sounding them out and practising forming them into accurate letters. In Reception, the children capable of reaching higher levels made good progress in writing simple words and making links between those words, and their place and meaning in a short story. Through Year 1, an increasing proportion of pupils are automatically breaking down words to enunciate them accurately. Some pupils who find reading difficult still tend to guess words but teaching assistants regularly check understanding and reinforce the sounding out of letters to promote pupils' word recognition.

Quality of teaching

Pupils learn in a bright and welcoming environment. Parents and carers unanimously judge teaching to be good. Inspectors judged it to be satisfactory overall, due to inconsistencies in a variety of practices. Where teaching is good, progress accelerates. In a Year 1 lesson, for example, pupils enjoyed the interesting activities that, together with clear teaching and good support from teaching assistants, resulted in pupils' secure understanding of the four positions for writing and letters. Tasks were challenging, gave them responsibility for their learning and involvement, and together with a brisk pace, ensured pupils remained engaged.

Constructive relationships between staff and pupils and teachers' good subject knowledge provide a positive basis for learning from the Early Years Foundation Stage onwards. The outdoor area provides a delightful environment for the children in Nursery and Reception to develop a wide range of skills and to extend indoor learning.

The best lesson plans are detailed and cater well for pupils of all abilities. The aims of learning tend to be less specific when pupils are working in groups so that they do not always make the progress that they could. In several lessons the tasks for more-able pupils did not challenge fully their thinking and deduction. An example of good challenge was seen in a guided reading lesson, where more-able pupils made links between key words and their use in sentences. Pupils enjoy reading to staff but the regularity of this activity is variable.

Pupils' spiritual and cultural development and their social and moral skills are promoted effectively through planning which incorporates team work, role-play and reflection on their creative work. Good development of problem solving skills was seen in a numeracy lesson in Year 1. Pupils worked well cooperatively and independently to put different shoes in order. They considered how to measure them and by the end of the activity were able to work out the space needed to place different types of shoes. A similar activity was extended in Year 2, where learning built in a range of literacy and numeracy skills in a variety of tasks.

Even the youngest pupils have targets which they strive to achieve, although they are not always presented in an imaginative way that helps pupils to remember them. Marking is regular but is not consistently helpful in informing pupils of the next steps

to take.

Behaviour and safety of pupils

The inspection team's findings match the views of the overwhelming majority of parents and carers that behaviour is good and that their children are safe in school.

From the time that they join the Early Years Foundation Stage, the children develop quickly a very clear understanding of the school's expectations about behaviour, through daily routines, class rules and good modelling by staff. They show a good understanding of right and wrong and why it is important to treat each other fairly, to cooperate and share, and take responsibility. Year 2 pupils, for example, showed pride and care when serving lunch to their groups. It illustrated the family feel of the school. Pupils are adamant that there is no bullying. They know what it is and how to deal with it if it does happen and express great confidence that the staff will deal with any incidents effectively.

As a consequence of the school's systems and the caring staff, pupils feel secure in school. The curriculum and daily routines promote their security and their good understanding of potential dangers and how to stay safe. Almost all parents and carers agree that their children are well looked after.

Attendance remains average through the school, with few persistent absentees. Although the school regularly checks absence and staff praise the class with the best weekly attendance, strategies are not promoting pupils' ownership of their attendance, such as through individual targets, or its importance over time, as effectively as they could.

Leadership and management

Recent changes in the management structure are leading to secure improvements in several aspects of the school's organisation and work. The leader of the Early Years Foundation Stage, for example, has addressed inaccuracies in assessment data through an ongoing programme of staff training, which is promoting more consistent practices. The special educational needs coordinator, while new in post, has collected data that is resulting in more prompt, appropriate, focused support and intervention. The curriculum shows good breadth through the school and is creative. Based on learning through themes, it is enabling teachers to build in regular opportunities for pupils to practise a good range of communication skills. Together with an interesting and varied range of enrichment, the curriculum increases pupils' enjoyment and motivation to learn. However, activities are not consistently planned with the necessary detail to accelerate progress of pupils across the range of attainment, so the impact of the curriculum is therefore satisfactory overall.

The headteacher and leadership team share an accurate understanding of the school's priorities, reflected in improvement planning that is based on regular analysis of the school's performance. The headteacher's judgements of the quality of teaching observed during the inspection matched very closely that of the inspection

team. She acknowledges that monitoring of the school's data about pupils' achievement has not recently resulted in fully accurate, consistent information about individual pupils' progress. Their achievement in letters and sounds, for example, is not systematically recorded and analysed. The committed governing body has a broad understanding of the school's performance and asks pertinent questions. The governors' links with leaders are helping them to gain a detailed picture of the school's overall effectiveness. This, together with the embedding of a range of strategies by the leadership team to promote greater consistency of practice, demonstrates the school's satisfactory capacity to move further forward.

Daily learning and playing promote pupils' good spiritual, moral, social and cultural development. There are abundant opportunities for pupils to consider their moral views and the right actions to take in particular situations. Visits to places of worship from the time that the children start school build up their understanding of peoples' faiths and where they worship, as well as their daily practices. Art work, which is of an above-average standard, and pupils' enjoyment of music and singing, add to their good spiritual growth and cultural understanding by encouraging their curiosity, reflection and creativity.

The good daily care of pupils is supported by safeguarding arrangements which meet the statutory requirements. The school promotes equality and tackles discrimination satisfactorily. For example, effective links with external agencies enable those who need specialist help or whose circumstances make them vulnerable to settle more quickly to their learning. Other partnerships, particularly the links with other schools in the locality, are helping staff to strengthen their practice and add to the school's provision. Communication and relationships between home and school are a strength. There is overwhelming agreement that the school helps parents and carers to support their children's learning, for example through regular information and workshops, such as family literacy. Parents and carers know their views are considered and that the school views them as vital partners in helping their children to achieve their potential.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 January 2012

Dear Pupils

Inspection of Maun Infant and Nursery School, Newark NG22 9RJ

We enjoyed the two days we spent at your school recently. You made us feel very welcome. Thank you for showing us round and sharing your learning with us. We liked listening to your thoughts about your school and we have taken them into account in our judgements. This is what we found out.

- Your school is a satisfactory school.
- You make satisfactory progress in the Early Years Foundation Stage and Key Stage 1.
- You reach average standards in reading, writing and mathematics.
- Teaching is satisfactory overall but some teaching is good and in those lessons you make good progress.
- Your behaviour is good, both in lessons and around the school.
- The staff give you lots of opportunities to learn and make it interesting.
- Your attendance is average.

Your headteacher and the staff want to quicken your progress. To do this, I have asked them to make sure that the information they have about your learning is always accurate and recorded. They will check that your work gives you the right level of challenge, that you know the purpose of your learning and that marking tells you how to improve your work. We have also asked the headteacher to make sure that your attendance improves and is above average. She will make sure that you know how important it is and encourage you to check your attendance and do your best to attend every day that you are well enough to do so.

We hope you will all help the school to make these improvements by coming to school very regularly and taking your teachers' advice.

Yours sincerely

Lynne Blakelock
Lead inspector

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