

Manor Park Infant and Nursery School

Inspection report

Unique Reference Number	122625
Local Authority	Nottinghamshire
Inspection number	359282
Inspection dates	15–16 September 2010
Reporting inspector	Terry McDermott

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	John Bowers
Headteacher	Carol Litowczuk
Date of previous school inspection	17 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and all five teachers were seen teaching at least twice. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work, and looked at reports from the School Improvement Partner, the school's procedures for tracking pupils' progress, the school's records of the monitoring of learning, and minutes of the governing body. They considered 31 questionnaire responses from parents and carers and 21 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- whether pupils' learning and progress have improved since the last inspection
- the extent to which the school's leaders know which areas of the school's work might need to be improved
- whether recent actions taken by the school's leaders are leading to sustainable improvements in the quality of provision and outcomes for pupils.

Information about the school

This smaller-than-average school serves the village of Calverton. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils from minority ethnic groups is below average. Very few pupils do not speak English at home. The proportion of pupils with special educational needs is broadly average, though the proportion of those with a statement of special educational needs is above average. The Nursery class provides part-time places for children from the wider area. Many of these children leave to join Reception classes nearer their homes. The school currently has Healthy Schools Gold status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has improved all of its major aspects since the last inspection. Pupils' learning and progress, the Early Years Foundation Stage, pupils' personal development, the quality of teaching, the curriculum, care guidance and support, and leadership and management, are now all good. Each issue identified for improvement in the last inspection report has been dealt with successfully. Pupils achieve well.

When they start in the Early Years Foundation Stage, children's skills and experiences are lower than expected for their age. They make consistently good progress as they move through the school. Their attainment at the end of Year 2 is broadly average. Pupils enjoy coming to school because they feel safe, well looked after, and because, 'We make loads of friends'. Their spiritual, moral, social and cultural development is good because of their regular experience of good role modelling by all adults of respect, consideration, and tolerance for the views of others. Even at a young age, they are well on the way to becoming good citizens. The school provides a welcoming and harmonious environment for learning, with a strong and very successful focus on staying healthy.

Teaching is consistently good across the school. Classrooms are colourful and stimulating places where pupils get on well together, and gain a growing fascination for learning about new things. Progress sometimes slows a little when work does not fully meet pupils' learning needs closely enough, or when limited handwriting skills prevent them from expressing their thoughts on paper. The large amount of information derived from the school's assessment system is sometimes too cumbersome for teachers to use effectively. The curriculum is good: the wide range of enrichment activities, linked directly to the everyday work of the school, provides experiences which motivate pupils to widen their horizons. The good care, guidance and support for each individual successfully helps pupils to overcome their uncertainties and to manage their difficulties well.

The school is accurate in its self-evaluation because it takes an objective view of what the pupils gain in both their academic and personal development. Under the good leadership of the headteacher and her capable deputy, each adult has a determination to do their very best for the pupils in their care. Staff morale is high. The school has successfully implemented strategies to improve the effectiveness of all aspects of its work. School leaders measure the outcomes of everything they do and share a common desire for school improvement. However, planning for school improvement identifies too many priorities, and does not always describe intended outcomes precisely enough. This can make it difficult for school leaders and the governing body to identify with precision what they need to do to improve still further, and to accurately measure success. Although the full impact of these recent, across-the-board improvements has yet to be fully seen in the attainment of the oldest pupils, the good improvements since the last inspection indicate clearly that the school has a good capacity to secure further improvements.

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What does the school need to do to improve further?

- Ensure that work set in lessons accurately meets the learning needs of all pupils, particularly in handwriting.
- Improve the quality of school improvement planning by reducing the number of priorities identified and sharpening the focus of intended outcomes so that leaders and managers at all levels can more accurately measure success and plan further action.
- Refine assessment and tracking procedures to ensure that pertinent information about the progress pupils are making is more easily accessible to leaders and teachers.

Outcomes for individuals and groups of pupils

2

Pupils enjoy being in school and are attentive, motivated, considerate and thoughtful in lessons. These were common features in all lessons seen during the inspection. They are prepared to explain their answers verbally, although their ability to transfer this to their written work is sometimes limited by restricted handwriting skills. Most pupils reach average standards in reading, writing and mathematics by the end of Year 2. Pupils with special educational needs and/or disabilities achieve well because of the skilful support they receive from teaching assistants, helping them to join in successfully in all that the school has to offer. Boys and girls of all abilities progress equally well both in their personal development and academically.

Enthusiastic participation in vocal music, particularly the delightful singing at the start and finish of assembly, sport and art underline pupils' appreciation of and desire for all that the school has to offer. Pupils willingly share their ideas and opinions with the whole class, and even the whole school during assemblies. This consolidates learning, builds confidence and self-esteem, and encourages reflection and self-discipline.

Pupils express confidence in the school's ability to sort out, quickly and fairly, any issues which may arise. They assert that bullying is not a problem in school, but they know what to do if it does occur, 'Say NO, that's unfair, or tell a teacher.' They can explain why they are safe in school. They have an excellent understanding of the positive effects of exercise on their bodies, and describe how, 'Your heart pumps blood around your body taking stuff to make your muscles work.' They appreciate the importance of a healthy diet and are proud of helping the school to maintain its Healthy School status. Pupils readily take on the many responsibilities the school offers them, and carry them out conscientiously. Their behaviour is good, and the sometimes challenging behaviour of a few is well managed. Pupils' attendance is average, usually affected by the normal childhood ailments. The confidence pupils gain from working together, combined with their average academic standards, means that they are satisfactorily prepared for the next stage of their education after they leave at the end of Year 2.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils enjoy lessons and work well most of the time because their behaviour is good. All lessons are characterised by the good relationships between adults and pupils, and between the pupils themselves. They get on well together in all aspects of school life. In the very large majority of lessons, where teaching is good or better, work is well planned, moves forward relentlessly, is fast paced, and interesting. Pupils are given opportunities to think for themselves, and are then challenged to explain their thoughts to other class members. Pupils like this way of working. In these lessons, learning is rapid and securely based. In a small number of instances, all the pupils in class are given the same explanation or piece of work to do. Some find this work simple and finish quickly, while others find the work too hard and never really get started. In these lessons, learning is slower than it might be. In addition, some older pupils are frustrated because they have not had sufficient opportunity to develop the skills to fluently express their thoughts and ideas in writing.

The curriculum is good overall, and meets statutory requirements. The wide range of extra-curricular and enrichment activities offered by the school have something to attract everyone. Participation rates in cultural, social, and particularly physical and sporting activities are high. Good relationships between adults and pupils, and between the pupils themselves, are central to the school's good pastoral provision. Pupils and their families are well known to staff and this ensures that care and support for each individual is

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always available as required, although the school does not always critically evaluate the effectiveness of this support. The care and support for vulnerable pupils is good, and is crucial to pupils' good personal development. Links with outside professional and other agencies are used promptly and effectively when the need arises.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders at all levels, and all other adults in the school, share a common team purpose to do their best to ensure that each individual pupil enjoys being in school, and makes the best progress possible. School self-evaluation is accurate. It is firmly based on the outcomes pupils reach and, as a consequence, the school knows what it does well. However, the very zealous gathering of information about pupils' progress can sometimes overburden all adults, and makes effective use difficult.

Governance is good. Members of the governing body are supportive, dedicated and have the confidence to hold the school to account for its performance. Safeguarding procedures are understood and carried out well, because the school reviews and reinforces them regularly. Current requirements are fully met. Parents and carers are unanimous that their children are safe in school. Provision for community cohesion is satisfactory. Pupils are active fund raisers for British and international charities, and the school has good links with parents and outside partners. However, it has yet to fully develop links beyond the local community. The school works diligently to ensure that all types of inequality are addressed robustly and to ensure a harmonious school community, free from harassment or discrimination. Taking account of pupils' good progress and the effective use of resources to support this, the school gives good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The starting points for children who enter the Nursery class are below those expected for their ages and often show a wide range. Many have communication and personal skills which are well below those expected. Because teaching is good, all children make good progress in these and other areas of learning. Welfare arrangements are very good, and close and effective links with families ensure that children settle in rapidly. About half of these children leave the school at the end of their Nursery Year, as they begin compulsory education in schools closer to home. Reliable and accurate school assessments show that, at the beginning of Reception Year, the new group of children has skills lower than normally expected.

Adults throughout the Early Years Foundation Stage are patient and supportive, and provide good consistent role models from which children learn to play and work together in harmony. Children trust the adults completely, and quickly learn to behave sensibly and co-operatively, and to get on with each other. Their personal, social and emotional development is good. Children are able to engage in a wide range of learning activities which they find interesting and attractive. Pupils become confident to make their own choices about where and how they want to learn. They provide a very strong foundation for the continuing good relationships between adults and pupils as they move through the school.

Leadership and management are good. Adults have a clear understanding of what children know and can do because they record everything children learn. However, their identification of the progress children make is less certain. Adults rightly focus on successfully building children's communication skills, widening their vocabulary, and raising their self-esteem and self-confidence. This ensures that, despite the significant change of population at the end of Nursery Year, children are well prepared to move on to the next stage of their education.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response to the inspection questionnaire was broadly average for primary schools. Those who responded were unanimous that they were happy with their child's experience at school. Parents' and carers' written responses were almost unanimously positive. A very few did not feel that unacceptable behaviour is dealt with effectively. Inspectors looked into this and found that the few and minor instances of unacceptable behaviour that do occur are dealt with consistently and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Park Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	74	6	19	1	3	0	0
The school keeps my child safe	23	74	8	26	0	0	0	0
My school informs me about my child's progress	21	68	9	29	0	0	0	0
My child is making enough progress at this school	19	61	10	32	0	0	0	0
The teaching is good at this school	22	71	9	29	0	0	0	0
The school helps me to support my child's learning	22	71	8	26	0	0	0	0
The school helps my child to have a healthy lifestyle	22	71	9	29	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	55	11	35	0	0	0	0
The school meets my child's particular needs	21	68	10	32	0	0	0	0
The school deals effectively with unacceptable behaviour	20	65	9	29	2	6	0	0
The school takes account of my suggestions and concerns	21	68	9	29	1	3	0	0
The school is led and managed effectively	24	77	7	23	0	0	0	0
Overall, I am happy with my child's experience at this school	23	74	8	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



17 September 2010

Dear Pupils

Inspection of Manor Park Infant and Nursery School, Nottingham, NG14 6JZ

Thank you very much for being so friendly and helpful to us when we inspected your school recently. It was really nice to be with happy young people, who are always polite, who are proud of being part of their school community, and who come to school regularly.

Many of you told us how much you like being at Manor Park, and that you think it is a good school. We agree. Manor Park is a good school. We found that almost every part of the school has improved over the last three years. Every adult in the school works very hard to make sure that you are safe, happy and well looked after from the day you join the Nursery to the time you leave Year 2. They teach you about interesting things in lessons, and help you to grow up well.

We also found some things the school could do better, and which would help you to get even better at reading, writing and mathematics. So I want the adults in school to make sure that:

- they set work in lessons which is neither too easy nor too hard, and which helps you all to do your very best, particularly with your handwriting
- they reduce the number of new things they try to do each year so that they can check more easily how well they have done them
- the information on how well you are learning is available simply and easily.

You can help your school to get even better by continuing to work as hard as you do now, and by letting your teachers know if work is either too hard or too easy.

Please accept my best wishes for your future success.

Yours sincerely

Terry McDermott

Lead inspector

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