

Manorfield Infant and Nursery School

Inspection report

Unique Reference Number	107672
Local Authority	Kirklees
Inspection number	356211
Inspection dates	19–20 October 2010
Reporting inspector	Kath Halifax

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	281
Appropriate authority	The governing body
Chair	Mr E Chopdat
Headteacher	Mrs S Palmer
Date of previous school inspection	12 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons or parts of lessons taught by 10 different teachers. Further time was spent looking at pupils' records of achievement, work books, and information about pupils' progress. Inspectors held meetings with governors, staff, pupils and other professionals. They looked at the school's review of its work, the current development plan, minutes of governing body meetings, and documentation to ensure pupils are safe. The responses to 80 parental questionnaires were analysed.

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

- Whether the action taken to eradicate the differences in attainment between pupils from Pakistani backgrounds and those of Indian heritage is effective.
- What level of attainment is reached by more-able pupils in writing.
- How well pupils from a White British background achieve.
- Whether the action to raise children's attainment in number in the Early Years Foundation Stage has been effective.
- Whether assessment is effective in accelerating the pace of learning.

Information about the school

This is a larger-than-average infant and nursery school where the proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are of Asian background with one third being of Indian heritage and the overwhelming majority of others of Pakistani descent. Almost all of these pupils arrive speaking little or no English. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school has achieved the Healthy Schools Status and the Activemark.

In addition to the children on roll, the Nursery class also caters for 15 day-care children. While all the children share the same facilities, the day-care children and associated staff are managed directly by the local authority. A Children's Centre is co-located with the school. Neither of these settings were part of the inspection and will be checked at a later date.

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 with an outstanding Early Years Foundation Stage. Its impressive links with the co-located Children's Centre, Junior School and health professionals make a considerable contribution to pupils' achievements and well-being.

As a result of good leadership, pupils' attainment has continued to rise since the last inspection. The attainment of children entering the Nursery is well below that typical of their age. Nevertheless, because of the excellent provision, they make remarkable progress in the Early Years Foundation Stage. Pupils' progress in Key Stage 1 is accelerating because of higher quality teaching than at the time of the previous inspection. In addition, these pupils have benefited from a full year in both the Nursery and Reception classes. As a result, there has been a year-on-year rise in attainment in all subjects. While standards are broadly average overall, attainment in writing is above that expected, though standards in mathematics are still catching up.

Pupils' achievement is good because of good teaching and an imaginative curriculum. Through daily routines and an extensive programme for their personal education, all pupils make good gains in their spiritual, moral, social and cultural development. They receive good care, guidance and support. The joint working of teachers and support staff who speak a number of community languages is of the highest quality and used exceptionally well to extend the vocabulary and thinking of pupils who speak very little English.

Leaders know the school well and have a proven track record. Their work with the local authority on communication and language is evidenced in the above average attainment in writing. Self-evaluation is accurate and staff are clear about what is needed to raise attainment further. Their knowledge and enthusiasm give the school good capacity to continue to raise standards and drive school improvement. All legal requirements are met. However, not all documentation is up to date and recommendations, for example from the health and safety review, have not been implemented.

What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - ensuring pupils have numeracy lessons every day and at a time when they learn best
 - providing training for staff where necessary
 - ensuring all pupils have targets to reach the next stage of their learning
 - improving pupils' ability to solve problems.

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- Be more rigorous in ensuring school documentation is up to date and reviewed, and that recommendations are acted upon swiftly.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their achievements, walking around the school with their heads held high, bursting to take part in all that is on offer. They are polite, bright and cheerful. Much of the time pupils' behaviour is impeccable and they show surprising levels of concentration. On occasions, however, mostly when the pace of lessons is slow, they become distracted and can be mischievous.

As a consequence of excellent work in speaking and listening, pupils enjoy writing and have produced a good volume of work to a high standard. Higher-attaining pupils are working well above the levels expected, for example suggesting words such as 'worried' or 'distraught' as being more powerful than 'sad'. Pupils enjoy mathematics and their number work is improving, but their ability to use and apply their mathematical knowledge, and to solve problems, is less well developed. The achievement of pupils of all capabilities and backgrounds is good. A concerted effort to narrow the gap between different groups is paying dividends. While there is still a variance between the attainment of pupils of Indian and Pakistani backgrounds, the performance of Pakistani pupils is above that of Pakistani pupils in the local authority and nationally.

Pupils make good gains in their personal life and have a good understanding of keeping safe and healthy. They conscientiously undertake their numerous responsibilities and visibly grow in confidence. Pupils are generous fund-raisers and make a marked contribution to the school and global community, though their contribution to the local community is limited. Pupils are well prepared in many ways for their future lives, but this is restricted by their attendance. While a concerted effort has been made to eradicate persistent absenteeism, some families are still taking unauthorised extended holidays to India and Pakistan.

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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	2
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 are making good progress because adults have high expectations of what they will achieve. Teachers plan their lessons in detail to be sure all capabilities are suitably stretched. Lessons are generally fun and exciting with plenty of opportunities for pupils to recognise what they have learned. In most lessons there is a sense of urgency, but occasionally the pace slows, or pupils are kept sitting for too long and so the rate of learning decreases. Overall, teachers have a good understanding of the subjects they teach. While some training has been undertaken, there is variation in the teaching of mathematics. Where the practice is best, teachers and support staff provide clear instructions and learning is supported by mathematical tasks for pupils to investigate in their own time. In some classes, however, explanations are confusing and targets for improvement have yet to be agreed. Assessment has improved considerably since the last inspection. Day-to-day and end-of-topic assessments give a clear picture of the progress made as well as identifying gaps in pupils' knowledge. This is speeding up learning. Teachers mark pupils' work conscientiously, confirming what has been learned. Though discussion takes place about what can be improved, this is rarely recorded in pupils' books for future reference.

Pupils' good progress and enjoyment in their learning are furthered by a broad range of exciting curricular experiences both in and out of school. Recent innovations including the 'creative curriculum' have significantly enhanced learning in a number of subjects. For

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example, pupils planting bulbs reinforced their scientific understanding of the functions of roots as well as their mathematical awareness when comparing the heights the flowers will grow to. Pupils who have special educational needs and/or difficulties are identified early and receive good support. Those who find reading difficult have made considerable gains in their reading ages as the result of a good programme. Equally, pupils who have a gift or talent are identified early and helped to progress. In teachers' efforts to accommodate the many initiatives, some class timetables are disorganised. This has resulted in mathematics being taught last thing in an afternoon in some classes, and not taught every day in others. This reduces pupils' progress.

The good care and support provided enable pupils to learn well and have access to all activities. Pupils whose circumstances have made them vulnerable are supported especially well and helped overcome barriers to learning. Good support is provided for pupils who need to catch up having spent extended holidays abroad. Considerable work has been undertaken with parents and carers to improve attendance and to encourage them to be a part of their child's education. In addition, as a result of joint efforts, road safety has improved and packed lunches are far healthier. Parents and carers particularly appreciate the morning 'book exchange' which they say provides a chance to catch up with the teacher and discuss any concerns. Families experiencing difficulties are quickly identified and helped through the excellent links between the infant and junior schools, and with the Children's Centre.

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 are determined in their pursuit of school improvement.

Professional training for teachers, support and administration staff is used well to raise standards. Areas of underachievement such as writing have been tackled head on with great success. Useful systems to record achievement are analysed well to track pupils' progress each half term, as well as for setting challenging targets. However, some documentation has taken a back seat. Though policies are available electronically, staff are not fully aware of all the policies and some still need governing body approval. Nevertheless, leaders have created a purposeful, successful environment with equality of opportunity at the heart of the school's work. As a result of their resolve to break down barriers to learning, the gap between pupils of Indian and Pakistani heritage is narrowing. Equally, the very small number of pupils of White British background succeed as well as their classmates.

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Governance is good. Governors are knowledgeable and provide practical support as well as holding the school to account. They are working hard with the local authority, anxious to resolve the outstanding issues with the site. At the time of the inspection, arrangements for the safeguarding of pupils were satisfactory. The school provides good opportunities for pupils to be aware of community cohesion. The school is a harmonious, cohesive setting where all are valued. Joint working with a school for pupils from a White British background has been an eye-opener to parents, carers and pupils of both schools.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children blossom during their time in the Early Years Foundation Stage because of high quality teaching, excellent resources and very effective arrangements for their well-being. As a result of very good leadership and exceptional planning for both the outside and indoor provision, children make outstanding progress and the majority attain the nationally expected levels in almost all areas of learning. Children make the most progress in their language because every activity provides a wealth of opportunities for them to speak and listen. For example, children had huge fun clearing autumn leaves; at the same time, they extended their vocabulary by describing the colours, feel, smell and outline, then they used the leaves to create collages of mathematical shapes. Leaders recognise that children's mathematical knowledge is less well developed and so take every opportunity to count, solve mathematical problems and widen children's mathematical vocabulary. Despite the geographical problems presented to the Reception classes, outstanding use is made of the outdoor area. Exceptional links with parents, carers, and the professionals based at the Children's Centre ensure children's physical well-being, health, and emotional needs are quickly addressed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Just under one third of parents and carers responded to the questionnaire. They say they find staff particularly helpful and appreciate the strong relationships. The headteacher is readily available to support both their child and the whole family. Parents and carers find the workshops and the daily book exchange helpful in assisting with their child's education. A very small number expressed concerns including lost property, and knowing more about their child's progress. The inspection team endorses the strengths identified by parents and carers. A suitable system is in place for lost property. The school provides a good amount of written information regarding progress, and staff are available each morning for a chat.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manorfield 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	68	25	31	1	1	0	0
The school keeps my child safe	53	66	26	33	0	0	0	0
My school informs me about my child's progress	45	56	34	43	1	1	0	0
My child is making enough progress at this school	39	49	39	49	2	3	0	0
The teaching is good at this school	44	55	34	43	1	1	0	0
The school helps me to support my child's learning	39	49	38	48	2	3	0	0
The school helps my child to have a healthy lifestyle	50	63	29	36	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)	41	51	36	45	0	0	0	0
The school meets my child's particular needs	40	50	37	46	0	0	0	0
The school deals effectively with unacceptable behaviour	36	45	40	50	0	0	0	0
The school takes account of my suggestions and concerns	37	46	38	48	2	3	0	0
The school is led and managed effectively	40	50	36	45	1	1	0	0
Overall, I am happy with my child's experience at this school	49	61	30	38	1	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



20 October 2010

Dear Children

Inspection of Manorfield Infant and Nursery School, Batley, WF17 7DQ

First, may I say what an enjoyable time my colleagues and I had when we visited your school. Thank you for talking to us and for showing us your work. We especially enjoyed hearing your opinions about the 'creative curriculum' and your visits out of school. It was very clear from our chats and the questionnaire replies we received from your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school is providing you with a good education. The education of children in the Nursery and Reception class is excellent so they make remarkable progress and achieve exceptionally well. As the result of the high expectations of your teachers, those of you in Years 1 and 2 have a very good attitude to your work and so you are making good progress. You enjoy lessons and clubs (especially the cookery, football and drumming clubs). You are well behaved, and particularly enjoy working with your link school.

Here are a couple of ways that would make your school even more successful.

- You are making good progress in science, reading and writing, now you need to make the same rate of progress in mathematics.
- Your leaders have to do lots of paperwork, some of this needs to be checked more regularly, and acted upon more quickly.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Katharine Halifax

Lead inspector

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