

Manners Sutton Primary School

Inspection report

Unique Reference Number	122611
Local Authority	Nottinghamshire
Inspection number	359281
Inspection dates	12–13 May 2011
Reporting inspector	Richard Marsden

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Simon Short
Headteacher	David Everington
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed four lessons in the main school taught by two teachers, and two lessons in the Early Years Foundation Stage which were taken by a teaching assistant. They spoke with parents and carers and held meetings with staff, pupils and the Vice-chair of the Governing Body. They observed the school's work, and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 25 parents and carers and 10 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How reliable and accurate were teachers' assessments of last year's Year 6 pupils?
- Do teachers offer enough challenge to pupils to enable all individuals to make good progress, given the small cohorts and mixed-age classes?
- Do teachers make use of what they know about pupils' capabilities to make sure that they provide appropriate tasks for pupils, as recommended at the last inspection?
- Has the provision for outdoor learning in the Early Years Foundation Stage improved, as recommended at the last inspection?

Information about the school

The school is smaller than most primary schools. Most pupils are of White British heritage, with a very small proportion from minority ethnic backgrounds, and none who are learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is slightly higher than is found nationally, but the percentage known to be eligible for free school meals is slightly lower than the national figure.

Pupils from Years 1 to 6 are taught in two mixed-age classes. In addition, the Early Years Foundation Stage includes eight children who attend their own class in the mornings only. In the term in which they reach their fifth birthday, children in the Reception Year join the Year 1-2 class full time.

The school has attained many awards, including the Healthy Schools Gold Award, Activemark, and Eco-Schools status, as well as Extended Schools Established 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

The school provides a good standard of education for all its pupils. It promotes aspects of the pupils' personal development exceptionally well. The small numbers in each year group mean that it is difficult to generalise about trends over time, or between different groups of pupils, but individual pupils, from varied starting points, make good progress and, in a few cases, exceptionally good progress, as they move through the school. The standards of attainment they reach by the end of Year 6 in English and mathematics are above those found nationally. The Early Years Foundation Stage is good: children are known very well as individuals. The children settle into routines quickly and make good progress from the outset.

The school provides outstanding care, guidance and support for its pupils. The promotion of the self-worth of each individual is paramount. Pupils' behaviour is excellent and they say very readily how safe they feel at school. They and their parents and carers talk appreciatively about the 'family feel' of the school and how this allows pupils to thrive. Despite its small size, the school offers a wide range of sporting opportunities. Take-up rates are high and this, along with pupils' clear understanding of what to eat and what to avoid, means that pupils keep fit and healthy. The pupils' contribution to the school and local community is outstanding. They undertake a wide range of jobs within school, raise funds for charities within the United Kingdom and abroad, and play a full part in local events.

The school engages exceptionally well with parents and carers. It provides them with detailed information about their children's progress and communicates other information in diverse ways, both formally and informally. The school draws on a remarkably wide range of partners who help it to broaden its curriculum and enhance greatly the range of out-of-school activities which it can provide. A close partnership with two other small schools is particularly productive in extending the curriculum and giving teachers opportunities to develop their skills for the benefit of pupils.

The areas for improvement noted at the last inspection have been tackled effectively. There are now more opportunities for children in the Early Years Foundation Stage to develop knowledge and skills outdoors and teachers are now making better use of what they know about pupils' capabilities to help them match work to the pupils' needs and challenge them appropriately. The headteacher and staff have a sharp insight into the school's strengths and areas for development. The school has demonstrated good capacity to sustain improvement.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils respond with interest and curiosity to visitors from other cultures and the school has internet links with a school in France. However, the school recognises the need for pupils to have more face-to-face contact with their counterparts from contrasting communities in order to bring

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alive to the pupils the diversity of modern society and to prepare them better to take their place in it.

What does the school need to do to improve further?

- Create more opportunities to offer challenge to individual pupils, so that more of them, whatever their starting points, make outstanding progress as they move up the school.
- Improve pupils' cultural development by increasing opportunities for them to have face-to-face contact with their counterparts from contrasting cultures either within the United Kingdom or abroad.

Outcomes for individuals and groups of pupils

1

The small year group sizes mean that it is difficult to generalise or spot trends: pupils are treated very much as individuals in this school. In lessons during the inspection, both boys and girls made good progress because tasks captured their interest, were matched to their needs well, and kept them very busy. Teachers use visual aids and 'hands-on' tasks well to enliven their explanations and pupils enjoy opportunities to explore ideas with each other before starting to write. Older boys and girls, for instance, enjoyed the challenge of making a publicity leaflet for an imaginary archaeological dig in the local area. Younger pupils enjoyed handling cooked spaghetti before attempting a writing task based on words which it inspired. Younger pupils enjoyed songs and action games which helped with their literacy and numeracy.

Pupils with special educational needs and/or disabilities are identified early. They are supported well by classroom assistants within lessons or in individual or small group work outside. They master basic skills and make good progress, as do pupils known to be eligible to free school meals. The small number of pupils from minority ethnic backgrounds make good progress also.

Pupils' excellent behaviour makes a major contribution to the effectiveness of their learning. Older pupils show high levels of care for younger ones. Pupils respond well to the warmth, good humour and encouragement of adults and they show courtesy to each other and to visitors. Pupils state very confidently how they feel safe in school. They understand about such things as road safety and have helped shape the school's policy on internet safety and bullying. Older pupils understand about the dangers of smoking, alcohol and drugs. They explain clearly how they stay fit and healthy through exercise and eating the kinds of food which make for a healthy lifestyle. Pupils enjoy having their voice heard through the school council, or serving their school through a wide range of jobs. In the local community, they play their part in local events and are involved in things as diverse as church bell-ringing and raising funds to refurbish the village theatre. Through charitable fundraising, they serve communities further afield, including a school in India.

Pupils have a well developed sense of right and wrong and show thoughtfulness and sensitivity towards other people's views when given the opportunity to reflect, for example in assembly. They have a link with a school in France, with which they correspond via the internet, and they enjoy learning about other cultures from visitors. The school recognises that opportunities for the pupils to interact face-to-face with their counterparts from different communities in the United Kingdom are under-developed.

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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	2
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
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?

The school has well established practices for teaching mixed-age classes and meeting pupils' individual needs within them. Classrooms are busy places where pupils concentrate well and engage deeply with their work. Teachers plan well to ensure that work is matched well to pupils' individual needs. Pupils often discuss ideas with partners and have many opportunities to work together in groups and tackle problems together. Relationships between adults and pupils are good. Lessons proceed at a good pace and topics engage pupils' interest well. Pupils use information and communication technology regularly in their learning. Teaching assistants are well organised and are show initiative in offering support. Their contribution ensures that pupils with special educational needs and/or disabilities progress well. The school's well-developed tracking system identifies rapidly any pupils who fall behind so that support can be given to help them catch up. Teachers provide good ongoing feedback in lessons and they mark work conscientiously, showing pupils clearly how to improve. Pupils work towards targets which are related to National Curriculum levels. They, therefore, have a good idea of how well they are doing.

The curriculum provides well for the development of core skills, including information and communication technology, across a range of subjects. Participation in out-of-school activities, including music, drama and a wide range of sporting activities, is high. All pupils learn swimming and French and have a part in the school's annual production. Pupils in

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Key Stage 2 learn the violin or cello. They enjoy theatre and museum visits and have the opportunity to take part in two residential visits when they enjoy adventurous, confidence-building activities. The school ensures that all pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, have the opportunity to take part.

Care, guidance and support are a strength of the school. Pupils are highly valued as individuals and the school's caring ethos allows every pupil to thrive. Teachers ensure that children settle in well when they first join the school and older pupils told inspectors how well they feel the school prepares them to move on to secondary school. Pupils whose circumstances may make them more vulnerable, including those with special educational needs and/or disabilities, are given extra support to help them settle in when they first arrive and to prepare them for their next school.

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	1

How effective are leadership and management?

The headteacher has a clear insight into the school's strengths and areas for development. There has been significant improvement in areas highlighted at the last inspection, as well as in priorities identified by the school's self review. Leaders monitor the quality of teaching regularly. Staff have high expectations of themselves and are supportive of each other as they strive to improve outcomes for pupils. The governing body is well informed and well organised. Its members make use of opportunities to update their skills and expertise regularly. They have a high profile amongst parents and carers and in the day-to-day life of the school. The governing body is not afraid to offer challenge to the headteacher in order to secure the best for pupils. At the time of the inspection, all statutory requirements for the safeguarding of pupils were met. Safeguarding and safety are given high priority across the curriculum in all years and procedures are meticulously kept under review.

Parents and carers are quick to say how well the school involves them in their children's learning. The school communicates exceptionally well with them and listens very readily to any concerns they might have. Recent meetings, for example to help parents and carers understand modern methods for teaching reading and writing, have proved popular.

The school draws on a wide range of partners to enhance its provision and promote pupils' development. It has an exceptionally productive partnership with two other small primary schools, which enables it to offer a much wider variety of subjects and out-of-school activities than it could otherwise. Many other activities, such as sports and drama, are provided in conjunction with the local secondary school. Teachers work with their

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counterparts from other schools to ensure that they have a common understanding of national standards and a wide range of partners, including businesses, the Church, and community groups such as the police and Wildlife Trust, contribute towards pupils' outstanding personal development. A range of partners supports pupils and families who may be facing challenging circumstances.

In promoting equality of opportunity and tackling discrimination, teachers monitor the school's work rigorously to ensure that no pupils miss out on what the school offers. The headteacher has a good understanding of the school's context and its contribution to community cohesion locally. It is a focal point, for example, for classes for local community groups and the village Christmas celebrations. The overseas links with India and France also play their part in fostering community cohesion further afield.

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	1
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge and skills levels that are broadly in line with those expected for their age, although in some areas, particularly reading and writing, they are below. They make good progress in all areas of learning and especially in reading and writing, so that by the end of the Reception Year, their attainment is at least in line with age-related expectations. Children behave extremely well and are very responsive to the individual attention which the small class size allows adults to give them. Children learn to keep themselves safe and healthy. They leave their parents and carers happily, learn to play together well, and cheerfully take on jobs such as putting equipment away and tidying up.

Adults make routines clear and have high expectations. Children say how much they enjoy the activities provided. The accommodation is well equipped and stimulating. It provides for all areas of learning both indoors and out. At the time of the inspection, work was in

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progress to extend the outdoor area further. Children use computers confidently and develop their physical and social skills well. There is a good balance between teacher-led activities and those chosen by the children themselves. The latter help children to develop independence and grow in confidence.

Staff make careful checks on what individual children can do already when they arrive. Ongoing checking of the children's progress is detailed and thorough, so that the staff have a clear view of what children know, understand and can do, and are confident that the children's needs are being met. Staff work with their counterparts in other schools to ensure that their assessments are reliable and accurate. Communications between staff are good and the leader has a good insight into the strengths and areas which can be further improved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

Responses to the questionnaire show very high levels of satisfaction with all aspects of the school. A small minority, mainly parents and carers of younger pupils, chose not to comment on whether the school is preparing their children well for the future.

Several parents and carers added comments of their own, praising the school very highly. The following were typical; 'We feel that the staff have totally supported our son, and this is reflected in his progress and happiness', 'Since my child started this school he has learnt so much. He looks forward to going to school every morning. Such a happy child.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sutton Manners Primary 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	84	4	16	0	0	0	0
The school keeps my child safe	22	88	2	8	0	0	0	0
My school informs me about my child's progress	20	80	5	20	0	0	0	0
My child is making enough progress at this school	17	68	8	32	0	0	0	0
The teaching is good at this school	20	80	5	20	0	0	0	0
The school helps me to support my child's learning	20	80	5	20	0	0	0	0
The school helps my child to have a healthy lifestyle	22	88	3	12	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)	12	48	7	28	0	0	0	0
The school meets my child's particular needs	17	68	7	28	0	0	0	0
The school deals effectively with unacceptable behaviour	17	68	6	24	0	0	0	0
The school takes account of my suggestions and concerns	16	64	9	36	0	0	0	0
The school is led and managed effectively	23	92	2	8	0	0	0	0
Overall, I am happy with my child's experience at this school	21	84	4	16	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



16 May 2011

Dear Pupils

Inspection of Manners Sutton Primary School, Newark, NG23 5QZ

I would like to say thank you to everyone for the lovely warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found.

Your school is a good school. You make good progress and by the end of Year 6, the standard of your work in English and mathematics is higher than the standard of work of pupils in most other schools. Some of you make exceptionally good progress.

Teachers involve your parents and carers in your learning. Your parents and carers are very pleased with your school.

Your teachers look after you very well. They plan interesting lessons which keep you busy and help you make good progress.

Your behaviour is excellent. You say you feel extremely safe in school and you have a clear understanding of how to keep yourselves fit and healthy.

You enjoy lots of out-of-school activities and you like having the opportunity to take on responsibilities in your school and local community.

We have suggested to your teachers that they should challenge more of you to make even better progress in English and mathematics. We have also suggested that they give you more opportunities to mix with children from places other than your village. This might be by setting up links with children from other parts of the United Kingdom or abroad, or by receiving them as visitors, so that you can learn from each other about how different people live.

Thank you, again, for making our visit so enjoyable. You can all help to make your school even better by continuing to behave well and by always trying your hardest.

Yours sincerely

Richard Marsden

Lead inspector (on behalf of the inspection team)

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