

Manby Lodge Infant School

Inspection report

Unique Reference Number	125075
Local Authority	Surrey
Inspection number	381040
Inspection dates	19–20 October 2011
Reporting inspector	Lynda Welham

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	5–7
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Marion Pidgeon
Headteacher	Claire Witham
Date of previous school inspection	27 January 2009
School address	Princes Road Weybridge Surrey KT13 9DA
Telephone number	01932 851 848
Fax number	01932 855 035
Email address	secretary@manby-lodge.surrey.sch.uk

Age group	5–7
Inspection date(s)	19–20 October 2011
Inspection number	381040

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They visited an assembly and 15 lessons, observing eight members of staff. Also, inspectors held meetings with staff, pupils and members of the governing body. They spoke to parents and carers and a local authority representative. Inspectors looked at pupils' work, an analysis of the tracking of pupils' progress, attendance records, school policies and procedures, school leaders' monitoring records, notes of governing body meetings and school development plans. They analysed 32 responses to the questionnaire distributed to parents and carers and others from staff.

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

- The pupils' current levels of attainment, based on their attainment on entry and in relation to the effect of mobility and other factors.
- The school's strategies for assessment, from tracking and analysis of progress and what the data showed about achievement of the current pupils, especially in writing.
- How effective leaders and managers at all levels, including the governing body, are being in enabling the necessary continuity and improvement of the school.
- How successful the school has been in meeting the Early Years Foundation Stage requirements from the last inspection.

Information about the school

Manby Lodge Infant School is smaller than the average-size infant school, although pupil numbers have varied considerably over the last three years. The proportion of pupils who join or leave partway through the year is above average. There are now two full-time Reception classes, three Year 1 classes and three Year 2 classes. Pupils come from predominantly White British and Other White backgrounds, though the proportion of pupils from minority ethnic backgrounds is well-above average. At present, 13 children are in the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average. There are fewer-than-average numbers of pupils with special educational needs and/or disabilities; the largest group of these pupils are on the autistic spectrum.

The school has gained the Healthy School and Artsmark awards. The before-school club and holiday childcare scheme are not managed by the governing body and, therefore, did not form part of this inspection.

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

Manby Lodge is a good school, where leaders, the staff team and governing body succeed in fulfilling their vision to provide a caring community in which pupils are happy, confident and successful learners. It is much appreciated by parents and carers. One wrote 'Manby Lodge is an excellent school, my child's experience here has been extremely positive.'

Effective organisation enables children to make good progress in the Early Years Foundation Stage. However, the school is aware of the need to consolidate the existing range of methods being used to establish children's level of development as they start school in order to enhance the progress for all pupils across all aspects.

Although there are variations, the quality of teaching is good overall. The good teaching is underpinned by excellent relationships between adults and pupils. Although pupils' progress is tracked and assessment systems are good overall, at times, the information is not used well enough to ensure that writing activities match the ability of individuals and groups, particularly the more-able. As a result, pupils, including those with special educational needs and/or disabilities and those from different minority ethnic groups, generally, attain standards at the end of Year 2 which are significantly above average in reading and mathematics, but broadly average in writing. The school has rightly identified the need to improve feedback to pupils about their writing, so that they understand how well they are getting on and what they need to do to improve.

Lessons are planned to make sure that all pupils enjoy learning. The good curriculum is enhanced by well-attended extra-curricular activities and educational visits that contribute well to pupils' personal and academic development. Very strong partnerships with other schools have enhanced sporting opportunities and enabled pupils to work on projects related to moral and social issues. The school places great importance on its 'Values Curriculum' and a different value is explored monthly in each class, such as 'respect' or 'happiness'. As a result, pupils' behaviour is good and contributes to the purposeful atmosphere in lessons and around the school.

The school is very successful in engaging parents and carers, the overwhelming majority of whom hold the school in high regard. Pupils feel extremely safe at school and parents and carers appreciate the good care, guidance and support their children receive within the school's caring environment. Typical comments from parents and carers included, 'Manby Lodge is a nurturing school where all the staff

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

know the children well' and 'My children have developed really well here'. Close relationships with support agencies help staff to meet the needs of pupils who require specialist help, such as speech and language or behaviour support. The higher-than-average number of pupils who join the school other than at the usual time are helped to settle down well through the caring support they receive and they make the same good progress as their peers.

Leadership and management are good. The governing body is very committed to the further improvement of the school. It supports the headteacher well in determining the school's strategic direction. The school does much to promote its place in the local community and works effectively with the pre-schools, playgroups, and local businesses. Its audit of community cohesion, undertaken by the governing body and staff, is underpinned by a careful analysis of the school's context. The headteacher, in close partnership with the deputy headteacher, plays a pivotal role in establishing a common vision among the staff to build on current success and drive improvement. Very good progress has been made, for example, in improving the provision, leadership and management and outcomes of the Early Years Foundation Stage. Sustained well-above average standards in reading and mathematics and robust action planning to improve standards in writing demonstrate a good capacity to improve.

What does the school need to do to improve further?

- Raise standards in writing to those of reading and mathematics by:
 - providing pupils with more specific guidance about how to improve their writing
 - ensuring that planning for writing has clear targets for the most able pupils
- Refine assessment procedures to gain more accurate data regarding children's ability levels on entry to the Reception class.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy lessons, are eager to learn and they work hard. As a result, from a broadly average starting point, they achieve well and their attainment in reading and mathematics is well-above average. Attainment in writing is in line with the national average. Inspection evidence shows that the current Year 2 pupils are on course to reach similar standards to those in previous years. The progress of pupils with special educational needs and/or disabilities and those from minority ethnic groups is in line with that of other groups of pupils. Pupils read very well and are extremely articulate and confident when speaking to an adult. They are very confident in number work and in their knowledge of shape, space and measures. For example, Year 1 pupils named a range of shapes correctly, such as a triangular-based prism, and went outside to identify shapes in the environment accurately using the correct

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

mathematical language.

Pupils develop good thinking skills, as was observed in a science lesson about materials. One pupil described their task as ‘investigation is trying to find out something we don’t know from something we do know’. Year 2 pupils took great pride in their design and technology model vehicle work and were skilled in evaluating and improving their original designs. Pupils respond eagerly to writing tasks which are based on first-hand experience, such as writing instructions for making shakers, but more could be done to provide even greater challenge in writing for the most able and to evaluate more precisely pupils’ work, so that they know what to do to improve.

Pupils’ awareness of the importance of physical activity and a healthy diet are good. That is reflected in the school achieving Healthy Schools Status. Pupils feel exceptionally safe at school. Their awareness of how to keep themselves safe outside school, such as road safety and while using the internet, is good. Pupils are keen to help one another and contribute to their harmonious school community. That is evident in pupils taking on roles in the school community such as school council members and play buddies. The pupils are particularly proud of the way the school council has developed the recycling of paper in classrooms and organised litter-picking patrols for the playground.

Pupils develop their economic awareness through enterprise activities in managing stalls at the school fete. Their good basic skills and good levels of attendance prepare them well for the future.

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	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	2
Taking into account:	
Pupils’ attendance ¹	2

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

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

The extent of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

The quality of teaching is good overall and classroom management, strong relationships and learning in a ‘real-life’ context are strengths. Teachers make the objectives for each lesson clear routinely and engage pupils in reflecting on their learning. However, writing activities do not always expect enough from pupils, particularly the more-able, and assessment information is not always used precisely enough to guide lesson planning for these pupils. All work is marked regularly. Although teachers’ comments, rightly, praise good work, guidance about the next steps pupils might take to improve is inconsistent. Pupils are encouraged to self-assess, using a ‘traffic-light’ system, but, for the older ones, this could be more rigorous and relate more precisely to success criteria established at the beginning of the lesson.

A good range of clubs and other activities enhances the personal development of pupils. The school’s ‘Values Curriculum’ encourages pupils’ spiritual, moral and cultural development and contributes to the thoughtful, kind behaviour pupils display. The curriculum is exciting and vivid, so that pupils recall memorable experiences easily, such as pond dipping and visits to museums and theatres. The pupils say that International Day was great fun as staff, dressed as air stewardesses, led the pupils from ‘country to country’. Cross-curricular themes are skilfully woven through many subjects, so that pupils appreciate the links between learning areas, for example design and technology and mathematics, illustrated when pupils used Venn diagrams to sort their materials. The links are also reflected in the school’s Artsmark award. A good range of after-school clubs is well attended by all groups of pupils, providing opportunities for singing, drama, craft and French, as well as sport.

The knowledge staff have about the pupils ensures they pay close attention to all aspects of care and guidance, working collaboratively with families when required. Good specialist support is provided for pupils through effective partnerships with outside agencies such as health care services and behaviour support. One parent described the support given to her child as ‘phenomenal’ both in the way in which the child has been integrated into the school and in terms of progress and personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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

How effective are leadership and management?

Leadership and management, including governance, have continued to improve the school, despite difficulties presented by high levels of pupil mobility. They have minimised the impact of the mobility, as one parent expressed it, by ‘maintaining a supportive family atmosphere’ within the school and helping children to settle quickly. The leadership team has suitably ambitious aims for the school. Self-evaluation is thorough, though modest. Monitoring, including lesson observations, and reference to assessment data about pupils’ progress give leaders a sound understanding of what needs to be improved. That has led to well-above-average attainment in mathematics and reading and to improvements in all aspects of the Early Years Foundation Stage. Senior staff provide an excellent role model for colleagues in their curriculum leadership and teaching.

The governing body keeps a sharp eye on assessment information and, through regular monitoring visits, keeps abreast of whole-school development planning. It has well-established systems for seeking the views of parents and carers and for acting on these. Staff members give regular updates on their curriculum areas to the governing body. The governing body works closely with the senior leaders to ensure that safeguarding and child protection procedures are robust.

The school’s communication with parents and carers through its excellent website, daily notice boards, bulk texting and e-mailing, keeps parents and carers well informed of what is going on in school and how they can be involved in their children’s learning. Many parents and carers volunteer to help in school and on trips. Effective use is made of partnerships with other schools, through which pupils and staff undertake joint activities and training in, for example, literacy, the arts and exploring values. Safeguarding arrangements are good. They are embedded firmly in policies, working practices and the ethos of the school. Equality of opportunity is good, as there is no significant difference in standards or progress between groups. School leaders promote community cohesion successfully among pupils and have taken innovative steps to reach out to the school’s diverse community, such as through regular ‘International Coffee Mornings’, which have helped to integrate new families from minority ethnic backgrounds into the school.

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

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

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress in relation to their starting points, particularly in knowledge and understanding of the world, problem solving, reasoning and number, and personal and social education. Although assessment methods on entry are becoming more refined to include internal and local authority moderation, the school is aware of the need to consolidate a more structured approach to this process. Childrens’ attainment on entry is in line with levels expected for their age. Their basic skills in literacy and numeracy are enhanced through a rich learning environment and an exciting curriculum.

School evidence shows that boys’ ability in communication for language and thinking lags behind that of girls and initiatives have been put in place to encourage boys’ mark-making and writing skills. As a result, boys were seen enjoying being policemen and taking statements about the disappearance of Goldilocks! Children who are learning English as an additional language on entry to school are supported well by staff who provide additional help in understanding instructions and through the many visual cues in the learning environment. There are effective arrangements in place to ensure the safety and health of children.

The Early Years leader has worked effectively with the Reception Year team to improve the quality of role play and change the timetable to allow for more sustained sessions of purposeful play. Good curriculum planning covering all areas of learning and a wide variety of resources helps children learn and develop through an appropriate mix of child-initiated play and adult-led activities. Children contribute to curriculum planning, for example requesting that they make maps to help them to find where Goldilocks might be hiding round school. Staff ensure that all activities are risk assessed and good health and well-being are encouraged through purposeful play, healthy snacks and the importance of personal hygiene. Children contribute to lessons willingly by offering answers and explanations, tidying up and doing small jobs.

Parents and carers are increasingly involved in their children’s learning. ‘Learning journey’ books, which are precisely evaluated and annotated, are shared with parents and carers. Parents and carers can comment in the books on the ‘Wow’ moments in their children’s learning. Parents’ and carers’ notice boards are changed daily to inform them about the focus in teaching and learning that day, so that

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

learning can be continued at home.

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

The proportion of questionnaires returned was below average. Almost all parents and carers responding were entirely positive in their views of the school. The overwhelming majority felt their children enjoyed school and all were happy with their children’s overall experience. All parents and carers felt the school kept their children safe. Inspection evidence supports these views. A very few parents and carers expressed concerns about behaviour management and their children’s progress. Inspectors found behaviour and children’s progress to be good. The concerns and all other comments were shared and discussed with the headteacher and the governing body.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manby Lodge Infant 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	75	7	22	0	0	1	3
The school keeps my child safe	26	81	6	19	0	0	0	0
The school informs me about my child’s progress	18	56	13	41	1	3	0	0
My child is making enough progress at this school	19	59	12	38	0	0	1	3
The teaching is good at this school	21	66	11	34	0	0	0	0
The school helps me to support my child’s learning	21	66	10	31	1	3	0	0
The school helps my child to have a healthy lifestyle	24	75	8	25	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	53	14	44	1	3	0	0
The school meets my child’s particular needs	19	59	11	34	2	6	0	0
The school deals effectively with unacceptable behaviour	18	56	13	41	0	0	1	3
The school takes account of my suggestions and concerns	18	56	14	44	0	0	0	0
The school is led and managed effectively	16	50	16	50	0	0	0	0
Overall, I am happy with my child’s experience at this school	22	69	10	31	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.



21 October 2011

Dear Pupils

Inspection of Manby Lodge Infant School, Weybridge KT13 9DA

Thank you for making us so welcome when we visited your school recently. The other inspectors and I enjoyed meeting you. It was lovely to see how much you enjoyed your lessons and how well you get on with each other and with the adults in the school.

We judged Manby Lodge to be a good school. You told us that you felt very safe at school and enjoyed the exciting lessons and outings you take part in. It was good to see some of you learning about science and others hunting for Goldilocks around school – I hope you found her! We were impressed by your good behaviour and how friendly and confident you were to talk about your work.

The adults care for you extremely well and help you if you have problems. Those in charge of the school are working hard to make it even better. You make such good progress in your maths and your reading that we have asked the teachers to help you to make your writing just as good. We would like them to tell you very clearly how you can improve when they mark your work. Then you will know what to do next time to make your writing more exciting and interesting when someone reads it. We have also suggested that adults in the Reception classes all decide on the best way to judge how children are getting on when they first arrive in school. You can help your teachers by continuing to try your best and working hard.

Yours sincerely

Lynda Welham
Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**