

Parton Manor Infant School

Inspection report

Unique Reference Number	115511
Local Authority	Gloucestershire
Inspection number	379087
Inspection dates	2–3 November 2011
Reporting inspector	Martin James

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Kay Berry
Headteacher	Rosemary Hughes
Date of previous school inspection	29 April 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Four members of staff were observed teaching. The inspectors held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records and safeguarding information. The responses from the staff questionnaires were analysed, as were the 40 responses from parents and carers.

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

- To what extent do teachers make suitable provision for the different needs of pupils, especially the more able?
- What provision is made for improving attainment in mathematics?
- To what extent has the school developed national and global links to enhance community cohesion?
- What is the impact of subject leaders and the governing body in improving provision in the school?

Information about the school

Parton Manor Infant School is smaller than the average sized primary school. Nearly all pupils are from a White British background, and there is a very small minority of pupils from Traveller and Gypsy Roma families. The proportion of pupils known to be eligible for free school meals is similar to the national average. The proportion of pupils with special educational needs and/or disabilities is above the national average, and the proportion with a statement of special educational needs is below average. These pupils' needs cover a wide range including moderate learning difficulties and speech and language disorders. A significantly higher than average proportion of pupils either join or leave the school at times other than those normally expected. The Early Years Foundation Stage consists of Reception-aged children, who are very largely in one class. A few are integrated into a class with pupils from Year 1. In recognition of its work, the school has received a number of awards including Healthy School status and the Activemark award.

The school accommodates a breakfast club and an after-school club. However, they are not under the control of the governing body and are therefore not 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

This is a good school where pupils achieve well. It also has some particular strengths. Pupils are exceptionally well behaved and they feel very safe. Parents and carers work very closely with the school, for the benefit of their children's learning, and for their part they hold the school in very high regard. For example, one said, 'This school has a good work ethos and a fantastic atmosphere.' Another added simply, 'My daughter loves school.'

Children get off to a good start in the Early Years Foundation Stage, and they usually reach average standards by the time they leave Reception. Through Years 1 and 2, the very significant movement of pupils in and out of the school has a negative effect on pupils' overall attainment. Consequently, by the end of Year 2, while pupils individually make good progress, attainment remains broadly average. However, mathematics is not quite as strong as other subjects, a contributory factor being that pupils do not have such a clear knowledge of their targets for this subject.

Good teaching is a key factor in pupils' good progress. Relationships are good, teaching assistants are deployed well, and teachers work effectively to make the lessons interesting. Teaching is clearly focused on helping pupils to improve and teachers successfully plan for the varying abilities of pupils in their classes, including the more able. The curriculum is well planned to give pupils an interesting array of work, which they say they enjoy. Pupils report that topics such as those on 'Marvellous Me' in Key Stage 1 and on 'Little Red Hen' for younger children have been particular favourites. The school regularly reviews its curriculum, with a current emphasis being placed on further increasing the use of mathematics in other subjects, as this strategy has not always been fully exploited in the past. Care, guidance and support are good and the welfare of its pupils is a priority of the school.

The headteacher, other staff members and the governing body have successfully provided a pleasant and safe environment, where the pupils enjoy their learning. The staff have successfully promoted community cohesion, both in school and locally. However, the school has been less effective in improving pupils' understanding of the cultural diversity to be found further afield, either within the United Kingdom or abroad. Current planning is based on accurate self-evaluation and shows a clear awareness of the ways to take the school forward. This, and improvements made since the previous inspection, demonstrate the school's a good capacity to improve further.

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What does the school need to do to improve further?

- Raise attainment in mathematics further by:
 - ensuring pupils have more opportunities to practise and develop their skills through the other subjects of the curriculum
 - ensuring that the targets provided for pupils give them very clear guidance on ways to improve their work.
- Strengthen the school's contribution to community cohesion by:
 - giving pupils more opportunities to learn about life and cultures in other parts of the United Kingdom and abroad.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and they readily participate in lessons. The work seen in lessons and in pupils' books confirms information provided by school data, that their achievement is good. In a mathematics lesson in Year 1, for example, the thoughtful use of different resources by the teacher ensured that pupils tackled addition and subtraction activities with confidence. Some pupils joining the school other than at the usual times have gaps in their knowledge. The school supports these pupils well, and they make good progress, although their final attainment is often not as high as that of pupils who have been in the school throughout their education. Pupils with special educational needs and/or disabilities achieve well. In a literacy lesson observed in Year 2, for instance, the teacher was most careful to fully involve them from the start and this, together with the helpful support provided by the teaching assistant, ensured that their learning matched that of their classmates. Teachers also make sure that pupils from Traveller and Gypsy Roma backgrounds are provided with work that is suited to their particular needs and this clearly benefits their learning. The pupils' good progress from their lower-than-expected starting points shows that the school is preparing them well for their next stage of education, as well as later life.

Pupils are proud of their school and this is reflected in their outstanding attitudes and behaviour. They are polite and engaging and their attendance is above average. Pupils feel exceptionally safe in school, and one pupil commented, 'The locks and gates keep us safe from strangers.' Pupils have a clear awareness of how to keep themselves healthy and discussions with them show that they readily apply this understanding to their everyday lives. They say they are pleased to have contributed towards the school gaining both Healthy School status and the Activemark award. Pupils' spiritual, moral, social and cultural development is good overall, although their awareness of the different cultures and lifestyles throughout the United Kingdom is more limited. Pupils conscientiously take on the many responsibilities that the school offers them. Members of the school council, for instance, recognise that they are working on behalf of other pupils, and they speak with particular enthusiasm about their involvement in the process of interviewing the new headteacher. Pupils are also much involved in the wider community through such activities as welcoming local

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residents into school, corresponding with the parish council and taking part in musical activities in the local church. At the time of the inspection they were greatly looking forward to joining local people at a bonfire night firework display.

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	1
Pupils’ behaviour	1
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
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers make thoughtful use of the accommodation available, and they create an interesting learning environment for the pupils. A very appropriate array of resources is readily provided. Relationships are a strength and, as a result, pupils are keen to learn. Teachers use a good range of strategies to engage the pupils, including making effective use of interactive whiteboards. Explanations are clear and reflect teachers’ good subject knowledge. Occasionally, however, they do not give pupils quite enough opportunities to discuss their work to help them check, and then extend, their understanding. Planning is detailed and the work provided caters well for the varying needs of the pupils, including those who attain more highly. This is an improvement since the previous inspection. Much help and support are provided for pupils in lessons and, on occasions, marking provides them with advice on developing their work further. However, targets are not currently used so effectively, especially in relation to mathematics. While pupils have targets, they are not always confident in remembering them and then using them to help move their work forward.

The interesting and varied curriculum has a positive impact on both pupils’ learning and their enjoyment. Pupils particularly enjoy the learning opportunities provided in

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

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the school’s own very pleasant grounds, and they benefit from the very wide range of outings and clubs that enrich the curriculum. All aspects of work are well covered and the use of information and communication technology has improved since the previous inspection. The school has successfully developed subject links, to enhance the interest and relevance of the curriculum through the provision of topics and themes. There is a clear recognition in the school that some pupils have difficulties with their numeracy skills, and as a result the staff are currently reviewing the planning of work in topics to ensure that they provide more opportunities for pupils to develop these skills.

The school’s care, guidance and support contribute well to both pupils’ enjoyment and their sense of well-being. Effective transition arrangements are in place to ensure the smooth entry of pupils into the school, as well as into the junior school when they leave. Equal care is taken to assist pupils who arrive midway through the year. Outside agencies, such as the Traveller Children’s Service, are used effectively to support pupils when a need is identified and the school’s parent support adviser provides wider help when required. Staff work hard and successfully to ensure pupils attend school regularly. Pupils are routinely reminded about the need to take care, for instance, when carrying out physical education activities.

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?

The headteacher has a clear vision for the school and, together with her colleagues, she is passionate about doing the very best for the pupils. Consequently, there is a clear ambition to improve. Great care is taken to ensure that no discrimination takes place and that equal opportunities are fully and effectively promoted. Information from tracking procedures is now used rigorously to ensure that pupils achieve well; this has contributed significantly to the school’s recent improvement. Safeguarding procedures are rigorously applied to make sure that all pupils are well protected. For instance, staff are well versed in all aspects of child protection.

Subject leaders show a good understanding of the various subjects for which they are responsible, and they have contributed well to recent improvements. Action plans show a clear awareness of the ways to continue to take the school forward. The governing body actively supports the school through, for instance, its important role in budgeting, and members are regular, interested visitors to the school. They are currently extending their understanding of the school’s overall provision so that they

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might be even more effective in holding it to account for its performance. There are exceptionally good working relationships with parents and carers. They support the school very well in the overall provision for their children and they give their views readily about any changes being proposed in the school. Community cohesion is currently promoted satisfactorily. There are good community links, both in school and locally. However, the school recognises that links beyond the local community are not so well developed. A useful start has been made through contacts established with a school in Wales.

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	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

Children quickly settle into the stimulating setting in the Early Year Foundation Stage, which has improved significantly since the previous inspection. Good teaching, clear routines and the high quality of care ensure that they achieve well. At the start of the day children arrive happy, join in quickly and enjoy themselves. They relate well to adults as well as to the other boys and girls present. They also benefit from the very good links established with parents and carers and the neighbouring pre-school. Their behaviour is exceptional, and they are very keen to do well with their work. Teaching is good and, for instance, the clear focus on teaching phonics has a positive impact on early literacy skills. Adults provide the children with a good balance of teacher-led activities and opportunities for them to choose for themselves. The children tackle their work with enthusiasm, although on occasions a small number find it difficult to maintain concentration on the tasks they have chosen, and this in turn slows their initial learning. However, this is quickly noted by the adults present and after helpful guidance the pace of learning picks up and then the children busy themselves through the day. Staff know the children well, and the frequent observations and assessments of their work result in tasks being regularly adapted to

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match their needs. The 'Learning Journey' books are well designed to help children, staff and parents and carers keep track of individual achievement.

Facilities are good, with a much prized and well-used outdoor learning area. Children grow in confidence exploring their various capabilities in this pleasant environment. Good, well-informed leadership successfully ensures good provision for the children, and staff members support each other effectively in helping them to achieve well. Great care is taken to guarantee that all children are equally involved at all times.

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

There was a good response to the questionnaire sent to parents and carers seeking their views about the school. Nearly all of them are exceptionally positive about everything the school provides, such as in relation to their children's learning and the levels of care provided. Comments such as 'Our daughter is making good progress and we feel she is being stretched and encouraged,' and 'I am very happy with this school and would recommend it to anyone,' confirm their views. There were no significant concerns raised.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parton Manor 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	82	7	18	0	0	0	0
The school keeps my child safe	28	70	11	27	0	0	0	0
The school informs me about my child’s progress	22	55	17	42	1	3	0	0
My child is making enough progress at this school	21	53	19	47	0	0	0	0
The teaching is good at this school	22	55	18	45	0	0	0	0
The school helps me to support my child’s learning	20	50	20	50	0	0	0	0
The school helps my child to have a healthy lifestyle	27	68	13	32	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)	19	47	18	45	0	0	0	0
The school meets my child’s particular needs	23	58	15	38	0	0	0	0
The school deals effectively with unacceptable behaviour	17	42	20	50	2	5	0	0
The school takes account of my suggestions and concerns	20	50	17	42	1	3	0	0
The school is led and managed effectively	22	55	17	42	1	3	0	0
Overall, I am happy with my child’s experience at this school	30	75	10	25	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



4 November 2011

Dear Pupils

Inspection of Parton Manor Infant School, Churchdown GL3 2AG

Thank you for looking after us so well when we came to visit your school. We enjoyed coming into your lessons and into your assembly. It was a pleasure being with you and talking to you. Thank you for giving us some of your ideas about the school. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. The headteacher and other staff know what they need to do to make these improvements. Overall, you are in a good school, where you are making good progress with your work.

These things are some of the strengths of the school.

- Teaching is good and you enjoy your lessons.
- Your behaviour and your attitudes to your work are outstanding and you tell me you feel very safe in school.
- You are proud to do different jobs around the school to help others.
- You have a good understanding about eating healthily and taking exercise.
- The staff know you well and take good care of you.
- Your parents and carers are very pleased with the school.

These are things the school has been asked to improve. We would like your teachers to:

- help you to improve your skills in mathematics, by ensuring that you have clear targets showing you how to make your work even better and by giving you more chances to practise your mathematical skills in other subjects
- provide more opportunities for you to learn about different communities and cultures in the United Kingdom and in other parts of the world.

You can help too, for example by making sure you know your mathematics targets.

I wish you all well for the future.

Yours sincerely

Martin James
Lead inspector

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