

Inspection of a good school: Manor Field Infant and Nursery School

Manor Road, Long Stratton, Norwich, Norfolk NR15 2XR

Inspection dates:

7–8 January 2020

Outcome

Manor Field Infant and Nursery School continues to be a good school.

What is it like to attend this school?

Manor Field Infant and Nursery School is a happy school where pupils enjoy their learning. One parent's comment was typical of the views of many: 'Great school ... My two children look forward to going to school and enjoy it when they're there. Both are happy and coming on in leaps and bounds.'

Pupils' needs and their learning remain key priorities for everyone. Trustees, leaders and staff work together to make sure that pupils access a wide variety of opportunities in the curriculum. One example is the school's work for the Artsmark. This has made a big difference to the range of art opportunities provided for pupils and the quality of pupils' artwork.

Pupils say that playtimes are enjoyable. Adults join in with pupils' play and there is a lot of equipment to keep pupils busy and active. Pupils say that, sometimes, others misbehave but adults quickly sort out any problems. Pupils know that if someone makes them unhappy, they must tell an adult, who will help. They say this is rare in school.

What does the school do well and what does it need to do better?

Leaders know what they want pupils to learn by the time they leave the school. Leaders place reading at the core of the school's curriculum. Alongside this, they ensure that pupils develop a strong understanding of other subjects.

The mathematics curriculum is well planned. Staff provide pupils with practical resources to explore mathematical concepts. Pupils then learn to represent these by drawing and recording with numbers. Pupils remember what they have learned in mathematics. They can apply their learning to solving problems.

Typically, phonics is taught well, and pupils learn new sounds quickly. Pupils who fall behind receive good extra support. On occasion, some teachers do not take enough account of this when planning their lessons.

Pupils enjoy reading and listening to the many stories read to them. They are keen to read at home. Some home-reading books do not allow pupils to practise the precise sounds they are learning at school.

Staff use a 'core' story or book as the springboard for learning in other subjects. Leaders have identified the specific knowledge and vocabulary that pupils need to learn in each subject. For example, in religious education, leaders have identified that pupils need to understand what a parable is and the creation stories for major world religions.

Staff have high expectations of pupils' behaviour. From the early years onwards, staff remind pupils to listen to adults and each other and to help each other. Pupils in all classes enjoy working together, in pairs and groups. At playtimes, pupils play together sensibly. Pupils who have difficulty managing their behaviour are supported well. This includes pupils in the inclusion class and the specialist resource base (SRB). Learning is rarely disrupted by poor behaviour.

Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) access the curriculum well. Sometimes, staff do not help pupils with SEND to develop independence when tackling tasks. Some pupils receive too much adult support so become reluctant to work independently when they are able to do so.

Leaders provide lots of extra-curricular opportunities. These include sports, arts, community and outdoor pursuits. Leaders make sure these activities have recognised benefits for pupils. Pupils perform concerts to promote confidence. They take part in community events to develop their sense of citizenship. Pupils work with artists and authors to raise their aspirations.

Since the previous inspection, leaders and the academy trust have managed the changes to leadership at the school very successfully. Leaders and the trust provide training for staff and share skills across the trust. Leaders are mindful of staff workload. They ensure that the work staff do directly benefits pupils. All staff, trustees and governors are fully committed to inclusion and welcome pupils with a range of different needs. They ensure that Manor Field Infant and Nursery School is a welcoming place where pupils make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Checks on staff are carried out appropriately. Leaders ensure that staff know what to look for that may mean a child is at risk of harm. They provide regular training and check that this is effective. Leaders work with external agencies tenaciously. Staff complete records of concerns about pupils and leaders follow these up. Staff know about issues that may affect the school community, such as county lines and domestic violence. They are vigilant for any indicators that children may be affected by these issues.

Pupils say that they feel safe in school. Pupils learn about safety in different contexts. For

example, they learn about road safety, online safety and safe touches.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not have enough opportunities to practise their phonic sounds when reading at home. Consequently, the opportunities for developing reading skills are not maximised. Leaders have purchased additional decodable books. Leaders should ensure that pupils regularly take home these books and that parents and carers understand how to use these books at home.
- The additional support provided in school to help pupils catch up in reading is not having as much impact as it should do. Class teachers do not take account of what pupils need to reinforce this support when planning their phonics sessions.
- Occasionally, pupils with SEND are not given enough opportunities to develop their independence. Leaders need to ensure that staff provide resources and support which help pupils with SEND to become more confident when working without an adult.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Manor Field Infant and Nursery School, to be good in December 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143990
Local authority	Norfolk
Inspection number	10121411
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	Board of trustees
Chair of trust	David Jessup
Headteacher	Diane Bainbridge (acting headteacher)
Website	www.manorfield.corvuseducation.com
Date of previous inspection	Not previously inspected

Information about this school

- Manor Field Infant and Nursery School converted to become an academy in March 2017. When its predecessor school, Manor Field Infant and Nursery School, was last inspected by Ofsted, it was judged to be good overall. The school is now part of Corvus Education Multi Academy Trust. This comprises three primary schools.
- The school includes a specialist resource base (SRB) for up to 10 pupils. These pupils attend for four days a week and spend the fifth day at their home school.
- The current acting headteacher has been in post since May 2019.

Information about this inspection

- I met with the acting headteacher, the trust executive headteacher, senior leaders, curriculum leaders, the chair of trustees and two members of the local governing body. I spoke with some class teachers and a range of pupils about the school.
- I scrutinised pupil records and files relating to safeguarding, staff recruitment, and training relating to safeguarding. I scrutinised a range of other school documents, including the school's self-evaluation and school improvement plan.
- I carried out deep dives in reading, mathematics and art. This entailed visiting classes, looking at pupils' work, speaking with the headteacher and subject leaders and

speaking with pupils about their learning. For reading, I also observed a member of staff reading with some pupils.

- I took account of the 35 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Maria Curry, lead inspector

Her Majesty's Inspector

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