

# Inspection of Maun Infant and Nursery School

Walesby Lane, New Ollerton, Newark, Nottinghamshire NG22 9RJ

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Inspection dates: 7 and 8 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Pupils like their teachers because they make learning fun. They particularly enjoy art lessons. They are proud of the responsibilities they can carry out school.

Pupils understand that everyone is unique and different. Staff expect, and support, pupils to behave well. They learn to manage their emotions and regulate their own behaviour. For example, pupils told inspectors how they 'take five' to complete breathing and mindfulness activities when they feel anxious or worried. Pupils appreciate the skipping challenges at lunchtime because, as pupils explained, 'it makes us happy and gives us a healthy heart'.

The school is calm and orderly. Pupils know that their school is a safe place. Pupils say that bullying does not happen at their school because 'everyone gets along'. They know adults will quickly sort out any concerns or worries they have.

Leaders have high expectations for how well pupils will achieve. However, the curriculum is not sufficiently detailed enough to ensure that the needs of all learners, including pupils with special educational needs and/or disabilities (SEND), are well considered.

Parents and carers are proud of the school. As one parent commented, typical of many, 'It's a place that brings out the best in everyone.'

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

Most developments in the school's curriculum are recent. Leaders have started to consider the key knowledge that pupils need to learn and know. However, this knowledge is not yet broken down sufficiently in most subjects. The precise details of what pupils need to know, when they need to know it and how this will be checked have not been finalised. However, senior leaders have a clear view of what needs to improve and have concise plans to address the shortcomings in the school's curriculum. For example, in music, leaders provide staff with regular training and support. This has increased teachers' confidence to deliver the subject.

Leaders help pupils develop a love of reading across the school. There is a range of high-quality books available in each class. The school library has recently been redeveloped. Pupils enjoy sharing stories written by the 'author of the month'. In the early years, adults skilfully use books to enhance the play and learning of the youngest children. In the nursery, as children engage with imaginative play, adults help them to use non-fiction texts to develop their understanding of frogs.

The school's early reading programme is also a recent development. Leaders are developing staff's expertise to ensure that the programme is consistently well taught so that all pupils learn to read quickly and efficiently. Where pupils are at risk of falling behind, additional support is put in place.

The school's mathematics curriculum is in a period of change. Leaders have a clear understanding of how they will implement the new programme in the next academic year.

Pupils' well-being is given high priority. However, the curriculum for pupils with SEND is inconsistent and at times lacks ambition. They do not always receive well-planned support that matches their needs. This does not help them to know more, and remember more, of what they have been taught. Leaders need to ensure that external agencies are involved with, and supporting, pupils' needs whenever this is appropriate.

Governors do not challenge leaders enough on the information they receive to ensure that they fulfil all their statutory duties. They have developed plans to help them check more carefully on the actions that leaders take.

In the early years, adults ensure that the resources in the outdoor areas support children to access all areas of the curriculum. For example, children enjoy exploring the vegetable patch and talk about what they need to eat to be healthy. Children have opportunities to develop their independence. This includes by completing all their 'rainbow lolly stick challenges'. They look forward to receiving a golden lolly stick when they have completed them all.

Pupils experience a wide range of opportunities that promote their personal development. They learn about healthy relationships and what makes a good friend. Pupils learn about aspirations and set themselves goals. Leaders arrange for visitors from different professions to speak with pupils. This helps pupils to understand and consider their own ambitions. However, pupils' understanding of different communities, faiths and cultures is less well developed. This does not equip pupils well for life in modern Britain.

Staff speak positively about leaders' actions to reduce their workload. They appreciate the efforts leaders have taken to develop their understanding of the school's curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have overhauled their systems for safeguarding. This has brought positive changes to the school's safeguarding culture, and has helped leaders to build a holistic picture of pupils' needs and provide timely support.

Leaders have ensured that all staff understand the importance of noting any concerns about a pupil. Staff receive regular training to help them understand the potential safeguarding needs of pupils. Leaders work proactively with a range of external agencies to ensure that all pupils are safe. Adults help pupils to understand how to keep themselves safe when online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The school's curriculum does not identify the key knowledge that pupils need to know and remember. This does not help teachers to identify the small steps needed to ensure that all pupils, including those with SEND and in early years, know more of the school's curriculum. Leaders must identify the key knowledge that all pupils should learn and when they should learn it so that pupils know more over time.
- Provision for pupils with SEND is inconsistent. This hampers these pupils' ability to know more of the school's curriculum or prepare them for their next stage in education. Leaders should ensure that the provision for pupils with SEND matches their area of need in all year groups and subjects.
- Governors are sometimes overly reliant on what leaders tell them. This prevents them from being able to check fully the impact of leaders' actions. Governors should ensure that they make rigorous checks on leaders' actions so that they are able to fulfil their legal responsibilities.
- Some pupils do not have a detailed enough knowledge of diversity, faiths and cultures. Pupils are not as well prepared for life in modern Britain as they might be. Leaders should ensure that the curriculum contains effective opportunities for pupils to develop their knowledge of diversity and difference in British society.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	122667
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10227299
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Samantha Wakefield
<b>Headteacher</b>	Kerry Norman
<b>Website</b>	<a href="http://www.mauninfantandnurseryschool.co.uk">www.mauninfantandnurseryschool.co.uk</a>
<b>Date of previous inspection</b>	4 January 2021, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, there have been three new appointments to the governing body. A new early years leader has been appointed. There have been significant changes in staffing.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Meetings were held with senior leaders, including the special educational needs and disabilities coordinator, the early years leader and representatives from the local governing body. A telephone call was held with a representative of the local authority.
- Deep dives were conducted in the following subjects: early reading, mathematics, geography and music. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning. Aspects of the school's personal, social, health and economic education programme and history curriculum were also sampled.

- The school's records for safeguarding were considered. This included the school's single central register for pre-employment checks. Records relating to attendance, behaviour logs and safeguarding records were scrutinised.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- The views of staff and parents were considered through the Ofsted surveys and on site during the inspection.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to governance.

### **Inspection team**

Shaheen Hussain, lead inspector

Her Majesty's Inspector

Luella Manssen

Ofsted Inspector

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