



Maun Infant and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 122667
LEA NOTTINGHAMSHIRE LEA
Inspection number 281320
Inspection dates 6 July 2006 to 7 July 2006
Reporting inspector Mr. Michael Best AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Walesby Lane
School category	Community		NG22 9RJ
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01623 860773
Number on roll	217	Fax number	01623 862075
Appropriate authority	The governing body	Chair of governors	Mr. Tom McLafferty
Date of previous inspection	4 October 1999	Headteacher	Mrs. Mary Haig

Age group	Inspection dates	Inspection number
3 to 7	6 July 2006 - 7 July 2006	281320

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to other primary schools. Pupil mobility is below average. The proportion of pupils learning English as an additional language is below average. The attainment of pupils entering the Foundation Stage is below average. The proportion of pupils with learning difficulties or disabilities is above the national average, but very few have a statement outlining their needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that cares well for its pupils. Inspectors agree with the school's view of its effectiveness. Pupils' achievement is good. The quality of provision and standards in the Foundation Stage are good. When they start in the Nursery, many children have limited skills and experiences, particularly in speaking and listening. At the end of Year 2, standards in reading, writing and mathematics are broadly average. Evidence clearly demonstrates that these pupils have made good progress through the school, many from very low starting points. Pupils' personal development is good, reflecting the school's effective provision for their care, support and guidance. Pupils are well prepared for the next stage of their education. However, the attendance of a small but significant number of pupils is not good enough, and the school's efforts have not sufficiently raised parents' understanding of the importance of their children's good attendance. The quality of teaching and learning is good. Expectations are high, lessons well prepared to meet pupils' needs, and working relationships strong. However, more can be done to foster pupils' independence in learning. The good quality curriculum is exciting and fun. The school is well led and managed. Priorities for improvement reflect a good evaluation of the school's strengths and shortcomings, and governors and the entire staff team actively support them. Improvement since the last inspection has been good and the school's capacity to further improve is also good. It provides good value for money.

What the school should do to improve further

- Continue to raise pupils' achievement by increasing the opportunities for them to work independently. - Improve attendance, particularly for the significant minority of pupils who are absent too often.

Achievement and standards

Grade: 2

Although many are still working towards the early learning goals for children at the end of the Reception year by the time they move to Year 1, children in the Foundation Stage make good progress from low starting points, particularly in their language and communication and personal and social skills. Results in the 2005 National Curriculum Key Stage 1 assessments were broadly average in reading and mathematics, and above average in writing. Over time, results in mathematics have been steady; results in reading have improved, and there have been significant improvements in writing, particularly for boys. Standards in the current Year 2 are broadly average. In mathematics they are similar to the previous year but lower in reading and writing. This group includes a high proportion of pupils with learning difficulties or disabilities; when they started in the Nursery, many children's skills and experiences were well below the local authority average, particularly for the boys. Achievement is good. The school sets challenging targets for pupils to achieve by the end of Year 2 and carefully tracks their progress towards these. Comprehensive evidence, backed by local authority

monitoring and analysis, clearly shows that pupils, including those with additional learning needs, make good progress as they move through the school.

Personal development and well-being

Grade: 2

The school places a very strong emphasis on supporting pupils' personal development and well-being. It makes good provision for pupils' spiritual, moral, social and cultural development through a creative approach to the curriculum, and the school's high expectations of behaviour. Pupils enjoy school and develop good attitudes to learning because the school recognises and rewards their efforts. All adults act as very good role models and lessons and other activities are fun. Pupils behave well, and work and play together harmoniously. The attendance of most pupils is satisfactory. However, the well below average attendance of a significant minority means that these pupils miss valuable opportunities to learn and develop their personal skills. Pupils have a good understanding of how eating a balanced diet and taking exercise will help them stay healthy. They know what to do to keep themselves safe, and support each other well. Pupils have good opportunities to take responsibility and contribute to the school and the wider community, for example, by acting as a school councillor or playground buddy. Pupils' good achievement in literacy and numeracy, and the confidence they develop, prepare them well for the next stage of their education and for later life.

Quality of provision

Teaching and learning

Grade: 2

Pupils rightly say that classrooms are exciting places in which to learn. Teaching and learning are consistently good and some aspects have outstanding features. Classroom assistants provide valuable support for pupils. Staff have a very good understanding of how young children learn and are effectively developing links between subjects and areas of learning. Staff manage pupils well. Their expectations of pupils' work are high and well informed by comprehensive assessment information. Staff share and regularly refer to learning intentions at the start of and during lessons, and, in the closing session, invite pupils to comment on how well they have got on. Pupils have a good understanding of what they need to do to improve. In the Nursery, adults' encouragement for pupils to work independently is particularly successful. This practice is developing in other year groups but, occasionally, some staff give pupils too much direction in their learning. Assessment procedures are very rigorous and provide the school with precise and comprehensive information about each pupil's attainment and progress. Reports to parents are detailed and include targets. Staff have detailed and an accurate knowledge of what pupils know and can do. The use of this information to inform the next steps in pupils' learning is a strength.

Curriculum and other activities

Grade: 2

The school provides a relevant and creative curriculum that pupils find stimulating and fun. Pupils say they really enjoy the good range of visits they go on and the clubs they attend because they help them learn. The range of activities provided is good and contributes very well to their social and cultural development, and to their health and well-being. Children in the Nursery have particularly good opportunities to develop their independence and make choices but this aspect of curriculum planning is still developing in other year groups. Good links are made between subjects. This gives pupils a purpose for their learning and provides them with the opportunity to practise basic skills, such as writing and using a computer. In lessons, pupils are encouraged to discuss their ideas and work together. This helps them to improve their speaking and listening skills, extend their vocabularies, and learn how to work effectively as a team.

Care, guidance and support

Grade: 2

The school cares for pupils very well because procedures to ensure their health and safety are robust, known by all staff and consistently implemented. Pupils feel safe and supported, and value the way their achievements are celebrated. Based on trust and mutual respect, relationships in the school are good. This helps pupils to feel special, and their self-esteem and confidence develop well. Detailed assessment procedures and the skills of the staff ensure that pupils are guided and supported well in all aspects of their development. Working closely with outside agencies and parents enables the school to provide all pupils with good support so that they achieve well. Productive links with other schools ensure that pupils transfer confidently to the next stage of their education. Teachers work very hard to ensure that all pupils make the progress of which they are capable. However, more could be done to make sure parents are fully aware of how their children's progress at school can be affected by their level of attendance.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's strong leadership is successfully driving the school forward. Her clear and purposeful vision is well focused on pupils achieving the best they can in all aspects of their learning. She is supported by a hardworking and committed deputy headteacher and staff team, who are keen to take on responsibility and share good practice. Subject leaders are successfully developing their roles and effective monitoring of teaching, learning and standards is securing improvement. This is particularly evident in the development of pupils' writing, assessment procedures and the Foundation Stage curriculum. The provision for pupils with learning needs or disabilities is very well managed. The school has made good progress in resolving the issues identified in the last inspection report and has good

capacity for further improvement. Through rigorous assessment and tracking procedures, the leadership sets challenging targets and clearly demonstrates the positive contribution of teaching and learning in pupils' good progress. Self-evaluation procedures are effective. The school has good regard for the views of all connected with it. Staff and governors actively promote the school's challenging but achievable priorities for development, and pupils and parents value improvements. Learning resources are of high quality, with good use made of interactive whiteboards. The well-maintained accommodation has been well adapted to meet current needs. Daily routines are well established and effectively managed. The governing body has a good understanding of the school's strengths and weaknesses because governors are closely involved in evaluating the school's work. The budget is wisely spent, with reserves within recommended levels.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school last week. We really enjoyed hearing about all the interesting things you do at school. We congratulate you on your hard work in lessons and your good behaviour. We are impressed by how you have contributed your ideas about health and exercise to designing the new playground. You say that learning is fun at Maun and, from visiting your lessons and looking at your work, we certainly agree with you! We are very pleased that you make good progress. Your teachers keep a close eye on how well you are doing and give you extra help when you need it. They set you targets and share with you what you are going to learn in lessons. You know what you need to do to improve, and many of you are getting really good at making choices and taking decisions about your work. This is great, and we think you would all benefit from more chances to learn in this way. With the help of staff and governors, Mrs Haig runs the school well. They all want you to do as well as you can, and they work hard to make the school a bright and exciting place. You told us how much you enjoy coming to school. Most of you come to school regularly but there are quite a number of you who have too many days off, sometimes when you are not poorly. We have asked Mrs Haig and the staff to work closely with your parents and family members to ensure that you do not have any more time off school than you need. We hope you have a safe and enjoyable summer holiday. Do keep working hard and enjoying school.