

Manor Park Infant and Nursery School

Inspection report

Unique Reference Number	122625
Local Authority	Nottinghamshire
Inspection number	314349
Inspection dates	17–18 June 2008
Reporting inspector	Sue Hall

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	3–7
Gender of pupils	Mixed
Number on roll	
School	173
Appropriate authority	The governing body
Chair	Mr John Bowers
Headteacher	Mrs Carol Litowczuk
Date of previous school inspection	1 December 2003
School address	Flatts Lane Calverton Nottingham Nottinghamshire NG14 6JZ
Telephone number	0115 9652472
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Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small infant and nursery school serves the former mining village of Calverton and surrounding area. Children are of White British heritage and all speak English as a first language. The number of children entitled to free school meals is slightly above average. The proportion from ethnic minority groups is low and none speaks English as an additional language. The number with additional learning needs is slightly above average. In some year groups, there are considerably more boys than girls. The school holds Activemark, Investor in People and Healthy Schools Gold awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. This judgement is below the school's own evaluation of its effectiveness. Parents are generally pleased with the quality of education offered to their children. Many are particularly happy with the warmth and pastoral care provided, especially in the Nursery.

Children really enjoy their time in Nursery. Children enter with skills, knowledge and understanding that are slightly below the expectation for their age. They make satisfactory overall progress in the Foundation Stage and start Year 1 with skills that are slightly below average. In Years 1 and 2 they make satisfactory progress and by the age of seven standards are broadly average overall. Assessment information indicates boys do not do as well as girls and to a greater extent than seen nationally. Over several years, children have done well in writing but reading skills, especially of the boys, are not as high. In mathematics a larger proportion achieved the higher levels this year. Those of all abilities and from a range of backgrounds achieve satisfactorily, which provides them with a sound level of preparation for their future.

Children's personal development is satisfactory, as is their spiritual, moral, social and cultural development. Most enjoy school and like taking part in practical activities. Many have positive attitudes to learning, although some do not try as hard as they could. Behaviour is satisfactory overall but a minority of boys do not behave well enough. Most children have a satisfactory understanding of how to keep themselves safe, but some do not think how their behaviour affects the learning and safety of others. Most understand how to lead a healthy lifestyle, but many children and parents are not convinced of the benefits of healthy packed lunches. Children enjoy being on the school council and have satisfactory opportunities to make a positive contribution to the school and wider community.

Teaching and learning are satisfactory. In the Nursery, much is expected of the children and activities are lively and interesting. However, observations of teaching and scrutiny of samples of recent work show that not enough is expected of older children, especially of those of average and higher attainment. The curriculum is satisfactory overall. Visits to places of interest and visitors are used well to motivate learning, although children are not given enough opportunities to systematically develop their reading skills at a higher level. Care, guidance and support are satisfactory. The support for children with additional needs is good. As a result, their academic achievement is satisfactory and most make good gains in their personal development. There are warm and caring relationships between children and staff. Safeguarding procedures meet government requirements, but the monitoring of health and safety is not rigorous enough to ensure that good practice is the norm. Academic guidance is satisfactory, although the marking of children's work is variable. Staff have extended the ways in which they check and track the progress made, although this information is not always used well enough in planning activities.

Leadership and management is satisfactory. The school staff is a long serving and experienced team who support each other well. However, the monitoring of the work of the school, including risk assessments, lacks evaluative rigour in identifying what needs to be improved. Governance is satisfactory. The school has satisfactory capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 3

When children enter the Nursery they have a mix of skills and learning experiences. Their personal and social development is often limited initially, and many are quiet and struggle to communicate, having only a few spoken words. Children of all abilities make good progress in the Nursery, because they are well taught and enjoy a wide range of interesting practical activities. These are carefully linked to themes with particular thought to what topics will interest and motivate boys. Good use is made of the extensive indoor and outdoor facilities. Children settle well in the Nursery and parents are very pleased with the amount of progress they make and how they grow in confidence. Children make satisfactory progress in Reception. However, at times, not enough is expected of them and behaviour management is not fully effective, which slows down learning. When children enter Year 1, their skills are slightly below average, particularly in the area of communication, language and literacy with speaking and reading skills sometimes being quite low.

What the school should do to improve further

- Improve the progress that boys make, especially in reading.
- Ensure that teaching is consistently demanding by making full use of assessment information to challenge all children.
- Monitor the effectiveness of the work of the school in a rigorous manner in order to identify clearly areas for further improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the Nursery with a very wide range of skills, knowledge and understanding. Initially many have limited social development, they are very quiet and their speaking skills are often restricted. They make good progress in Nursery, but at the end of their first year many children, including several with higher level skills, leave the school. In some year groups there are considerably more boys than girls. In Reception, Year 1 and 2 children make satisfactory overall progress. Teacher assessments at the end of Year 2 show variation from year to year. Overall standards in the current Year 2 are close to national averages. Children generally do well in their writing. In 2007, standards dipped and boys did not do well, especially in their reading. Overall standards are set to rise this year, particularly in mathematics, although this is not yet an established trend. Progress is inconsistent and not enough boys do really well. The majority of children, including those who find learning more difficult, achieve at least satisfactorily, although some boys could achieve more.

Personal development and well-being

Grade: 3

Children's social, moral, spiritual and cultural development is satisfactory, as is their overall personal development. Children generally cooperate in class and help each other with their learning. There are, however, pockets of poor behaviour which sometimes inhibit learning. Children like coming to school; they particularly enjoy using the exciting play equipment at

break-times and finding out about the environment. Most move sensibly around the school and are generally aware of how to keep themselves safe. The school has focussed upon the need for exercise in the curriculum and out of school, which is helping to improve levels of fitness. Children understand the importance of healthy eating, but packed lunches do not reflect this. Children make a satisfactory contribution to the school community. The school council provides tangible proof that the pupil voice has influenced developments such as Spanish lessons in Year 2. Attendance is satisfactory and improving.

Quality of provision

Teaching and learning

Grade: 3

Teachers have good relationships with the children and give them lots of praise and encouragement. As a result, children generally want to learn. There is a good number of staff and occasional volunteers in lessons ensuring children receive a good amount of adult support. Teaching assistants are usually used well to work with groups of children and particularly to support those with additional needs. The overall level of challenge offered in tasks is satisfactory. While the school has sound systems to check and track the progress children make, the information available is not always used well enough to ensure all groups and particularly average and higher attaining groups are extended in their learning. At times, staff miss opportunities to promote speaking skills to a higher level. The teaching of reading is not systematic or demanding enough to ensure all children reach their potential.

Curriculum and other activities

Grade: 3

The school makes good use of its facilities to enrich the curriculum. For instance, use of the wild life area is built into lessons in order to develop children's environmental awareness. In addition, Education for Sustainable Development is a strength and this links closely with a local 'Trail Blazers' initiative. The school has improved information and communication technology (ICT) facilities and computers are used satisfactorily across the curriculum. Years 1 and 2 have swimming lessons, which they enjoy and which help them to keep safe. Visits and visitors provide exciting opportunities for learning and, at some times of the year, extra curricular activities such as Judo, football, dance and the ICT clubs also broaden children's outlook. There are after school sports activities to appeal to boys and motivate them to learn. The school has introduced activities to encourage children to develop their speaking skills. A reading programme based on letter sounds has also been adapted to tackle low standards in reading, however, activities are not planned well enough to raise skills to a higher level.

Care, guidance and support

Grade: 3

Attendance is improving because the measures the school has taken in working in partnership with parents and the Local Authority have proved effective. Provision for children who find learning difficult for a range of reasons, is good. The school works closely with outside agencies in supporting children and their families. Indeed, the school has been involved in planning for the local Children's Centre initiative, designed to improve facilities for children from birth to 5 years of age. Those with emotional difficulties are well served and the school has received an award for mental health in recognition of the work undertaken. Children with specific learning

difficulties are supported well by their teachers and a team of experienced teaching assistants. These pupils come on well in terms of their personal development and make satisfactory academic progress. Those who have been identified as 'Gifted' are supported through special work prepared for them. Procedures to keep children safe and secure largely meet requirements, although systems and day-to-day practice are not checked thoroughly enough. Children in Key Stage 1 have individual targets to help them improve their writing, but there are currently no targets in reading and mathematics. The marking of children's work is inconsistent and staff do not always indicate to children how they can improve.

Leadership and management

Grade: 3

Most of the staff have worked at the school for many years, and parents praise the warmth and care shown to their children, particularly in the Nursery. The leadership of the Special Educational Needs Co-ordinator is good and ensures these children receive effective support, which particularly helps those with emotional and behavioural difficulties. The headteacher and deputy have a close working partnership and staff are very supportive of each other. However, this strength is also a challenge for staff when they come to evaluate the quality of provision in a rigorous manner. Whilst observations of teaching and learning, scrutinies of work and risk assessments are carried out, these activities lack a rigorous focus on what needs to be done to improve outcomes for pupils. Governance is satisfactory. Governors are supportive of the school and are keen to extend their first-hand knowledge of its effectiveness.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 June 2008

Dear Children

Inspection of Manor Park Infants and Nursery, Flatts Lane, Calverton, Notts, NG14 6JZ

Thank you very much for looking after us when we visited your school recently. We really enjoyed meeting you in lessons, in assembly, at lunchtime and especially the meeting with the school council.

Overall, we think your school is satisfactory and these are some of the best things we found:

- You enjoy coming to school and like the practical activities in lessons.
- Children in the Nursery do well because there are lots of interesting things to do.
- Many of you do well with your writing.
- Those of you who find learning difficult are well supported.
- The school grounds are used well for practical activities and there is a good range of visits and visitors that make learning interesting.
- There is a good number of staff and other adults to help you in lessons.

This is what we think could be improved:

- Many of you, and especially the boys, could make more progress particularly in reading.
- Teachers could plan work that is a little bit harder for most of you.
- The staff could check more carefully what happens in and around the school to see what else could be improved.

To help your school even more, a small number of children need to behave well all the time. We also want you to grow up to be fit and healthy; to help with this, it would be good if your packed lunches contained more healthy foods. Perhaps you could ask your parents to help with this?

Yours sincerely

Sue Hall

Lead inspector