

# Manor Field Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	120919
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	380134
<b>Inspection dates</b>	13–14 October 2011
<b>Reporting inspector</b>	Ronald Hall

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Etherington
<b>Headteacher</b>	Alexandra Lightbown
<b>Date of previous school inspection</b>	11 January 2007
<b>School address</b>	Manor Road Long Stratton Norwich NR15 2XR
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## Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed, taught by 10 different teachers. Meetings and discussions were held with members of staff, members of the governing body and pupils. Inspectors reviewed many aspects of the school's work, and looked at a range of documentation including policies, school development plans, local authority review documents, assessment data and curriculum plans. They scrutinised responses to questionnaires from 78 parents and carers and 19 staff.

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

- How quickly is the school raising attainment in reading and writing?
- How effectively are leaders and managers, particularly middle managers, bringing about changes to improve outcomes and what is their capacity for sustained improvement?
- How accurate are the systems devised by leaders and managers to track pupils' progress, and how effectively are the results used to support future learning and set challenging targets, particularly for higher-attaining pupils?

## Information about the school

Manor Field Infant and Nursery School is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language. The percentage of pupils known to be eligible for free school meals is average. The school has Early Years Foundation Stage provision for children from the age of three years. The governing body manages a breakfast club on the school site. There is a separate nursery within the school grounds, but it is not managed by the governing body and is subject to a separate inspection. The school has achieved Healthy Schools status.

The school has a specially resourced provision for special educational needs, in the form of a resource base for pupils with emotional, behavioural and social difficulties. This new provision currently caters for six pupils from across the city who are not on the school roll. The specialist resource base is managed by the school and governing body.

**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. It has a number of outstanding features and is improving rapidly. Pupils make good progress and achieve well. Attainment in mathematics at the end of Year 2 has been consistently well above average over the last three years. Attainment in reading and writing has been more varied but reading standards are now well above average, with writing rapidly improving. This is due to the school's success in introducing a range of systems to teach letter and word sounds and writing skills. However, there has not been sufficient time for them to raise attainment in writing as the changes are not yet fully embedded. Children enjoy a good start in Reception, where they progress well. As a result, they join Year 1 with average attainment and continue to make good progress through Key Stage 1. Those pupils in the specialist resource base also make good progress.

Good and sometimes outstanding teaching contributes to pupils' good progress. Teachers manage their classes skillfully and sensitively. Additional support for individuals and small groups, provided by experienced teaching assistants and outside specialists, is well focused to enable pupils involved to progress well. Lessons are planned effectively to stimulate pupils' interests. Assessment information is carefully used to ensure the work closely matches pupils' ability levels. Frequent marking supports what pupils have learnt. Pupils know how to improve their work as teachers spend valuable time communicating this to them.

Pupils are valued as individuals, and this encourages them to have positive views of themselves and each other. They come to school keen to learn and this is initiated well in the breakfast club. Pupils behave well and show they can take responsibility for their own learning. Attendance is above average and improving, and pupils are very positive about how safe they feel in school. Pupils show inclusive attitudes in their learning and respect for others within the school and the wider community. They develop good social skills and have a strong sense of right and wrong, based on positive spiritual and moral understanding. The curriculum has undergone a range of changes, resulting in content which now stimulates pupils' interests in learning and provides good opportunities for pupils to practice their independent learning skills. These are already having a positive effect on progress but not yet attainment, particularly in writing where staff sometimes miss opportunities to develop pupils' speech and language skills.

Very effectively led by the headteacher, the school's leaders and managers have developed a robust approach to self-evaluation. The governing body provides good

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support, and although it has undergone several recent changes of membership it is confident in providing challenge to the school. Together all leaders, managers and the governing body have a clear and accurate view of the school's priorities. Consequently, given the rapidly improving picture, the school's capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Raise attainment in writing by:
  - improving the teaching of writing so that it consistently matches the high-quality practice seen in mathematics
  - ensuring pupils have a greater range of opportunities to practise their speech and language skills in all subjects.

**Outcomes for individuals and groups of pupils****2**

Pupils start school with attainment at levels that are below those expected for their age. By the end of Year 2, attainment is above average and in mathematics it has been consistently well above average. In writing, standards in Year 2 have fluctuated over the past several years but are rapidly improving and are currently above average. Pupils develop a good understanding of the sounds that make up words. They tackle more difficult work with confidence because teachers model reading well, using big books to emphasise letter sounds. Pupils of all abilities make good progress across the school. More-able pupils are challenged effectively. Mathematical skills are particularly well developed. For example, Year 1 pupils were excited by opportunities to measure a range of items using non-standard measures, through a range of activities set up in the classroom and the outside area. All could use the apparatus provided for them; more-able pupils found their own methods of measurement and compared these to each other.

Good reading, speaking and listening skills support pupils' improving writing skills. Year 2 pupils' work showed both a good understanding of punctuation and grammar rules and the skills they used to correct mistakes when story writing. Other lessons demonstrated pupils' sensitivity when evaluating each other's work. Pupils' good numeracy and literacy skills provide a strong foundation for their future economic well-being. Pupils with special educational needs and/or disabilities make similar good progress to their peers. This is because they are well supported, both in class and in small groups, with well-qualified teaching assistants whose work is well focused and closely linked to the work done in the classroom. The school uses external specialist support extremely well to ensure all pupils' needs are fully met. Pupils in the specialist resource base make good progress due to the positive attitude and caring, understanding ethos of the whole teaching team. Pupils are encouraged to make positive choices in relation to their behaviour and learning, and this develops their confidence and self-esteem.

There is a positive ethos throughout the school. In lessons, pupils are curious and

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work cooperatively. They behave well, generally showing self-discipline and concern for each other. This is engendered by initiatives such as the buddy system, in which those chosen for the role take great pride. Pupils contribute well to the school community, willingly taking responsibilities in classrooms and as school council members, and to the wider community in supporting charities and other groups locally and overseas.

As reflected in the school's Healthy Schools status, pupils show an exceptional understanding of the importance of having a healthy diet. Their excellent habits are encouraged by eating fruit snacks daily and are evident in the high proportion of pupils involved in physical activities. Pupils' spiritual, moral, social and cultural development is good. They have a strong spiritual sense, based on the school's excellent caring ethos. Their good social skills are seen in their sensitivity to each other, and the concept of ensuring equal opportunities is embedded in all elements of the school. Pupils have a good understanding of different cultures, although opportunities to mix with those of other cultures are limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The developing curriculum is planned and monitored well to develop skills, knowledge and understanding consistently across the school. Progression and continuity of learning across subject and topic work are fully ensured by subject leaders. Learning is good, relevant and fun, particularly in mathematics where it produces excellent results, although pupils do not always have enough opportunities

<sup>1</sup> 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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to practice their speech and language skills across the whole curriculum. Teachers and teaching assistants plan effectively to help pupils work collaboratively in pairs and groups to investigate or solve problems. In a Year 2 art lesson, for example, pupils were engrossed in developing creativity skills and providing constructive criticism of each other’s work. Teachers’ questioning helps pupils develop and extend their thinking skills well, as seen when Year 1 pupils were engaged in learning their times tables. Combined with good written marking, pupils know how well they are doing and how they can improve. The school’s excellent partnerships with outside agencies, visiting musicians, artists and other specialists from both within the United Kingdom and abroad enhance learning significantly.

The school maintains a sharp focus on the safety and well-being of the pupils, and adults are extremely effective in their care and welfare of pupils. The work the school carries out with families of pupils whose circumstances may make them vulnerable is excellent. School procedures are robust for dealing with all circumstances. Pupils and parents and carers are extremely confident that everybody is kept safe and secure and they are fully involved in their child’s education. The breakfast club provides a good start to the day with a good range of healthy food options and a positive, caring environment.

The specialist resource base provides expertise in behaviour management. It has excellent resources for its pupils and the teaching assistants provide exemplary support. Teaching staff ensure that all learning is closely matched to the individual needs and abilities of all the pupils who attend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The excellent headteacher, good senior team, all other staff and the governing body share a strong vision to provide a happy environment in which pupils develop well. The relatively new governing body contributes a wide range of skills. Its members visit the school regularly and are both supportive and challenging. Its committees are well structured and effectively hold the school to account. The school’s monitoring and self-evaluation arrangements give the governing body a clear and accurate view of its strengths and areas for development.

Good communication systems involving home visits, newsletters, workshops and open evenings inform parents and carers so that they can support their children's

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learning. A number of parents and carers volunteer their time to the school; they work as effective team members because they are well prepared for the roles they play. Pupils’ learning and well-being are promoted well through an extensive range of highly effective external partnerships. When parents and carers are invited to partnership-supported events, such as class assemblies or performances, they gain valuable additional insights about their children’s development. Close partnerships combined with up-to-date training also help ensure that the school’s safeguarding procedures are good.

The school’s open and welcoming atmosphere underpins its good community cohesion. For example, the school has analysed the profile of its families and instigated partnerships to enable many of its rural issues to be overcome. The rapidly improving curriculum is enhanced through strong partnership links. Good teaching and rigorous monitoring of different groups ensure that the school promotes equal opportunities and tackles discrimination well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in Reception across all the areas of learning. The majority of children speak confidently, using a wide vocabulary. For example, children gleefully expressed what they were doing during a play dough session making a range of cakes. Others happily explained what they were doing whilst using the computer systems, as well as demonstrating good mouse skills. Most children can write simple words accurately. Their numeracy skills are good.

Children settle well and enjoy purposeful learning in a happy environment. They develop independence though a good balance of both adult-led and child-led

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classroom and outdoor activities. These encourage enquiry and make learning fun. Children play well together, share resources cooperatively and develop good independent learning skills. An excellent example was seen when a group of children who were totally mesmerized during a gardening session, in which the staff encouraged their learning throughout. However, this approach is not consistently applied by all staff. Children respond positively to responsibilities given to them, such as clearing up particular areas or after snack time. Children behave very well, encouraged by the excellent relationships they enjoy with staff and with each other. Teachers and teaching assistants plan carefully and monitor children’s achievements well in order to build on their interests and promote progress effectively as each stage of learning is reached. The provision manager robustly monitors all aspects and ensures the smooth and effective operation of the provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The vast majority of the parents and carers who responded to the questionnaire were positive about all aspects of the school's work. In particular, they affirmed that their children enjoy school, that it helps to keep them safe and healthy, and that the school keeps them informed about their children's progress. Slightly fewer parents agreed that the school deals effectively with unacceptable behaviour. Inspectors observed behaviour in lessons and around the school, discussed this with pupils and staff and scrutinised behaviour records. This showed that behaviour is managed effectively and that relationships between staff and pupils are warm, supportive and mutually respectful.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Field Infant and Nursery 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	71	23	29	0	0	0	0
The school keeps my child safe	57	73	19	24	1	1	0	0
The school informs me about my child’s progress	33	42	41	53	1	1	0	0
My child is making enough progress at this school	48	62	27	35	2	3	0	0
The teaching is good at this school	57	73	17	22	1	1	0	0
The school helps me to support my child’s learning	51	65	22	28	1	1	0	0
The school helps my child to have a healthy lifestyle	56	72	22	28	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)	46	59	29	37	0	0	0	0
The school meets my child’s particular needs	46	59	26	33	2	3	2	3
The school deals effectively with unacceptable behaviour	34	44	30	38	2	3	1	1
The school takes account of my suggestions and concerns	38	49	34	44	2	3	0	0
The school is led and managed effectively	52	67	23	29	1	1	0	0
Overall, I am happy with my child’s experience at this school	58	74	19	24	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 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 October 2011

Dear Pupils

**Inspection of Manor Field Infant and Nursery School, Norwich, NR15 2XR**

Thank you for making the inspectors so welcome when we visited your school recently, and for telling us your views. We were very impressed with your good behaviour, politeness and positive attitudes to learning in lessons. We noticed how well you worked on your own.

We found that Manor Field Infant and Nursery School is a good school and improving rapidly. It has several outstanding features, most importantly the outstanding care, guidance and support provided for you, which ensure that you feel exceptionally safe. Your personal development, your achievement and the progress you make are all good.

There are always some things a school can do even better, so I have asked the adults in your school to do the following, to help you learn even more quickly than you do now and especially to raise standards in writing:

- improve the teaching of writing so that it is as good as in mathematics
- provide you with opportunities to practice your speech and language skills across the whole curriculum.

Please continue to be the happy, hard-working and sensible young people you already are, because that too will help the school to carry on improving. Good luck to you all for the future.

Yours sincerely

Ronald Hall  
Lead inspector

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