



Manor Field Infant and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 120919
Local Authority NORFOLK
Inspection number 291911
Inspection dates 11–12 January 2007
Reporting inspector Cheryl Thompson

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

Type of school	Primary	School address	Manor Road
School category	Community		Long Stratton
Age range of pupils	3–7		Long Stratton NR15 2XR
Gender of pupils	Mixed	Telephone number	01508 530356
Number on roll (school)	212	Fax number	01508 530356
Appropriate authority	The governing body	Chair	Mr Jon Venning
		Headteacher	Mrs Alex Lightbown
Date of previous school inspection	15 April 2002		

Age group 3–7	Inspection dates 11–12 January 2007	Inspection number 291911
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Manor Infant and Nursery is an average sized primary school serving Long Stratton village. Since the reorganisation of schools in September 2006 there are no Year 3 pupils. Almost all pupils are White British. The proportion of pupils eligible for free school meals is below average but the proportion of those with learning difficulties and/or disabilities is around average. Attainment on entry to Reception is usually below that typically found, especially in the area of language and literacy; this year, however, it is nearer average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Manor Field Infant and Nursery school provides a good education. Some aspects of its work have outstanding features. Parents and pupils are very pleased with all it has to offer. Pupils say they are 'proud to belong to Manor Field'. The headteacher and senior team lead and manage the school well. They have a good understanding of the school's strengths and what needs to be improved, but do not always make precise judgements about its work. They collect a great deal of information about the pupils' progress and how subjects are taught but are not yet making the most efficient use of it when planning for improvement. The excellent focus on ensuring pupils are cared for and safe means they feel secure and love coming to school. This is demonstrated by their good attendance and impressive behaviour.

Pupils' personal development is outstanding. They make a good contribution to their school community through the school council and buddy system. Pupils develop very good social skills when they discuss and work together. These qualities, together with good skills in reading, writing, mathematics prepare them well for their future.

This year, standards in Reception are typical for this age group but in the past three years they have been below average. Provision for children in the Foundation Stage (Nursery and Reception classes) is good. Teaching is good overall. A strong feature is teachers' emphasis on helping children to develop a wide vocabulary and good speaking and listening skills. Outstanding teaching and carefully organised activities in the Nursery, particularly in the way children are helped to make choices and become independent, ensure they make exceptionally good progress.

Teachers work very well together to plan interesting lessons based on a good curriculum. From Reception to Year 2, effective teaching and excellent relationships result in pupils who are very keen to please their teachers by working hard. Over time, standards attained in national assessments for seven-year-olds are usually above average. Pupils of all abilities generally make good progress and achieve well. The rate at which they learn to read and write, especially in the use letter sounds, is not yet as good as it could be. This is because teaching is not rigorous enough in this area and there is insufficient structure in the way reading material is used and skills are practised, especially for pupils who find learning to read hard.

The school provides outstanding care, guidance and support for its pupils. Pupils have every confidence that, should they have any concerns, an adult in school will 'sort it out'. Through the school's good programme of personal, social and health education, pupils gain a good understanding of how to keep themselves safe and eat healthily.

The last inspection judged Manor Field to be a good school. Since then there has been no complacency. The issues raised by the last inspection have been dealt with very well and standards improved. The capacity and school's determination to develop further are good and value for money is good.

What the school should do to improve further

- Make evaluations of the school's work more precise, and ensure that effective use is made of the information collected on pupils' progress when planning for school improvement.
- Ensure pupils make even better progress in reading and writing by improving the teaching of letter sounds and providing more structure to the way reading material is used and reading is practised.

Achievement and standards

Grade: 2

Achievement is good. Pupils who have learning difficulties have their needs identified quickly. They receive good support so that they achieve well and develop good self-esteem. Pupils with disabilities are supported extremely well by skilled staff and their classmates. They are helped to be closely involved in all class activities and have good friends.

Pupil data shows that at the end of Reception, children's attainment is usually just below average, particularly in the area of communication and literacy. Pupils make good progress as they move through the school. Over time, standards in reading, writing and mathematics have been above average. In 2006, standards were average, reflecting a slight change in the school intake. The school sets reasonably challenging targets for pupils to attain at the end of Year 2 but is not always making efficient use of data to set more demanding targets.

In the Nursery, children make excellent progress which prepares them very well for their future learning within the school.

Personal development and well-being

Grade: 1

Pupils say they love coming to school and that 'everyone is nice to one another'. This is reflected in their regular attendance, very good attitudes to work and excellent behaviour. In lessons, pupils listen considerately and are genuinely kind and helpful to one another. They are very confident that there is no bullying in their school but know what to do if they should have any concerns. Their spiritual, moral, social and cultural development is excellent. The school is particularly successful in promoting pupils' cultural awareness. Pupils have a good understanding of a healthy diet and all are keen to eat fruit at snack time.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers use their interactive whiteboards extremely well to make sure pupils are clear about what they are expected to learn and to reinforce this learning. In the best lessons, the pace is brisk and practical activities help pupils remember important features such as punctuation. Parents speak highly of the Nursery, where teaching is excellent and meets the needs of the children outstandingly well. They soon learn independence in choosing an activity and tidying away equipment. Teaching in Reception is good. The school's high quality resources are deployed very well to provide exciting learning opportunities but in some sessions the provision is not demanding enough for more able children.

Curriculum and other activities

Grade: 2

The curriculum is good and enriched with a very good range of visits and visitors so that it meets pupils' needs well. The opportunities in the Foundation Stage are well thought out and are very well matched to the children's needs. The school has made a good start on introducing units of the International Primary Curriculum, which provide exciting lessons in areas such as art and science. The school is beginning to make relevant links between subjects such as geography and literacy which has a good impact on pupils' interest and learning. It has plans to develop these links further. There is a notable range of clubs including sports which have a high take-up rate.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and central to pupils' excellent personal development and good achievement. Pupils and their families are known well so that any signs of unhappiness are quickly noted and action taken. Arrangements for safeguarding pupils are thorough and comply with the latest government requirements. The school's exceptional commitment to including pupils with disabilities is apparent in the excellent facilities and support provided. The school tracks pupils' progress well and uses the information to organise 'focus groups' which are catered for in teachers' good planning. Pupils have their own personal targets so that they are clear about what they need to do to improve.

The school has effective links with outside agencies, such as speech and language therapists, if extra advice and support is needed to help individuals.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, governors and senior team share a strong and successful vision for providing a school where pupils are safe and enjoy learning. The commitment to including pupils with learning difficulties and disabilities is outstanding. There is no complacency; the school is always seeking ways to improve, for example by reviewing and improving the curriculum and introducing a new system for teaching phonics (letter sounds).

There are good systems for monitoring data and the work of the school. The resulting evaluations show the school knows itself well but, though the information is there, it is not always easy to identify a specific judgement on standards in subjects and impact of new initiatives. Consequently, the school is not making the most productive use of this information to set precise whole school targets and produce easily measurable success criteria in its school improvement planning.

Governance is good. Governors are very proud and supportive of the school and ensure that it meets its statutory responsibilities. They are proactive in acquiring high quality resources, especially for information and communication technology. They monitor the school's work through visiting lessons and receiving reports from the senior team. However, they are not yet acting as a 'critical friend' in challenging the school to see if standards could be even higher.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

15 January 2007

Dear Children

Manor Infant and Nursery School, Manor Road, Long Stratton, Norfolk NR15 2XR

Thank you all for welcoming us to your school and being so friendly and helpful. We were very impressed with your behaviour and how kind you are to one another.

We think you go to a good school. When we visited your classrooms and watched you at play and in the Bear Hunt assembly, we could see how much you enjoyed being at school. We were impressed with how well the school council gets things done and how the buddies take their responsibilities seriously.

We noticed that all the staff know you very well and take excellent care of you. You told us that you liked your lessons and think you have to work hard. We saw that your teachers planned interesting lessons for you and made great use of the interactive whiteboards.

Mrs Lightbown and the senior teachers are doing a good job running your school. We have asked them to do some things to make it even better. We would like them to have a very clear idea of how well you are getting on so that it helps them with their improvement planning. We think you could make even better progress in reading and writing if you had a little more practice with letter sounds and if you could practise reading books, where you get to know the characters and see new words lots of times to help you remember them.

Thank you again for all your helpfulness.

All good wishes

Cheryl Thompson Lead inspector