

Manners Sutton Primary School

Inspection report

Unique Reference Number	122611
Local Authority	Nottinghamshire
Inspection number	314344
Inspection date	5 June 2008
Reporting inspector	Sheelagh Barnes

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	51
Appropriate authority	The governing body
Chair	Mr Terry Alvey
Headteacher	Mr David Everington
Date of previous school inspection	13 October 2003
School address	Newark Road Averham Newark Nottinghamshire NG23 5QZ
Telephone number	01636 704408
Fax number	01636 705958

Age group	3-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Manners Sutton is very much smaller than most schools. Pupils are taught in two full-time classes. In addition, there is a Pre-school class, for nursery age children, which runs for five mornings a week. Pupils are of White British heritage and all speak English as a first language. The proportion known to be eligible for free school meals is below average. The percentage of pupils who need extra support with their learning are broadly average. Currently no pupil has a statement of special educational need. Attainment on entry varies year-on-year, due to the extremely small size of some cohorts, but overall is generally a little above the standards expected for children's ages. The school has attained an Achievement Award, Active mark, Eco School Award, Investors in People and Healthy School (gold) accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Manners Sutton is effective in providing its pupils with a good education. The headteacher has a good understanding of standards across the school and is very proud of pupils and staff alike. Inspection evidence endorses his judgements overall, however, he has been modest in his official evaluation of pupils' personal development, which is excellent. Pupils have a real say in decision making through a very effective school council. As a result, pupils feel that their views are taken into consideration. They say they feel safe and happy. They are positive about the school, clearly enjoy their lessons a great deal and attend very regularly. Their spiritual and cultural development is good and their moral and social development is excellent. They behave extremely well and always try their hardest.

The quality of teaching and learning is good. Class teachers know their pupils well, have good relationships with them and a consistently high expectation of their behaviour. They work hard to make lessons interesting and appealing. However, teachers do not always use their marking of written work as well as they might to help pupils understand what they need to do to improve. All adults in school provide a good level of care, support and guidance for pupils. Effective systems are in place to ensure that pupils learn to how stay fit, healthy and safe. There is good support for pupils who need extra help with their learning and good levels of challenge for those who find academic learning easier. The school has a policy to involve pupils in a regular review and discussion of their work. This is so that they know what it is important for them to work on next to attain even higher standards. While this works very effectively for pupils in Year 6, who can talk with confidence about their individual targets, there is inconsistency in its application for younger pupils. Despite being confident and articulate and having gone through a review with their teachers, too many have little idea what their targets are or where they might find them.

The curriculum is good. There is a wide range of enrichment and extra curricular activities. This is particularly noteworthy in view of the school's very small size. It is achieved in part due to the excellent links with three other local schools, who all work together for the benefit of all of the pupils. As a result of the good provision pupils' achievement is good. They make good progress throughout the school. Standards by the end of Year 6 vary slightly year-on-year due to the differing make-up of some extremely small year groups. Overall, however, they are significantly higher than those expected for pupils' ages.

The coordination of subjects requires careful organisation, as there are few staff to share responsibilities. However, the school is effective in managing its resources, and deploys staff well. It has focussed in recent years on reviewing systems to ensure all pupils are enabled to do their best, particularly in the core areas of English, mathematics and science. The governors are keen and visit regularly. They provide a good level of support and challenge for the school. Improvements made since the last inspection show that the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children settle happily into the Foundation Stage in the Pre-school and Reception classes because of good induction procedures. Staff all work together well with a common sense of purpose and relationships are good. As a result, children are enthusiastic to take part and to

do their best. Progress is good, particularly in children's personal and social development and in the development of their early reading, writing and mathematical skills. This is because of the well-structured and relevant teaching of these aspects of the curriculum. Teaching and learning in the creative, physical, and knowledge and understanding of the world areas, while satisfactory, are less well developed and tend to be based more on the National Curriculum for older pupils. The school has now identified the need to develop the curriculum for outdoor learning further.

What the school should do to improve further

- Improve information provided to pupils of the next relevant steps for each of them in their learning.
- Develop the outdoor curriculum for children in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement is good as a result of the good quality of teaching. Pupils attain standards which are consistently significantly above those expected for pupils' ages by the end of Year 6. Children have a good start to their learning in the Foundation Stage. They make good overall gains in their learning. This good progress continues through Years 1 to Year 6. Boys and girls who need extra support with their learning and those who are potentially higher attaining are supported effectively so that they all achieve well in relation to their abilities and achieve the challenging targets the school sets for them.

Personal development and well-being

Grade: 1

Pupils' personal development is excellent because of the high emphasis placed upon this aspect by the headteacher and all staff. Pupils really love school and their attendance is good. Boys and girls of all ages have an excellent understanding of the need to make healthy choices and take part in a very good range of sports and other physical activities. Spiritual, moral, social and cultural development is excellent overall and pupils take really good care of each other and are very considerate of the views and feelings of others. The school places an exceptionally strong emphasis on pupils' moral and social development through many aspects of its work. As a result, behaviour in class and around the school is exceptionally good. This has a very positive impact on the atmosphere for learning in all classes. The school council is effective and efficient in giving pupils an active voice in day-to-day decisions. Pupils' contribution to the school and wider community is good. They are effectively prepared for the next stage in their learning because they have good basic skills and leave as well adjusted young people.

Quality of provision

Teaching and learning

Grade: 2

A significant factor in the good progress pupils make is in the good quality of teaching and learning. There are good relationships between adults and pupils. Routines and expectations are well established and understood; as a result, little time is wasted and lessons move with good pace. All staff pay particular attention to developing pupils' skills in literacy and numeracy and this has a positive and measurable impact on the progress they make. Assessment of their

progress is regular, accurate and forms an integral part of the school day. Teachers use the detailed knowledge they gain of all pupils to plan work carefully which meets their needs well. Teachers work hard to make lessons exciting and memorable. However, whilst the quality of their marking in pupils' workbooks is regular and positive in tone, it does not always let pupils know clearly what they need to do next to improve.

Curriculum and other activities

Grade: 2

The school provides its pupils with a wide and interesting curriculum. There is a good emphasis on the development of literacy, numeracy and investigational skills. Lessons are enhanced effectively by a good range of trips, visits and specialist teaching in subjects such as sports. These are enriched by the extremely good liaison with three other local schools. Provision for extra-curricular clubs is good, particularly when the small size of the school is considered. Pupils talk enthusiastically about their residential visits and the varied range of activities available. The Foundation Stage curriculum provides children with a good start to their education and has an appropriate emphasis on the development of early reading and writing skills. The programme for extending pupils' personal, social and health education helps them to find out extremely well about how to stay safe and healthy. The school has identified the need to review the curriculum for non-core subjects other than English, mathematics and science by developing stronger links between them.

Care, guidance and support

Grade: 2

Pupils are happy in school, because of the good level of care provided by all staff. They settle quickly into routines because of the good support and encouragement they receive. The school meets all current requirements for safeguarding its pupils; all required policies are in place and procedures are consistently followed. Pastoral support is good. Pupils know what to do if they feel bullied and are confident any issues will be resolved. There is good support for pupils who need extra help with their learning and those who are potentially higher attaining. Procedures for monitoring academic progress are efficient, particularly for the core subjects of English, mathematics and science. The school has a policy of involving pupils in discussions of what they need to work on next to make the best possible improvement. While this is very effective for pupils in Year 6, many younger pupils are unsure what their targets are or where they might find them.

Leadership and management

Grade: 2

The good leadership and management of the school are major factors in the high standards attained. The headteacher has an accurate understanding of the school based on regular and rigorous monitoring. This information is used effectively to highlight areas for improvement in the development plan. The governing body are strong supporters and feel confident to question and challenge the leadership. Coordination of core subjects has been effective in ensuring all pupils are provided with a good quality education. Because of the very small size of the school, each teacher has a high number of responsibilities. The efficiency of training and introduction of new initiatives has been maximised by the very effective links with a group of

other local schools. The headteacher has identified the need to review the monitoring and provision of subjects other than English, mathematics and science.

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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
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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?	2

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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

6 June 2008

Dear Children,

Inspection of Manners Sutton Primary School, Newark, NG23 5QZ

Thank you very much for making me so welcome when I visited your school earlier this week. I really enjoyed visiting your classrooms, having lunch with you and talking in the playground. It was good to hear about all the interesting things you do in school. I can certainly understand why you enjoy it so much.

The things that are particularly good about your school are:-

- You behave extremely well and try your hardest
- You enjoy school a great deal and come regularly
- Your school council help you all to take part in making the school even better
- Mr Everington knows the school very well and makes sure that you are all doing your best
- There are excellent links with other local schools, which help you to take part in a wide range of sporting and other exciting activities
- Teachers know you all well and work hard to make lessons interesting, so that you all make good progress
- The adults take really good care of you and teach you extremely well about staying healthy and keeping safe

The things we have asked your teachers to do next are:-

- To help you all to know more about what you need to do to make your work even better
- For children in the Pre-School and Reception classes to have more opportunity to learn out doors

I hope you keep working really hard and enjoy a lovely summer at Manners Sutton.

Yours sincerely

Mrs Barnes

Lead inspector