

# Manor Park Infant and Nursery School

Address: Flatts Lane, Calverton, Nottingham, Nottinghamshire, NG14 6JZ

Unique reference number (URN): 122625

## Inspection report: 13 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	●
Urgent improvement	

### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Inclusion

Strong standard ●

The school is a highly inclusive environment. Leaders' aspiration to ensure that all pupils access, and benefit consistently from, all that the school has to offer is the hallmark of everyday life. For example, they have established robust processes and systems to ensure that staff identify pupils' needs and barriers to learning early and accurately. The level of detail with which staff at all levels know pupils' needs and targets is extremely impressive. Targets for pupils with special educational needs and/or disabilities, and those in children's social care, match their individual needs precisely. As a result, these pupils make excellent progress and achieve their specific targets. Staff receive high-quality training to ensure that pupils receive the right support in a timely manner. They work in close partnership with parents, carers and external professionals to support pupils successfully.

Leaders and staff check to ensure that the support that pupils receive has the right impact. They make skilful adjustments swiftly, where needed. Leaders understand very well some of the barriers disadvantaged pupils may face. They use pupil premium funding highly effectively. Leaders' precision has had a positive impact in these pupils' communication skills, social and emotional development, phonics knowledge and attendance.

### Personal development and wellbeing

Strong standard ●

The school offers a thoughtful and ambitious programme that supports every pupil's personal development and wellbeing superbly. Pupils learn how to look after themselves and stay safe, including how to recognise risks when using technology. They speak confidently about healthy routines such as eating well and getting enough sleep. Staff also teach pupils about positive mental health and give sensitive individual support to help them build resilience when they need it.

Pastoral care is a real strength. Staff go the extra mile to provide tailored support for pupils who may be vulnerable. They help pupils grow in confidence, form positive friendships and discover new interests through activities such as extra swimming lessons, woodwork and outdoor learning.

Leaders make sure that all pupils benefit from a wide range of enriching experiences. These include visits to a farm, a marine life centre and an abbey. Visitors in assemblies inspire pupils to believe in themselves and to understand that they can achieve, whatever their background or individual needs.

Staff help pupils think carefully about right and wrong. Pupils talk proudly about being 'upstanders' who challenge bullying and stand up for others. They enjoy celebrating events that introduce them to different faiths and cultures. Pupils show sincere respect and deep appreciation for a wide range of religions. From the early years onwards, pupils learn about the fundamental British values and equality in ways that feel tangible and relevant. Pupils maturely explain how these values help keep them safe, their right to make choices and how democracy works in their school. Pupils' understanding of fairness and equal treatment is impressive for their age.

The impact of this highly effective personal development programme is clear in pupils' excellent conduct. They know what it means to be positive citizens in their communities and are very well prepared for life beyond school.

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## Expected standard

### Attendance and behaviour

Expected standard 

Pupils enjoy their learning and generally attend school regularly. Leaders work with parents and carers to establish helpful routines and habits from the very start. Through the close relationships they build with parents, leaders understand barriers to attending well and offer helpful support. This has led to improvements for the most vulnerable pupils. While leaders monitor pupils' absence, they do not analyse this information strategically well along with what they know about the barriers some pupils face.

Leaders have worked resolutely to create a calm and harmonious school ethos. They ensure that pupils learn to listen attentively and manage their emotions from an early stage. Staff consistently share and maintain leaders' high expectations of behaviour. They support pupils very well with well-considered routines. When needed, staff use appropriate activities to help pupils improve their concentration. Pupils rarely need a reminder to focus on learning. They do their best and relish the positive praise. Pupils follow instructions thoughtfully and move around the school sensibly, including at social times. They cooperate and play well together. Poor behaviour is very rare, and staff deal swiftly and effectively with any concerns.

### Curriculum and teaching

Expected standard 

Leaders have designed an ambitious curriculum that considers the school's locality and pupils' interests. It builds knowledge logically from the early years through to the end of Year 2. Typically, staff deliver the curriculum well, presenting new knowledge clearly. They reinforce pupils' learning and recall of knowledge through generally suitable activities and opportunities to practise. Staff have appropriate training to make carefully tailored adaptations so that pupils with special educational needs and/or disabilities build well on their individual starting points.

Leaders prioritise securing pupils' foundations in reading, writing and mathematics so that pupils access their wider learning confidently. Staff deliver phonics effectively. They intervene quickly when pupils need more help. When needed, leaders quickly make changes to the curriculum. For instance, they recently made changes to the handwriting programme to improve the teaching of accurate letter formation. Leaders have also introduced a number programme to better support disadvantaged pupils to secure this foundation.

Staff regularly check how pupils are progressing with their learning. Typically, they use this information well to adapt the curriculum and its delivery or to provide additional support.

Occasionally, however, teaching, including in mathematics, does not consider disadvantaged pupils' needs and progress well enough to address gaps in their knowledge.

## Early years

Expected standard 

The early years is a warm and inviting place where children typically immerse themselves in well-considered learning experiences. Staff check and make sure that children use and apply their ideas with increasing confidence and independence.

Leaders have planned the curriculum carefully so that children make steady progress across all areas of development. Staff work effectively with parents and carers to support children's learning at home. Typically, children are well prepared for their learning in Reception and Year 1.

Reception children make a positive start with reading because phonics is taught clearly and consistently. In Nursery, staff help children get ready for this by developing their listening skills and helping them use tools with growing control, so they are prepared to begin writing. Children show an interest in books and enjoy sharing stories together. They relish creating props and settings for characters and often make up their own versions of familiar tales.

Overall, staff focus on developing children's communication and language skills. Most children are confident and quite eloquent when communicating with each other and adults, including visitors. They thrive on these high-quality interactions. However, some children, particularly disadvantaged children, engage less readily, and staff do not encourage them to join in conversations proactively or effectively enough.

## Leadership and governance

Expected standard 

Leaders have an incisive understanding of the school's context. They work effectively to ensure that the school is continually improving at a steady and positive pace. Leaders respond swiftly to any changes, keeping the best interests and inclusion of all pupils at the forefront of their decisions.

Governors and staff understand and share in the school's goals and contribute well to its strategic direction. Governors meet their statutory duties very well. They appropriately support and hold leaders to account for ensuring that pupils succeed in all areas of their education. They have secure oversight of the school's work and what needs to embed further.

Governors are mindful of the workload and wellbeing of staff and leaders. Staff appreciate how leaders go above and beyond to support them pastorally and professionally. They value the professional development and training leaders provide. Staff are overwhelmingly proud to work at the school.

Leaders build trusting relationships and supportive working partnerships with parents and carers. To further the school's improvement, they work proactively with other partners in the

community, such as the local authority and close family of schools. Staff value this collaboration and the added opportunities it provides for their professional learning.

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## Needs attention

### Achievement

Needs attention 

Disadvantaged pupils do not achieve as well as they should. They do not demonstrate a suitable level of knowledge or the same quality of work as their peers. Typically, pupils develop accurate letter formation, starting with the correct pencil hold. While many pupils develop essential number knowledge, a significant number of disadvantaged pupils have gaps which do not close quickly enough. This hinders these pupils' ability to learn mathematics as well as they should. Leaders have made this a priority, but it is too soon to see the impact of recent changes to the curriculum.

Many pupils achieve well and leave school well prepared for the next stage of their education. They develop a suitable breadth of knowledge across the curriculum. Pupils talk about topics with some detail and produce work of a suitable quality. They typically achieve well in the phonics screening check. Staff ensure that gaps in phonics knowledge close quickly.

## What it's like to be a pupil at this school

This school is a happy place where pupils typically enjoy learning the ambitious and engaging curriculum. Parents and carers value the kindness and support staff provide. They appreciate the positive ways in which staff nurture children's love of school.

Leaders and staff have high expectations of pupils to thrive both personally and academically. Children get off to a grand start to their schooling in the early years. Staff take great care to help new arrivals in the Nursery to settle in quickly. They identify any barriers to learning quickly. Leaders and staff provide bespoke support to ensure that pupils with special educational needs and/or disabilities access the curriculum securely.

Disadvantaged pupils do not achieve as well as they should, especially in mathematics and some other subjects. Despite this, most other pupils achieve well overall and develop a sound interest in reading and learning about the world and its history. Leaders are working well to ensure that disadvantaged pupils develop detailed knowledge in the curriculum and achieve as highly as their peers.

The way pupils conduct themselves is worthy of praise. Staff know pupils as individuals and guide them consistently well to live up to the school's values. Pupils eagerly show they are ready for learning. They show great courtesy and respect, in the classroom and on the playground. Pupils feel safe and do not worry about bullying. They trust that staff will listen to their worries and provide the right help when needed.

Pupils gain great confidence and independence through the way the school supports their personal development, right from the early years. Pupils grow into responsible young citizens who are keen to do the right thing for their community. For example, the school council is proud to have raised funds for the new playground improvements, which are accessible for all.

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## Next steps

- Leaders should ensure that teachers use assessment information and their detailed knowledge of disadvantaged pupils effectively to adapt the curriculum and teaching more precisely and address gaps quickly so that these pupils achieve highly.
  - Leaders should ensure that staff in the early years maximise the opportunities for engaging children in high-quality interactions by consistently and proactively seeking out disadvantaged children and those who engage less readily so that these children learn as well as they should.
  - Leaders should take a more robust and strategic approach to using information about attendance to secure improvements, so that pupils achieve higher levels of attendance.
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## About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other members of the senior leadership team. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion.

The lead inspector met with representatives of the governing body, including the co-chairs.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Stefanie Hanson

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### Lead inspector:

Claire Stylianides, His Majesty's Inspector


### Team inspectors:

Catherine Summers, Ofsted Inspector

Donna Moulds, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

## School and pupil context

### Total pupils

**195**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**180**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**24.32%**

Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**0.51%**

Well below average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**4.10%**

Well below average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Above average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **Absence**

### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.5%	5.9%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	15.5%	13.3%	Close to average
2023/24 (3 term)	12.8%	14.6%	Close to average
2022/23 (3 term)	23.1%	16.2%	Above

### Our grades explained

#### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

#### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

#### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

#### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

#### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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