

# Inspection of a good school: Manor Park Infant and Nursery School

Flatts Lane, Calverton, Nottingham, Nottinghamshire NG14 6JZ

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Inspection dates:

14 and 15 July 2021

## Outcome

Manor Park Infant and Nursery School continues to be a good school.

## What is it like to attend this school?

The school is a happy, calm and purposeful place. Pupils are curious and take delight in their learning. Staff have high expectations of pupils. Pupils know that staff care about them. Parents and carers are overwhelmingly positive about the school. One parent's comment, which was typical of many, was: 'They are a very inclusive school. They see the children as individuals and provide equal opportunities and ambitious goals for all.'

The school's values permeate its work. Pupils learn to show respect, to be kind, to be ready and to be safe. Pupils are proud to wear wristbands which show that they are demonstrating the school's values. One pupil said: 'I loved it when I showed good listening and I got a wristband.'

Pupils behave well and feel safe at school. They say that bullying is rare. They know that staff will help them if there are problems. Pupils play harmoniously and are well mannered.

Teachers make learning interesting for pupils. Pupils say that they feel well supported by staff. Pupils with special educational needs and/or disabilities (SEND) have the same opportunities as other pupils.

## What does the school do well and what does it need to do better?

The school is not standing still. Leaders have not let the COVID-19 (coronavirus) pandemic interrupt their plans to deliver an ambitious curriculum. The curriculum is improving. Leaders check that staff have the knowledge to deliver it effectively. The provision in early reading, mathematics and science is strong. The school's curriculum includes all subjects. However, some of these subjects are not planned in enough detail.

Leaders have constructed a new curriculum in several subjects. Leaders are refining other subjects to improve the content so that pupils' learning builds over time. In science, the curriculum builds knowledge and understanding from Nursery to Year 2. Pupils in

Reception remember that coral reefs are colonies of polyps. They know that coral reefs are important underwater habitats. In mathematics, pupils can use mathematical vocabulary, such as cube, cuboid and triangular prism to describe 3-D shapes. Other pupils can recall previous learning and remember the symbols for greater than and less than. By contrast, pupils do not remember sufficient knowledge in religious education. Pupils remember very few facts about the Victorian period in history. When the curriculum is not planned in detail, pupils remember less of their learning.

Teachers regularly check pupils' knowledge and understanding in phonics, reading, mathematics and science. For example, in mathematics, teachers use 'flashbacks' to check what pupils remember about their learning. However, these checks are not a feature in all subjects.

Reading is a high priority. Pupils are taught to read from arrival in Nursery or Reception. Pupils benefit from daily phonics teaching. Staff follow the school's phonics programme consistently. They are trained in how to deliver the programme. They make sure that pupils read books that they can decode so that they become fluent readers. Pupils who need more support receive it quickly and regularly.

Teachers regularly read to pupils and choose books which link with other subjects. For example, one teacher read 'Clean Up!' because it developed pupils' awareness of plastic pollution in the world's oceans. Leaders focus on developing pupils' vocabulary. Pupils delight in words that they have learned. For example, in science, pupils remember the meaning of words such as 'habitat', 'producer', 'consumer' and 'carnivore'.

Leaders understand the needs of pupils with SEND. Teachers adapt work so that pupils can access learning. Teaching assistants support pupils with well-targeted help when needed.

Pupils' wider development is at the heart of the school's work. Leaders have high expectations. They promote pupils' independence, resilience, teamwork and curiosity. Pupils' well-being is paramount. Pupils are taught to be kind and caring. Leaders celebrate pupils' understanding of diversity. However, this is not embedded throughout the curriculum as leaders intend. For example, pupils' understanding of other faiths and cultures is vague.

Governors work well with leaders. They understand their responsibilities and are alert to staff well-being. Governors ask incisive questions about curriculum development and subject leadership. Leaders support staff well-being. They provide access to training and time for curriculum development. Staff are proud to be part of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Systems are effective to identify and help pupils who are at risk. Leaders maintain comprehensive records. Leaders have a collective 'arm' around vulnerable pupils and families. They ensure that staff

training is up to date and that staff know how to raise concerns. Leaders work well with external agencies.

Pupils say that they feel safe because there is always an adult they can talk to. Pupils learn how to stay safe in different circumstances, including online.

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

### **(Information for the school and appropriate authority)**

- Curriculum plans are not fully developed in all subjects. Leaders should ensure that plans identify the most important knowledge that pupils should acquire in each subject, so that all pupils, including those with SEND, know more and remember more.
- The approach to frequently checking pupils' knowledge and consolidating previous learning works in mathematics effectively. Leaders should develop a consistent approach to checking what pupils know and remember from the wider curriculum, while avoiding excessive workload.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 15 September 2010.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122625
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10199125
<b>Type of school</b>	Infant and Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Bowers
<b>Headteacher</b>	Stefanie Hanson
<b>Website</b>	<a href="https://www.manorparkcalverton.co.uk">https://www.manorparkcalverton.co.uk</a>
<b>Date of previous inspection</b>	14 June 2016, under section 8 of the Education Act 2005

## Information about this school

- There is a new headteacher since the previous inspection.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation.
- The inspector did deep dives in these subjects: early reading, mathematics and science. This included visits to lessons, hearing pupils read, discussions with pupils and staff and looking at pupils' work. Discussions were held with curriculum leaders to talk about these subjects.
- The inspector held meetings with the headteacher, deputy headteacher and curriculum leaders. The inspector met with the chair of the governing body and held a telephone conversation with a representative of the local authority.
- The inspector met with the designated safeguarding leader and spoke to several staff to establish their knowledge and actions taken when concerns have been raised. The

inspector reviewed safeguarding records, including those relating to the recruitment of staff. Case studies were sampled to check how the school identifies and supports pupils identified as being at risk.

- The inspector spoke with pupils from all year groups and considered the 24 responses to Ofsted's online pupil survey. The inspector spoke with several parents during the inspection and considered 16 responses to Ofsted Parent View, including nine written responses. The inspector considered the views of staff from conversations and 11 responses to Ofsted's online staff survey.

## **Inspection team**

Damien Turrell, lead inspector

Her Majesty's Inspector

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