

# Manorfield Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	120161
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358707
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Terry Elston

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Smith
<b>Headteacher</b>	Joanne Grace
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Station Road Stoney Stanton, Leicester LE9 4LU
<b>Telephone number</b>	01455 272787
<b>Fax number</b>	01455 271523
<b>Email address</b>	office@manorfield.leics.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	30–31 March 2011
<b>Inspection number</b>	358707

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed all 11 teachers and visited 19 lessons. They held meetings with the governing body, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, curricular planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 203 parents and carers.

The inspection team looked in detail at a number of key areas.

- To what extent do the teaching and curricular provision promote good progress in writing?
- How well does the provision support pupils with special educational needs and/or disabilities and enable them to make sufficient progress?
- How effectively do the leaders at all levels provide teachers with guidance on how to improve learning in their classes?
- To what extent does the school teach pupils about the diversity of faiths and cultures in the local area and further afield?

## Information about the school

This is a larger than average primary school where the vast majority of pupils are of White British heritage and speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities, including those with a statement of special educational needs, is similar to most schools. The proportion of pupils who are known to be eligible for free school meals is below average but rising. The school has recently gained the Activemark Award and Basic Skills Award. The headteacher began at this school in September 2010. Provision for pupils with special educational needs and/or disabilities is temporarily shared by two staff. Care facilities for children before, after and during school time are managed by two private organisations. These will be inspected separately.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides pupils with a satisfactory education. Parents and carers feel strongly that this is a school where their children feel safe and valued. They say that the Early Years Foundation Stage gives their children a good start to school and, as one said, 'makes coming to school something they always look forward to.' The school keeps them well informed about their children's progress and gives clear guidance on how to help them learn at home, particularly in reading.

Pupils make satisfactory progress from above average starting points and leave well prepared for the future. By the end of Key Stage 1, attainment is above average in reading, writing and mathematics. By the end of Key Stage 2, attainment is well above average in reading, above average in mathematics and average in writing where boys' work is often at a lower standard than that of girls. Pupils do so well in reading because they enjoy books and are very good at tackling new words. In mathematics, many pupils are skilled at solving complex problems using their good mental arithmetic skills. In writing, teachers do not always provide sufficient opportunities for them to use their imagination to write exciting stories and this particularly affects the quality of boys' work. In some lessons, there is too little time left for pupils to write after the teacher has finished talking.

Pupils with special educational needs and/or disabilities do well in their reading because they are given good support in developing their word-building skills. However, in some classes they struggle in subjects such as mathematics and writing because the tasks set for them are undemanding and teachers give the largely untrained teaching assistants too little guidance on how to help them. The shared leadership and management of the provision for pupils with special educational needs and/or disabilities is satisfactory, but the staff responsible have yet to benefit from the training necessary to ensure these pupils make good rather than adequate progress.

Pupils enjoy school, behave well and attend regularly. They appreciate the good care, support and guidance provided by all adults and always know who to approach if they have problems. They think deeply about people less fortunate than themselves as was seen when they considered the plight of soldiers in the First World War. Pupils' cultural awareness is satisfactory, but few have a deep awareness of the diversity of faiths and cultures in the wider world and the leaders have no systems to check on how much they know.

Pupils appreciate the way teachers make learning fun and help them when they find work difficult. Their learning is at least satisfactory in the vast majority of lessons but not enough of the teaching is good to ensure good progress throughout the school. Where the teaching is least effective, the pace of lessons is not fast enough to maintain pupils' interest, or teachers make too little use of information about their attainment to provide

**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

work to meet their individual needs. Teachers have few opportunities to learn from the outstanding practice in school.

The teachers have developed an interesting curriculum that links subjects together and provides good opportunities for pupils to practise their reading and mathematical skills in all subjects. However, not all teachers provide sufficient opportunities for pupils to enhance their writing skills in subjects such as history and geography.

The headteacher has done well in less than a year to gain a clear and realistic understanding of the school's strengths and weaknesses and set ambitious targets for the future. Her commitment to developing pupils' personal as well as their academic skills is a key reason why the school is so popular with parents and carers. The senior leaders evaluate the quality of teaching and learning regularly but middle managers play too little part in the process. The school has made satisfactory improvements since the last inspection and, with the exception of writing, attainment is higher. Its self-evaluation systems are mostly accurate and based clearly on the performance of all groups of pupils compared with local and national figures. The school has a satisfactory capacity to sustain its improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

- By July 2012 raise attainment in writing at Key Stage 2 to the levels reached in reading and mathematics by:
  - getting pupils down to writing more quickly in lessons
  - providing more writing tasks in all subjects that capture boys' interest and imagination.
- Raise the quality of teaching and learning so that the large majority is good or better, by:
  - increasing the pace of lessons so that pupils move swiftly from one task to the next
  - using data about pupils' progress more effectively so that they are always working at levels in line with their abilities
  - involving subject leaders more in evaluating the quality of teaching and learning
  - giving teachers more opportunities to learn from the best practice in school.
- Ensure pupils with special educational needs and/or disabilities make faster progress by:
  - setting them work that is both challenging and achievable
  - giving teaching assistants the necessary training and guidance so that they know how best to support pupils
  - providing training for the leaders so that they can ensure consistently good practice throughout the school.
- Enhance provision for community cohesion by:

**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

- providing more opportunities for pupils to learn about the diversity of faiths and cultures in the United Kingdom and across the world
- evaluating the impact of this work on pupils' cultural development.

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

**3**

In Key Stage 1, pupils enjoy reading and use their word-building skills effectively to read challenging texts. Their writing is presented well and they take care with spelling and punctuation. In mathematics, nearly all count accurately and make good progress in practical activities such as exploring the characteristics of shapes.

In Key Stage 2, pupils make good progress in their reading when asked to skim texts quickly to gain information and use the internet to research topics such as the Solar System. Their writing is best when teachers make it fun, and one group wrote an excellent 'newspaper report' on an alien invasion. Not all boys, however, find writing easy; they are often slow to get started and tend to write less than girls. Pupils make good progress in mathematics and enjoy the challenges set by teachers. For example, one group made rapid progress when working independently to calculate the radius of a circle using pi. They had great fun and produced some impressive work.

Pupils with special educational needs and/or disabilities make good progress in reading and grow in confidence with books as they move through the school. In mathematics, they learn the basic skills adequately but find it difficult to use them in mathematical investigations. They take care with their writing but in some classes the tasks set for them demand too little of them and they complete tasks such as cutting and sticking sentences while the other pupils are busy writing.

Pupils have a good awareness of right and wrong and concentrate hard in lessons. They learn much about healthy living and enjoy the healthy options at lunchtime. This is helped by the school council members who are leading a campaign to promote healthy snacks. They take responsibility readily in school but, apart from their very good involvement in the local church, play a limited part in the local community.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>

<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

## How effective is the provision?

A strength of many lessons is the way teachers make sure that pupils are clear about the learning expected at the start and then remind them of these targets as the lesson progresses. This keeps pupils focused on the task and helps teachers check on their progress. The teaching of reading skills is a strength because teachers make sure that pupils learn the basics of how to build sounds into words and this gives them confidence when tackling unfamiliar texts. In writing, teachers place great emphasis on developing pupils' spelling, punctuation and understanding of what makes a good story but, in Key Stage 2, they leave too little time for them to put this learning into practice. In contrast, teachers are very good at teaching pupils basic arithmetical skills and then giving them opportunities to use them to solve real-life problems.

The teachers make satisfactory checks on pupils' progress but do not always use the information gained to provide work to get the best out of lower attaining groups. They mark pupils' books diligently and give good guidance on the next steps in their learning.

The curriculum includes well-planned personal, social and health education provision that gives pupils a good awareness of health and safety issues. For example, pupils know much about road safety and speak knowledgeably about the need to take care when using the internet. The effective linking of subjects makes topics interesting for pupils, and some of the work done by Year 2 pupils about the Gunpowder Plot was of very high quality. A wide range of visits and visitors enhance the curriculum and make topics such as the First

**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

World War come to life. However, there is too little in the curriculum to develop pupils' awareness of different faiths and cultures. Pupils enjoy a wide range of clubs after school that hone their sporting and creative talents.

Parents and carers appreciate the way all adults know their children so well and are always there if any individual needs help. Pupils whose circumstances make them vulnerable benefit from sensitive care, both from the school and from outside professionals. The school does much to encourage good behaviour, and nearly all pupils, parents and carers confirm that isolated instances of bullying are managed well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

## How effective are leadership and management?

The headteacher sets high standards and is highly respected by pupils and staff. She is managing change at a sensible pace and her priorities are ambitious and clear. The sound focus on providing equal opportunities for all ensures that the leaders have a secure awareness of progress made by different groups of pupils and put in place strategies to support those falling behind. While these systems have only recently been put in place they are beginning to have an impact. For example, boys' writing is improving as a result of teachers providing more tasks that capture their interest.

The systems to evaluate teaching and learning are valued by teachers and give a clear picture of their strengths and weaknesses. However, not all middle managers are sufficiently involved in this process which helps to explain why pupils make better progress in some subjects than others.

Good partnerships with parents and carers provide them with valuable information about the curriculum and their children's progress. They feel welcome in school and most believe their concerns are taken seriously. Links with other schools in the area provide cost effective training and give staff some opportunities for teachers and teaching assistants to observe good practice.

The governing body provides satisfactory support and challenge to the school, but some members are far more active than others. The governing body has a satisfactory awareness of the school's strengths and weaknesses and, with strong leadership, is not afraid to hold the leaders to account. Its members have a good involvement in establishing rigorous safeguarding systems and ensuring that they are reviewed regularly.

The provision for community cohesion is satisfactory. Pupils learn about different faiths, cultures and social backgrounds through the religious education curriculum and good links with the local church. However, links with contrasting schools and communities in this

**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

country and overseas have faltered over recent years and do not give pupils a deep understanding of how other people in the world live and worship.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The attainment of children on entry to the school is generally higher than the level expected nationally for their age and they make good progress in all areas of their development. Good induction procedures, positive partnerships with parents and good attention to children's welfare mean that children settle quickly into school routines and enjoy learning as much as play. Consistently good teaching that makes learning fun ensures that children achieve well. For example, they thoroughly enjoyed a lesson on 'surprise and change' when the teacher related it to how a hungry caterpillar evolved and they made rapid progress in their reading and scientific skills. The classrooms' resources are organised well to support different areas of learning. Children choose happily from the range of activities on offer and persevere well with their tasks. The outdoor area is used well but the lack of covered areas places some limitations on its use. Staff observe children's learning and development carefully and the 'learning journeys' provide a good record of their work.

Children's personal, social and emotional development is good. They behave extremely well and learn to play with and help each other. The provision is led and managed well. The leaders give staff a clear understanding of how well the provision meets children's needs and what needs to be improved.

**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

*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 number of responses was higher than usual for a primary school this size. Parents and carers' views are positive about the school. Those who responded to the questionnaire are particularly appreciative of the way the school teaches their children how to live healthily and stay safe. The large majority feel the teaching is good although a few say rightly that their children learn faster in some classes than others. They generally feel well informed and value the opportunities to attend school events and learn about new curricular initiatives. They are pleased with the way the leaders run the school and keep their children safe.

A small number of respondents commented on the way isolated instances of poor behaviour are managed, but the inspection team explored this and found that behaviour is managed very well.

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

Ofsted invited all the registered parents and carers of pupils registered at Manorfield Church of England Primary 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 203 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	50	93	46	6	3	0	0
The school keeps my child safe	105	52	97	48	1	0	0	0
My school informs me about my child's progress	47	23	136	67	16	8	2	1
My child is making enough progress at this school	68	33	115	57	14	7	5	2
The teaching is good at this school	57	28	132	65	10	5	1	0
The school helps me to support my child's learning	51	25	127	63	16	8	3	1
The school helps my child to have a healthy lifestyle	64	32	136	67	2	1	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)	44	22	120	59	12	6	4	2
The school meets my child's particular needs	54	27	130	64	14	7	3	1
The school deals effectively with unacceptable behaviour	41	20	143	70	14	7	0	0
The school takes account of my suggestions and concerns	27	13	144	71	17	8	3	1
The school is led and managed effectively	41	20	146	72	7	3	0	0
Overall, I am happy with my child's experience at this school	71	35	120	59	10	5	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.**



1 April 2011

Dear Pupils

**Inspection of Manorfield Church of England Primary School, Leicester, LE9 4LU**

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and hearing you sing so beautifully. The many who were kind enough to speak to us showed how much you like school. Your school is satisfactory, which means that some things are good and some are not.

You behave well, listen carefully to your teachers and make satisfactory progress. The youngest children make a good start to school and enjoy their work. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people who are less fortunate than yourselves. You take responsibility well and are good at looking after the younger children. The school provides an interesting range of activities for you and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe.

Your leaders are always looking for ways to improve the school. These are the improvements we want them to make.

Help the boys to make faster progress in writing. You boys can do your part by getting down to work faster and always doing your best writing in every subject.

Make sure all your lessons are as good as the best ones.

Ask the teachers in charge of subjects to check more carefully on how well you are learning and help you make even faster progress.

Teach you more about how different people in the world live and worship.

Best wishes for the future.

Yours sincerely

Terry Elston

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**