

Manorfield Church of England Primary School

Station Road, Stoney Stanton, Leicester, LE9 4LU

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In 2011 and 2012 pupils made less progress in Key Stage 2 in English and in mathematics than would be expected.
- Disabled pupils and those who have special educational needs, and those eligible for the pupil premium have been making slower progress than other pupils in school.
- Although improving strongly, the quality of teaching has not been good enough for a sustained period to lead to good progress for pupils.
- In some lessons work is not closely matched to the abilities of all pupils.
- Teachers do not always check pupils' understanding in lessons regularly enough, and they do not always use time effectively.
- Teachers' marking does not always clearly show pupils how to improve their work.
- The roles of senior leaders are in a period of change prior to key appointments being made. This has limited their ability to support the headteacher.
- Teachers with responsibility for subject areas do not effectively check pupils' progress in their areas.

The school has the following strengths

- Children are well taught in the Early Years Foundation Stage where they make good progress.
- Pupils' standards at the end of Key Stage 1 are above average, because they have made good progress there.
- The headteacher has a clear idea of how to improve the school, and has not been afraid to make difficult decisions. As a result, this is an improving school.
- Effective management of teachers' performance has led to recent improvements in the quality of teaching. Much teaching seen by inspectors was good.
- Pupils made better progress in Key Stage 2 in English and in mathematics in 2012 than they did in 2011.
- Pupils' behaviour around the school and in lessons is good. Pupils enjoy coming to school, feel safe and work hard.

Information about this inspection

- Inspectors observed 18 part-lessons, including two that were joint observations carried out with the headteacher. They also carried out a number of shorter visits to observe pupils at work and at play. They attended two assemblies, listened to children read and looked at pupils' work.
- Meetings were held with staff, including with school leaders and other teachers with positions of responsibility. Inspectors also met two groups of pupils, a group of governors and a representative from the local authority.
- Inspectors met some parents and carers informally at the start of the school day, and took account of the 74 responses to the online questionnaire (Parent View), as well as the results of a larger survey of parents and carers that was carried out by the school. Inspectors also considered the 18 staff questionnaires they received.
- Inspectors looked at documents including the school's plans for improvement, records of the quality of teaching, school information on pupils' progress and nationally published results. They also looked at school records of pupils' behaviour and attendance, and at how well the school keeps its pupils safe.
- During both days of the inspection almost all Year 6 pupils and a number of school staff were out of school on a residential visit.

Inspection team

Michael Phipps, Lead inspector

Additional Inspector

Elizabeth Needham

Additional Inspector

Ian Hart

Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school.
- The very large majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides the school with additional funding for children in local authority care, for pupils known to be eligible for free school meals, and for pupils from service families, is below average. Almost all of the funded pupils in Manorfield are those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching so that pupils make consistently good or better progress by:
 - making better use of time in lessons, so that pupils' learning takes place without any time being wasted
 - planning work that closely matches pupils' abilities
 - checking pupils' understanding more regularly in lessons, so they are able to move on to the next stage in their learning more quickly
 - making sure that teachers' marking always makes clear to pupils what they have to do to improve their work, and that pupils have the chance to respond to this marking.
- Strengthen the leadership and management of the school by:
 - reviewing the roles of school leaders so other leaders are better able to support the work of the headteacher
 - making sure that teachers who have responsibility for subject areas effectively check the progress that pupils make in their areas.

Inspection judgements

The achievement of pupils requires improvement

- Achievement is not good because recent improvements made by school leaders have not had time to make a substantial impact on the rate of pupils' progress.
- In both 2011 and 2012 pupils made less progress in Key Stage 2 in English and in mathematics than would be expected. This is because in the past the quality of teaching was not high enough. Though standards have been above average, pupils lost some ground compared to the high standards recorded when they entered the key stage.
- The small number of disabled pupils and those who have special educational needs made less progress than other pupils in 2012. School leaders have recently improved the quality of teaching and extra support for these pupils. They are now carefully evaluating the effectiveness of this support. As a result, these pupils now make better progress than in the past.
- Year 6 pupils eligible for the pupil premium in 2012 were those known to be eligible for free school meals. They made better progress in English than other pupils, though by the end of the year they were still over two terms behind them, a similar gap to that nationally. However, their scores were higher than similar pupils nationally. Eligible pupils in the current Year 6 are making good progress in English.
- In mathematics, however, Year 6 pupils eligible for pupil premium funding made much slower progress than others. By the end of the last school year they were about seven terms behind the rest. School leaders have recently improved the support for these pupils. This is speeding up their progress, and eligible pupils in the current Year 6 are on track to achieve more highly than similar pupils nationally. The gap has reduced. They are around a term and a half behind other Year 6 pupils.
- Pupils learn to read successfully. They are taught phonics (the sounds that letters make) effectively, and most can read well by the end of Year 2. Pupils are encouraged to read regularly at home. As a result by Year 6 most pupils are confident readers who can talk with enthusiasm about their favourite books and authors.
- Pupils learn to write well and they get the chance to practise their writing in a number of subjects. Writing tasks engage the interest of boys, so they make good progress in their writing.
- Children start school with skills and knowledge slightly below those expected for their age. They make good progress in the Early Years Foundation Stage, so by the time they go into Key Stage 1 their attainment is slightly above average, and they are well prepared for the next stage of their learning.
- Pupils' standards by the end of Key Stage 1 have been above national figures for a number of years, showing progress has been good. More able pupils achieve particularly well in reading and writing.
- School data indicates that pupils' rates of progress in English and mathematics are improving in Key Stage 2, and are on track to be higher in 2013 than in 2012. Evidence seen by inspectors in lessons and in pupils' books supported this. Though data shows rates of progress have been significantly worse in Key Stage 2 than in other age groups, learning in lessons is now of a similar quality across the school.

The quality of teaching requires improvement

- Although it is improving strongly, and most of the teaching seen by inspectors was good, the quality of teaching requires improvement because it has not been typically good over a sustained period of time. As a result some of the pupils currently in the school have work to catch up.
- Teachers sometime do not use time effectively in lessons. In a Reception lesson, for example, children spent a long time sitting on the carpet, listening to the teacher. Not all of them were actively engaged in learning, which limited their progress.
- Work is not always closely matched to the range of pupils' abilities in a class. For example in a Year 1 literacy lesson, most pupils had the same task to do. This did not provide enough challenge for more able pupils, who finished the task early.
- Teachers sometimes do not check pupils' understanding often enough. For example, in a lesson in which Year 5 pupils were using atlases to learn about Africa, the teacher's questions did not check pupils' learning, so they were not able to move on quickly.
- Teachers' marking is regular and detailed, but it does not always make it clear to pupils what they have to do to improve their work. Pupils rarely have the chance to improve their work in response to this marking, or to mark their own work or that of their classmates.
- In the best lessons teachers expect a lot from pupils, and work is closely matched to their abilities. For example in a Year 2 numeracy lesson the teacher had planned a range of practical tasks for pupils of different abilities, which they worked on enthusiastically. The teacher constantly checked pupils' progress through effective questioning. As a result all pupils made good progress.

The behaviour and safety of pupils are good

- Pupils are happy and confident. They work well in lessons, and they enjoy answering questions and offering their opinions.
 - Pupils' behaviour around the school is good. They move around the site sensibly. Playtimes and lunchtimes are orderly, and the school is a calm place to learn in.
 - Pupils' behaviour is well managed. Pupils understand what is expected of them. They like the rewards they get for working hard and behaving well. The school's system of consequences is rarely needed.
 - Pupils get on well together and share well. They told inspectors that they feel safe in school. They are taught to keep themselves safe, and understand the dangers of the internet. Lessons are rarely interrupted by poor behaviour. Exclusions are very rare.
 - Pupils say that bullying is very rare, and school records confirm this. Pupils understand different types of bullying, and say that their teachers would take effective action if they reported it.
 - Parents are confident that their children are well looked after in school, and they have very few
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concerns about pupils' behaviour.

- Pupils' attendance is above national figures, and is continuing to rise.
- Pupils' behaviour and safety is not outstanding because pupils occasionally lose concentration in lessons and their attention wanders when they are not fully engaged by good teaching.

The leadership and management requires improvement

- Leadership and management require improvement because, although the school is improving as a result of the headteacher's strong leadership, pupils' progress and the quality of teaching are not yet good.
 - Senior leadership roles are in a period of change prior to appointments to key roles being made. This has meant that senior leaders have not been fully effective in supporting the headteacher's actions to improve the school.
 - Several teachers with responsibility for subject areas are new to their roles. Subject leaders do not yet regularly check the progress that pupils make in their areas.
 - School leaders have not been afraid to make difficult decisions about the staffing of the school. Systems for managing staff performance have been used rigorously by the headteacher to raise the quality of teaching. These are closely linked to teachers' salary progression.
 - School leaders know the school's strengths and weaknesses well. This accurate self-evaluation is linked to the school's plans for improvement, which concentrate on the right areas.
 - The headteacher regularly check pupils' progress. Teachers are held accountable for the performance of pupils in meetings which are held each half term. If pupils fall behind, extra help is given.
 - Leaders are now looking in more detail at the progress of pupils eligible for the pupil premium. Steps are being taken to make sure these pupils make as much progress as all others in school. The school spends pupil premium funding on support for literacy and numeracy, and has consulted parents and carers of these children on how else this money could be spent.
 - School leaders are committed to equality of opportunity. They make sure that discrimination is not tolerated.
 - The school provides pupils with a good range of subjects, events and experiences. Teachers work together to plan topics which develop pupils' creativity and which will interest boys and girls equally. Pupils can use their literacy and numeracy skills well in a range of subjects. There is a small number of clubs and activities at lunchtime and after school.
 - The school promotes pupils' spiritual, moral, social and cultural development well. Lessons include topics from a number of different cultures. There are good links with the local church and the school welcomes visitors from a range of faiths. Pupils can reflect on their experiences in assemblies and in lessons. They have a good understanding of right and wrong.
 - The school has benefitted from good support from the local authority. This support has included
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developing the school's use of data on pupils' performance, validating school leaders' lesson observations and providing training for governors.

- The school's arrangements to keep its pupils safe meet all requirements.

■ **The governance of the school:**

- Governors are ambitious to improve the school. They have a good understanding of what is happening in school and of the quality of teaching. They understand how teachers' performance is managed and how this is linked to their salary progression. They oversee the budget well, and know how extra funds from the pupil premium are spent, and the impact this is having on pupils' achievement. They now evaluate the work of the school well, and help to decide the school's priorities for improvement. Governors have an improving capacity to hold leaders to account. They are increasingly well informed about the performance of the school compared to other schools nationally, and they clearly understand that the school needs to increase the rate of pupils' progress, particularly in Key Stage 2, by improving the quality of teaching. They are keen to improve their skills, and several governors have undertaken further training.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120161
Local authority	Leicestershire
Inspection number	405913

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Jenny Rouse
Headteacher	Joanne Grace
Date of previous school inspection	30 March 2011
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