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20 June 2013

Miss Joanne Grace
Headteacher
Manorfield Church of England Primary School Stoney Stanton
Station Road
Stoney Stanton
Leicester
LE9 4LU

Dear Miss Grace

Requires improvement: monitoring inspection visit to Manorfield Church of England Primary School Stoney Stanton

Following my visit to your school on 19 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with you and other senior leaders, the Vice Chair of the Governing Body and two representatives of the Governing Body, and a representative of the local authority to discuss the action taken since the last inspection. The school improvement and development plans were evaluated. A range of documentation was reviewed including progress data, records of monitoring activities and a report from the local authority.

Context

Since the inspection two teachers have left the school. An adjustment to staffing has meant that the vacancies have been covered by existing staff. The assistant headteacher will retire at the end of the summer term. A deputy headteacher and two newly qualified teachers have been recruited for the autumn term. A vacancy remains for a teacher with leadership responsibility for Key Stage 1.

Main findings

The school has acted swiftly to adjust the leadership structure to strengthen the focus on pupil progress and the quality of teaching. The headteacher has raised expectations and identified lesson planning, marking and feedback as 'non-negotiables' when it comes to strengthening consistency across the school. Joint work with the partner school on the moderation of pupils' work and work scrutiny is proving to be effective. This is shown in the evidence gathered from learning walks and the analysis of pupils' work. Regular feedback to teachers on the quality of lessons and pupils' work is helping them to adjust their plans to meet individual needs. This is supported by a stronger emphasis on teamwork and joint planning.

The improvement and development plans provide clear direction for the school's work and identify the actions required to bring about rapid improvement. Pupils are expected to progress at a faster rate than in the past. Success criteria are detailed to support judgements on progress although milestones are not included to ensure a sharp focus on progress over time. Good work has taken place to improve the tracking of progress for pupils eligible for pupil premium and those identified with special educational needs. This provides a firm foundation to accelerate the progress of these groups.

There is evidence that governors are asking more challenging questions and accessing training to improve their effectiveness. A small core of the governing body make visits to the school to extend their knowledge but this is not true for all governors. The governing body receives helpful reports from the headteacher about the progress that pupils make. They are less clear about what constitutes good and outstanding progress.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- identify milestones in the school's improvement plan so that progress can be tracked and evaluated effectively over time
- make effective use of improved analysis of progress for pupils known to be eligible for pupil premium funding and those with special educational needs to improve achievement
- arrange data training for the governing body in order that they understand the key indicators that show good and outstanding progress
- identify ways in which all members of the governing body can gather first hand evidence of the school's work to increase their knowledge of the school's effectiveness.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority provides funding to facilitate work with an 'outstanding' partner school. This has been particularly effective in helping leaders to conduct rigorous work scrutiny to check that work set by teachers is appropriate for the range of pupils' needs. This has enabled leaders to provide feedback and support for teachers to develop their skills. A representative from the local authority provides valuable insights on the school's actions and progress. This role is appropriately focused on the impact of partnership work. The local authority has provided good quality support to assist with personnel management. A recent training session with an external consultant has helped staff to understand how subject leadership and teamwork can be used to strengthen provision.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Leicestershire local authority.

Yours sincerely

Nada Trikic
Her Majesty's Inspector