

# Manorfield Church of England Primary School

Station Road, Stoney Stanton, Leicester, LE9 4LU

**Inspection dates** 4–5 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- By the end of Year 6, the proportions of pupils making or exceeding the progress expected of them in reading, writing and mathematics are below average.
- Pupils' progress in reading, writing and mathematics is inconsistent across the school because teaching does not always enable pupils to do well.
- Teachers do not consistently set work which is at the right level of difficulty for all pupils, particularly the least able.
- Pupils are not always given clear enough guidance in teachers' marking in mathematics about how they can improve their work.
- Teachers do not give pupils enough opportunities to apply their mathematical skills and knowledge.
- Teachers do not always accurately match questions to the different needs and abilities of the pupils within the class.
- Teachers do not consistently insist upon high enough standards in the presentation of all written work.
- Leaders have not ensured that teaching is consistently good. The outcomes of checks on teaching are not always used to set clear and measurable targets for improvement.
- Assessment information is not analysed rigorously enough to identify groups of pupils who might not be making enough progress.

### The school has the following strengths

- School leaders, including governors, are strongly committed to improving the school's effectiveness. The changes they have introduced to the teaching of writing have already brought about improvements in standards across the school.
- Children make good progress in the Reception classes because of good teaching and stimulating learning activities.
- Pupils' behaviour is good. They are keen to learn and say they feel safe in school.
- The very large majority of parents are supportive of the school. They recognise and appreciate the improvements that have taken place recently.
- The school develops pupils' spiritual, moral and social development well.

## Information about this inspection

- The inspectors observed learning in 17 lessons. A number of lessons were observed jointly with the headteacher and deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with two groups of pupils to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime and at the end of the school day, as well as in lessons. They also attended two assemblies.
- The inspectors looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is managed, and the school improvement plans.
- Meetings were held with the headteacher and other staff, including senior and middle leaders. They also met twice with governors, including a meeting with the Chair and Vice-Chair of the Governing Body. They had a meeting with a representative of the local authority and a separate telephone discussion with another representative of the local education authority.
- The inspectors took account of the 88 responses to the online questionnaire, Parent View, talked to parents at the end of the school day and considered letters from parents. They also looked at the 16 responses to the staff questionnaire.

## Inspection team

Adam Hewett, Lead inspector

Additional Inspector

Gillian Peck

Additional Inspector

Janet Drinkall

Additional Inspector

## Full report

### Information about this school

- Manorfield Church of England Primary School is larger than the average-sized primary school.
- Children in the Early Years Foundation Stage attend full time.
- Most pupils are of White British background. The proportion of pupils from minority ethnic backgrounds is below that in most schools.
- The proportion of disabled pupils and those who have special educational needs is around one in ten. This proportion is below average when compared to all schools nationally.
- The proportion of disadvantaged pupils eligible for pupil premium funding is around one in seven, which is below that which is found nationally. This is additional funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The before-school and after-school provision on the school site is privately run and is, therefore, inspected separately and not included in this inspection.
- Since the previous inspection there have been a number of changes of staffing. The headteacher was appointed to the post in September 2014, following a short period as acting headteacher. There have also been a number of changes on the governing body.

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

- Improve the quality of teaching so that it is consistently good or better, in order to raise pupils' achievement in reading, writing and mathematics by:
  - ensuring teachers set tasks that are accurately matched to the abilities of pupils, particularly the least able
  - ensuring pupils are always given clear guidance in teachers' marking of mathematics about what they need to do to improve their work
  - providing more opportunities for pupils to use and apply their mathematical skills and knowledge to solve practical problems, both in mathematics lessons and other subjects
  - making sure all teachers match their questions more accurately to the different needs and abilities within classes so that all pupils are encouraged and enabled to respond
  - ensuring all teachers set high expectations for the presentation of all written work and insisting that pupils meet these standards.
- Improve the effectiveness of leadership and management by ensuring that:
  - the outcomes of checks on teaching are always used to set clear and measurable targets for improvement that lead to pupils making faster progress
  - leaders undertake more rigorous analysis of assessment data to identify which groups of pupils are at risk of underachievement.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because pupils' achievement and the quality of teaching over time have not been good, although they are improving.
- Although the headteacher has been in post for only a short period of time, she has already identified as her main priority improving teaching so that all pupils can make good progress as they move through the school. She has already ensured that staff set clear learning objectives for all pupils in all lessons and plan and teach activities that are suited to the different abilities. Although, this is starting to accelerate pupils' progress, their achievement is not yet good.
- School leaders have introduced a system for checking on the effectiveness of teaching during lessons and reviewing pupils' written work. While these checks are thorough, it is not sufficiently clear what elements of teaching need to be improved, by when and how this will be achieved. This means that senior leaders have not as yet been able to bring about the necessary improvements to ensure all teaching is at least good.
- The headteacher and other leaders have put in place a whole-school approach to managing behaviour and this has helped to ensure that pupils are well behaved and keen to learn.
- The school has developed and introduced its own way of assessing pupils' attainment and progress. Staff are using this assessment data to identify pupils who would benefit from extra help. Leaders' analysis of these data is not sufficiently rigorous to show whether all groups of pupils are making the progress expected of them.
- Subject and other leaders, including in the early years and some who have been appointed relatively recently, are beginning to take responsibility for closely checking and evaluating pupils' performance in their areas of responsibility. This has led to improvements in the teaching of writing and an agreed approach to the teaching of mathematics. Effective leadership of the early years has resulted in improved communication with parents.
- Pupil premium funding is used effectively. As a result, disadvantaged pupils are now making more rapid progress. Disabled pupils and those who have special educational needs achieve well because they receive well-planned individual support. Gaps in the performance of different groups of pupils in school are closing. This reflects the school's commitment to equal opportunities for all pupils.
- As a result of the headteacher's analysis of pupils' progress, targets set for teachers this year are challenging and designed to make sure that more pupils make good progress. Any pay rises awarded depend on teachers' success in meeting these targets. Teachers say they feel supported by the increased range of training opportunities they are now receiving to help them achieve these targets.
- The school has adapted its curriculum well so that it is in line with new national requirements. It has an appropriate focus on developing pupils' basic skills and their personal development. Pupils have a good awareness of cultural diversity and are well prepared for life in modern Britain. The curriculum gives pupils good opportunities to learn through studying a range of subjects and topics and provides well for their spiritual, moral, social and cultural development. An example of this was the recent whole-school study of Remembrance which resulted in striking displays of poppies around the school and very good opportunities for pupils to reflect on the contributions that others have made to this country. Pupils are taught that all forms of discrimination are wrong.
- The school makes good use of the additional primary sport funding to extend the range of opportunities available for pupils and to develop teachers' confidence and skills in teaching a wider range of sporting activities. As a result, pupils' levels of fitness and of performance have begun to rise. All pupils in school have access to weekly swimming lessons and a sports coach works alongside teachers each week.

- The local authority has provided good support for the headteacher and other leaders in improving the overall quality of teaching.
- The school places a high emphasis on ensuring all pupils are well cared for and protected. All current safeguarding requirements are met.
- **The governance of the school:**
  - Governors have developed significantly their understanding of how the school has performed since the last inspection and are now an effective force in setting high levels of challenge for improvement. They have a clear understanding that all pupils need to make at least the expected progress and to ensure all teaching is at least good. They now ask searching and relevant questions of school leaders. The governing body uses the information that is now provided for them by the headteacher to check on the quality of teaching and pupils' progress. They make regular visits to the school and use these visits to identify future development needs. Governors ensure that teachers' performance is well managed and that there are clear links between this and pay increases. The governing body oversees the finance and resources that are available to the school, including pupil premium funding, effectively. An example of this was their decision to employ additional teachers so that all pupils are taught in single-age classes. The governing body ensures that the school's safeguarding procedures meet statutory requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and show care and consideration for each other and adults. They ensure that there is no litter around the school site and take pride in wearing their school uniform.
- Pupils understand the school policy on behaviour and say that it has helped to improve behaviour across the school. This view is shared by parents, who almost all believe that behaviour is good.
- Pupils show positive attitudes to learning and low-level disruption in lessons is rare. They are keen to share their work with each other and offer sensitive and sensible comments about how work can be improved.
- The school has good systems in place for identifying and reporting any inappropriate behaviour, and school records show that any instances of such behaviour, including racist or discriminatory incidents, are swiftly and effectively dealt with.
- Pupils say that bullying is extremely rare. They have a good understanding of what bullying is and know that teachers and other adults in school would deal swiftly and effectively with any incidents if they were to occur.
- The school has good systems in place to ensure that pupils arrive at school on time, ready to learn. Attendance is above average.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and appreciate the good systems that are in place within school to ensure that they are secure in the buildings and around the school grounds.
- Pupils have a good understanding of how to keep themselves safe in a wide range of situations, including crossing the road, water safety and when using the internet.
- The very large majority of parents who responded to the Parent View survey feel that the school keeps their children safe and secure. Parents commented on how much their children enjoyed coming to school.

**The quality of teaching** requires improvement

- Teachers' expectations of what pupils should achieve have not, until recently, been sufficiently high to ensure that pupils make good progress in reading, writing and mathematics. School records and evidence gathered during the inspection show that teaching is now improving, and this is leading to better progress for most pupils. However, some teaching still does not engage pupils' interest and this slows their progress.
- The work set in lessons does not always match the abilities of all pupils accurately enough. The less-able pupils are sometimes given tasks that do not help them to make progress in developing basic skills in reading and writing. While early reading is taught effectively through daily lessons in phonics (the sounds letters make in words) pupils are sometimes provided with books that are too difficult for them to read and this slows their progress.
- The teaching of mathematics has improved and pupils are taught a range of calculation skills well. However, pupils are given too few opportunities to use this knowledge to solve problems, both within mathematics lessons and in other subjects.
- Pupils are now making better progress in writing because they are taught the key skills in punctuation, grammar and spelling well and are then able to apply them in pieces of extended writing in other subjects. However, their progress is not as rapid as it could be because teachers do not always insist upon high standards of presentation of written work.
- Teachers too often pose questions that are not matched to the different abilities of their pupils. This means that too many pupils do not volunteer to answer because the questions are either too challenging for the least-able pupils or are too easy for the most-able pupils.
- Teachers mark pupils' written work regularly and provide clear guidance on what the next steps in learning should be. In mathematics, however, they do not consistently give pupils enough detailed information about what they have done well or specific advice about what they need to do to improve their work.
- Teachers and teaching assistants work closely together to support the learning of pupils who need extra help. This includes disadvantaged pupils, disabled pupils and those who have special educational needs. Extra help is provided in the classroom or in individual and small-group sessions.

**The achievement of pupils** requires improvement

- Pupils are not making consistently good progress throughout the school. The proportion of pupils making expected or better than expected progress in reading and mathematics has been below average for the past two years. In 2014, pupils in Year 6 made faster progress in writing, with the very large majority of pupils making at least the expected progress. The school's data for 2015, supported by inspection evidence from scrutiny of work, observing learning and discussions with pupils, show improving standards in all year groups. The proportion of pupils making at least the expected progress from their individual starting points is increasing.
- Children start in the Reception year with skills that are broadly typical for their age. They make good progress in that year so that by the time they move into Year 1 their attainment is above average in early literacy and numeracy skills. Pupils continue to develop a good knowledge of phonics and in both 2013 and 2014 in the Year 1 national phonics check, attainment was above average.
- Pupils' attainment in national tests in reading, writing and mathematics at the end of Key Stage 2 are broadly average. In 2014 the standards reached by pupils in reading and mathematics had fallen from the previous year. School data indicate that pupils currently in Year 6 will achieve standards that are broadly average in all subjects.

- The most-able pupils did not make the progress that was expected of them in reading and mathematics in 2014. However, the most-able pupils currently in Year 6 are generally making good progress. School data and evidence gathered during the inspection indicate that a greater proportion will reach the higher levels of attainment in mathematics and reading than in the previous two years.
- Disadvantaged pupils in school are now achieving well, and gaps between their attainment and that of other pupils in school have narrowed significantly in recent years. These pupils make good progress because the school uses the additional government funding well to give them the extra support they need to catch up with other pupils.
- In 2014, disadvantaged pupils were one term behind their classmates and all pupils nationally in reading. In writing they were broadly in line with their classmates and all pupils nationally. In mathematics they were behind their classmates and all pupils nationally by two terms.
- The progress of disabled pupils and those who have special educational needs has been slower than that of other pupils in the past. However, the good-quality support they receive from teachers, teaching assistants and other adults is leading to faster progress and pupils currently in school are now making progress that is at least in line with that of other pupils. This reflects the school's success in promoting equality of opportunity and in avoiding discrimination.

### **The early years provision** is good

- Children achieve well during the Early Years Foundation Stage in the Reception classes and by the time they start in Year 1 their attainment is above average in all areas of learning.
- Teaching is good and is accurately matched to the needs and abilities of the children. Teachers work well with other support staff to ensure that activities interest and engage the children. Children are encouraged to listen with concentration and have developed good communication skills.
- The teaching of early reading is effective with staff leading children in their development of phonics skills and encouraging a deep interest in books.
- Children develop good social skills. They cooperate well with each other and work together sensibly. They know how to take turns and show interest in the good range of activities that are available to them. Their behaviour is good and they have a very good understanding of how to keep themselves safe in a range of different situations.
- Leadership of the early years provision is good. The leader has a very good understanding of how young children learn. She has worked together with staff from an outstanding school to ensure that both the indoor and outdoor classrooms are stimulating places for the children to learn in and has provided training for other staff to develop their skills.
- Parents work closely with staff in the Reception classes and their contributions in assisting the children's learning are valued. Parents contribute to the initial assessments that take place when the children start at school and this helps staff to have a good understanding of each child's individual needs and abilities.

## 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

<b>Unique reference number</b>	120161
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	453611

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>	Kathryn Bullock
<b>Headteacher</b>	Felicity Clarke
<b>Date of previous school inspection</b>	12 March 2013
<b>Telephone number</b>	01455 272787
<b>Fax number</b>	01455 271523
<b>Email address</b>	office@manorfield.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 and 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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

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 2015

