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6 July 2015

Felicity Clarke
Headteacher
Manorfield Church of England Primary School Stoney Stanton
Station Road
Stoney Stanton
Leicester
LE9 4LU

Dear Miss Clarke

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

Following my visit to your school on 3 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 February 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, I met with you, senior and subject leaders, the Chair and the Vice Chair of the Governing Body and the school's improvement adviser to discuss the actions taken since the last inspection. The school's action plan, records of internal and external monitoring, tracking information, work scrutinies, and information relating to the professional development of staff were reviewed. I spoke with three parents and reviewed Parent View, Ofsted's online questionnaire. I looked at current achievement data. I made short visits to lessons, accompanied by you, and together we looked at the quality of work in pupils' books.

Context

There have been no contextual changes since the previous inspection.

Main findings

Leaders have put in place an appropriate plan of action to address the areas for improvement identified by the recent section 5 inspection. This details the key actions that need to happen, as well as clear success criteria against which their impact will be measured. The headteacher has ensured that all staff are fully behind her. They know what they are trying to achieve as a school. Parents, leaders and external partners express a high level of confidence in the leadership of the school.

Leaders have worked effectively to ensure that teaching continues to improve. Their regular monitoring of teaching focuses closely on the areas for improvement identified in the inspection. Training for teachers has focused on whole school priorities, for example, teachers' use of questioning to deepen and extend learning. In addition, individual teachers have received specific and targeted support to improve their practice. This approach has ensured that teachers are given very clear messages about what needs to improve, and receive personalised help and guidance. This has included, for example, pairing up with other teachers to observe practice, and to reflect on how their own teaching can improve. There is now a culture of teachers and teaching assistants being open to new ideas, and keen to discuss and share ideas with each other. This is motivating all staff to work together to improve teaching, and is leading to improved teaching across the school.

Teachers' use of questioning continues to develop – sometimes, it is used effectively to challenge and extend learning, although this is not consistently the case. Leaders have set clear and high expectations for the quality of teachers' marking and ensure through their regular scrutiny of pupils' work that this continues to improve. In the majority of examples seen, pupils had been given clear next steps to move their learning forward, although this is not yet consistent across all classes. Where this is most effective, pupils are clear about how and why this helps them to improve. Teachers now have higher expectations for the quality of pupils' work, including their handwriting. Pupils know what these expectations are, and have responded well. This has led to marked improvements in the quality of their work. Monitoring ensures that pupils' basic skills are addressed, and that teachers are more consistent in correcting pupils' spelling and grammar mistakes. Effective liaison between teachers and learning support assistants is ensuring that all pupils receive the support they need to make good progress.

Pupils now have more opportunities to practise their calculation skills across different subjects; they are excited by the new 'Problem Solving Friday' and on the day of my visit were observed taking part in a range of problem solving activities. For example, pupils in Year 4 could confidently describe which operations they needed to use to solve two- and three- step problems. In year 6, they were excitedly using a range of

problem solving skills to solve a murder mystery. One pupil told me, 'My heart is beating with excitement to work out the answer!'

Improving teaching is leading to an improving picture of achievement. The proportions making the expected progress in reading and mathematics are predicted to increase this year. While pupils' skills in writing are also showing signs of improvement, leaders have identified and are tackling barriers to improvement for some groups of pupils, such as boys in Key Stage 1. For the first time, a few pupils are predicted to achieve level 6 in their end of Key Stage 2 tests.

Parents who spoke with me were keen to tell me how much they think things are improving. They appreciate the 'open door' approach, and the detailed information they get about their children's progress. They and you recognise that not all parents may have access to the same level of information. Leaders have promised to look carefully at this issue. Celebration assemblies are motivating pupils to try their best and do well, and are helping to create a culture of aiming for the top.

You have introduced a new tracking system, and leaders at all levels have a greater understanding of how to use data to identify pupils and groups of pupils who are at risk of underachievement. These 'focus children' are then provided with intensive additional help and support to help them catch up.

Governors continue to provide effective support and challenge to the school. They regularly monitor progress against the key action points and ensure that actions taken to improve the school have the required impact. They have a clear understanding of where the school is improving.

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

External support

The local authority has provided effective support to the school through the contracted services of a school improvement adviser. The adviser makes regular visits to the school to review its progress, and the resulting reports provide you with a useful and accurate external view on what is going well, and areas that need further attention. In addition, she provides support to you as headteacher. The school receives further effective support from a national leader of education, and from a local teaching school alliance.

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

Yours sincerely

Deirdre Duignan
Her Majesty's Inspector

The letter should be copied to the following:

- Chair of the Governing Body
- Leicestershire Local authority
- Diocese of Leicester