

Suite 22 West Lancs
Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566932

Direct F 01695 729320

Direct email: hcarnall@cfbt.com

7 October 2010

Mrs Pauline Quick
Headteacher
Manston Primary School
Dennil Road
Cross Gates
Leeds
West Yorkshire
LS15 8SD

Dear Mrs Quick

Notice to improve: monitoring inspection of Manston Primary School

Thank you for the help which you and your staff gave when Joanne Olsson HMI and I inspected your school on 6 October 2010 and for the information that you provided during the inspection. Please pass on our thanks to the governors and the local authority representatives who came to talk to us during our visit.

As a result of the inspection on 24 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making **satisfactory** progress in addressing the issues for improvement and in raising the pupils' achievement.

Unvalidated data shows that standards in English and mathematics at the end of Key Stage 2 rose significantly in July 2010. This is the result of strong teaching in Years 5 and 6 combined with much improved additional support for underachieving groups of pupils. While the quality of teaching has improved throughout the rest of the school, it is not yet consistently good or better. There is, therefore, an uneven pattern of pupils' progress, which is evident in lesson observations, pupils' work and school records. Children make a strong start in the Early Years Foundation Stage, then their progress slows down to a broadly satisfactory rate through Key Stage 1 and lower Key Stage 2, before accelerating rapidly in the final two years.

Where teaching is most effective, teachers continuously assess pupils' progress and maintain the correct level of challenge for all groups. Where pupils' progress slows down, work is not always suitably adapted to meet the needs of all groups. The pace of learning decreases because teachers give too much time to explanation at the

expense of time for pupils to extend their new skills in independent activities. In some lessons, teachers plan very stimulating activities that enrich pupils' learning and consolidate their understanding of new ideas. Pupils with special educational needs and/or disabilities have limited opportunities to benefit from these activities because they are working in a small group away from their class and this slows their progress. In most classes, pupils' use of targets has improved considerably and this is helping them to increase their rate of progress. Clear short-term targets directly linked to well-planned longer-term goals help pupils to understand what they need to do in each piece of work to achieve higher National Curriculum levels. Marking is very effective in helping pupils to improve their work.

Since the inspection, the role of the English and mathematics subject leaders has improved, particularly their contribution to the more effective use of information about pupils' progress. For example, they frequently discuss progress data with each teacher to identify underachieving pupils and to plan support that will help these pupils to catch up. Other subject leaders are at an early stage in developing their role. The English and mathematics leaders are increasingly involved in evaluating the quality of teaching across the school. Their focus is the impact of teaching on pupils' interest and progress, which was not always the case at the time of the inspection. Therefore, subject leaders are now much more informed about the improvements that are needed in each class. However, they are not yet giving colleagues clear enough guidance to bring about these improvements with sufficient pace.

Governors work in close partnership with local authority representatives and school leaders to monitor the progress of the school. On the basis of their clear understanding of the improvements still required, they hold both the school and the local authority to account. Procedures for safeguarding pupils meet requirements.

The local authority's post-inspection action plan was judged by Ofsted to meet requirements. The school improvement adviser and School Improvement Partner ensure that support is carefully tailored to the school's priorities. The school uses this support well and both leaders and teachers are benefitting considerably from local authority guidance. School leaders now need to take more responsibility for helping their colleagues to improve so that they increase the school's capacity further to sustain rising standards when external support reduces.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

John Rutherford
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2010

- Increase the rate of pupils' progress and raise attainment in English, mathematics and science in Key Stage 2 by:
 - improving the quality and consistency of all teaching to a good or better level to ensure pace and challenge for pupils in all lessons
 - checking that pupils have targets and always know how to achieve them.

- Further improve the quality of leadership and management by:
 - ensuring that the monitoring of teaching and learning focuses consistently on pupils' learning
 - giving subject leaders more opportunities to check on their subjects so that they can make informed decisions about what needs doing to secure improvement
 - using information about pupils' performance more systematically to drive and secure improvement.