

Manor Lodge Community Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 107101 |
| Local Authority | Sheffield |
| Inspection number | 356086 |
| Inspection dates | 11–12 January 2011 |
| Reporting inspector | Andrew Clark |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 227 |
| Appropriate authority | The governing body |
| Chair | Mrs Christine Wilson |
| Headteacher | Mrs Cath Whittingham |
| Date of previous school inspection | 21 January 2008 |
| School address | Manor Lane Sheffield South Yorkshire S2 1TR |
| Telephone number | 0114 2725054 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 10 teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 24 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils make in their written work
- The pupils' behaviour in lessons
- The strengths of the curriculum and the contribution it makes to pupils' learning skills
- The contribution staff with leadership responsibilities make to school improvement.

Information about the school

This is an average-size primary school. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils from minority ethnic backgrounds and those who speak English as an additional language is high. The percentage of pupils with special educational needs and/or disabilities is also above average. The school has achieved Healthy School status, the Basic Skills Quality Mark and Investors in People. Over half of the current teaching staff joined the school in the time since the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The good care, guidance and support and imaginative curriculum that the school offers ensure that pupils' personal development is positive and their behaviour is good. Pupils of all abilities, including those with special educational needs and/or disabilities, make satisfactory progress. The headteacher's calm and purposeful leadership has ensured that the school has moved forward through a period of considerable staff turnover. The governing body provides challenge and good support to the leadership team. The school's self-evaluation is largely accurate, although the role of all staff, particularly subject leaders, in monitoring and evaluating provision, is not fully embedded. As a result, the school's capacity to improve is currently satisfactory.

Pupils leave Year 6 with attainment that is average overall. Standards have risen since the last inspection. Pupils make slower progress in writing than in other subjects because they do not write at length often enough. Pupils' behaviour is good and they are kind and tolerant towards others. Pupils feel safe and well cared for. Their attendance is average. Pupils show a good commitment to a healthy lifestyle, through regular exercise and participation in sporting events. The school council influences the life of the school community and all pupils take on a range of responsibilities, including working on the school allotment.

The quality of teaching and learning is satisfactory overall. Teachers set clear targets for pupils to achieve in their lessons and often make good use of information and communication technology (ICT) to motivate and inform. However, they do not always expect pupils to be productive and accurate enough, especially in their written work. The curriculum is exciting and challenging. Learning is often practical and based on real-life situations, contributing well to pupils' satisfactory progress in mathematics and science. Pupils participate in visits and a wide range of clubs and societies which broaden their experiences and are central to creating a positive learning environment. Robust procedures to guide and support pupils who are vulnerable due to their circumstances and to protect them from harm, contribute to the good care, guidance and support the school provides.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching to at least good overall in order to hasten pupils' progress and to raise their attainment, particularly in writing, by:
 - encouraging pupils to write regularly and at increasing length

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- ensuring that pupils' spelling, punctuation and presentation is of a high standard
 - increasing the pace of lessons
 - eliminating those few occasions when pupils are given too little opportunity to work out things for themselves.
- Increase accountability and share leadership more widely across the school by involving subject leaders more in monitoring and evaluating performance and provision in their subjects.

Outcomes for individuals and groups of pupils**3**

Pupils are eager to learn and they enjoy lessons. They are curious about the world around them and develop good investigative skills as a result of the rich curriculum. Children start the Early Years Foundation Stage with skills which are generally below those typically expected for their age and well below those expected for communication and literacy skills. Standards in reading, mathematics and science are average by the time pupils leave in Year 6 and have improved since the last inspection. Speaking and listening skills are particularly good as a result of the many opportunities for meaningful discussions. However, progress in writing is relatively weaker and still below average. This is reflected in the outcomes of Year 2 and Year 6 national tests and other assessments. Pupils who speak English as an additional language make at least satisfactory progress because of the carefully targeted support they receive. Intensive support for pupils who are vulnerable due to their circumstances, through the nurture unit, for example, helps them to develop positive attitudes to learning and make increasingly good progress.

Pupils of all abilities have a good understanding of how to live a healthy lifestyle because of good quality science teaching and other activities, such as, a Healthy School Week and pupils' work in the school allotment. This is also reflected in the take-up of healthy school lunches and the pupils' participation in inter-school sports. Pupils are involved in planning and organising fund-raising activities. However, some opportunities are missed to give them further responsibility. For example, pupils sell items in the school tuck shop, but are not involved in counting the money or sorting stock. They are polite, tolerant and thoughtful towards others. Pupils from many different backgrounds play and work together harmoniously. As a result, lessons run smoothly. This is a good improvement from the last inspection and reflects the strengths in the care and support the school provides. Through whole-school themes and exciting cross-curricular work on different countries, such as Japan and Africa, pupils are developing an understanding of a multicultural society. Pupils develop a good understanding of the inequalities of life linked to poverty and deprivation and have a good awareness of right and wrong.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although the quality of teaching and learning is satisfactory overall, good and sometimes outstanding lessons were observed throughout the school. Teachers set clear expectations for pupils' behaviour and pupils respond well. In the best lessons, teachers generate excitement and interest through setting practical tasks which require pupils to solve problems and apply their skills and knowledge imaginatively. In these lessons, teachers share clear and precise objectives for pupils to achieve and set out clear criteria for success. They use a wide range of strategies to support and challenge pupils of all abilities. However, in the less effective lessons, teachers tend to over-direct pupils and the pace of learning is not always fast enough. In particular, they do not expect pupils to be productive enough in their written work in all subjects and do not ensure that spelling, punctuation and general presentation is of a high standard. This limits pupils' ability to write with ease and confidence. Otherwise, the curriculum is well designed to broaden pupils' experiences and make learning relevant and exciting. For example, pupils' investigations with Japanese origami are used to develop their mathematical and problem-solving skills. Role-play is frequently used to stimulate learning in literacy and other subjects. A good range of visits, visitors, and activities before and after school bring learning to life and contribute to many aspects of pupils' personal development. The following comment reflects the views of many parents and carers; 'I feel the themed weeks and topics have made lessons engaging and enjoyable, helping my children to be

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enthusiastic and keen to learn'. Parents and carers contribute to pupils' learning through supporting the well-established homework procedures.

The school takes very good care of all pupils. Good record keeping and rigorous monitoring contribute to the safe working environment. The school has strong systems to support the more vulnerable pupils and their families, for example, through the work of the special educational needs coordinator and the pupils' support worker in the 'Magic Room' nurture unit. These are effective in breaking down barriers to learning. The school provides a good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher provides considered and reflective leadership which motivates the whole school community. Staff morale is good. The monitoring of teaching and learning, and action taken as a result, contributes to a trend of improving standards. However, procedures to involve all staff, particularly subject leaders, in monitoring and evaluation are less well embedded or effective. This sometimes limits the pace of improvement and the depth with which initiatives and best practice are fully established. There is a positive commitment to the training and development of new teachers so that they can quickly make an effective contribution. The school has a good understanding of its immediate area and is involved in a number of local projects and initiatives. It is extending links with schools and communities in other parts of the world and community cohesion is satisfactory overall. The school tackles discrimination and creates a harmonious environment, however, equality of opportunity is only satisfactory overall, because some of the pupils' key skills, particularly in writing, are not as well developed as they could be. Robust policies and frequent and accurate record keeping contribute well to good quality procedures for safeguarding.

The governing body is well informed through the headteacher's detailed reports and has good systems in place to monitor provision and contribute to the school's self-evaluation. It has contributed well to ensuring that the school has continued to develop through a period of many staff changes. The governing body provides effective financial management and ensures that the school gives satisfactory value for money.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

When children start school, their skills are generally below those typical for their age, being particularly low in communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make at least satisfactory progress. By the time they start Year 1, standards are still below, although closer to average and rising over time. The new leader of the Early Years Foundation Stage has a clear and ambitious vision and is taking appropriate steps to monitor provision and its impact on outcomes. There are good induction systems to support children and to settle them quickly into the Reception class. There are generally effective links with parents and carers that contribute to the smooth start children make. However, the school recognises the need to build on these links to meet children's learning needs more fully.

Good welfare arrangements and positive relationships ensure that children feel safe and secure. There are fun and imaginative programmes to help children make progress in early reading and writing. There is an appropriate balance between adult-led activities and those that children can choose for themselves, which contributes to their personal development. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of often stimulating learning activities. However, some activities that children choose for themselves are not always challenging enough, particularly for the more-able. This means that, overall, children achieve satisfactorily rather than well. As the Early Years Foundation Stage leader and her team are becoming established in their role, they are increasingly and more effectively improving the provision further. As a result, the Early Years Foundation Stage is satisfactorily placed to continue to improve.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Almost a fifth of parents and carers responded to the questionnaire which is fewer than average. Of these, the vast majority are positive in their responses. They are pleased with their children's enjoyment of school, the way the school helps parents and carers to support their children's learning and how well the school helps their children to have a healthy lifestyle. A small minority of parents and carers feel that the school does not keep them well enough informed about their children's progress. The inspection team followed up this concern and concluded that parents and carers were provided with good quality information about their children's progress and received regular and useful guidance on how to support their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Lodge Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 13 | 54 | 9 | 38 | 1 | 4 | 0 | 0 |
| The school keeps my child safe | 13 | 54 | 10 | 42 | 1 | 4 | 0 | 0 |
| My school informs me about my child's progress | 13 | 54 | 8 | 33 | 2 | 8 | 0 | 0 |
| My child is making enough progress at this school | 11 | 46 | 12 | 50 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 17 | 71 | 6 | 25 | 1 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 14 | 58 | 7 | 29 | 3 | 13 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 13 | 54 | 10 | 42 | 0 | 0 | 1 | 4 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 12 | 50 | 10 | 42 | 1 | 4 | 0 | 0 |
| The school meets my child's particular needs | 14 | 58 | 7 | 29 | 2 | 8 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 8 | 33 | 14 | 58 | 1 | 4 | 1 | 4 |
| The school takes account of my suggestions and concerns | 13 | 54 | 8 | 33 | 2 | 8 | 0 | 0 |
| The school is led and managed effectively | 15 | 63 | 5 | 21 | 0 | 0 | 2 | 8 |
| Overall, I am happy with my child's experience at this school | 14 | 58 | 7 | 29 | 2 | 8 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Manor Lodge Community Primary School, Sheffield, S2 1TR

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. Your school provides you with a satisfactory education. These are some of the things we found out about your school.

- You feel safe and appreciate the good care that all adults show to you.
- Your behaviour is good and you are kind and thoughtful to each other.
- You told us that you enjoy the clubs and many sporting events that you take part in and know how to live healthily.
- You contribute to the way that the school is run through taking on responsibilities, such as school councillors and running the school's healthy tuck shop.
- You are also proud of the support you have given to children in other countries through your fund-raising and assemblies.
- You enjoy the themed activities such as 'The Space Week' and 'Fantasy Week' and feel these help you in your learning.
- The standard of your work is average overall but you could make better progress in writing.

To help your school become even better, I have asked your headteacher and the governing body to:

- improve teaching so that it is always at least good by encouraging you to write more, improve your spelling, punctuation and handwriting, by making the pace of some of your lessons faster and by making sure that all of you have the chance to work out things for yourselves more often
- help staff who look after particular subjects to keep a closer eye on how well you are getting on with your work.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Mr Andrew Clark

Lead inspector (on behalf of the inspection team)

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