

Manifold CofE (VC) Primary School

Inspection report

Unique Reference Number	124305
Local Authority	Staffordshire
Inspection number	359632
Inspection dates	21–22 March 2011
Reporting inspector	David Driscoll

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	The governing body
Chair	Emma Gould
Headteacher	Margaret Cruxton
Date of previous school inspection	13 March 2008
School address	Off Leek Road Warslow, Buxton SK17 0JP
Telephone number	01298 84320
Fax number	01298 84784
Email address	office@manifold.staffs.sch.uk

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Manchester
M2 7LA

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Introduction

This inspection was carried out by two additional inspectors, who observed seven lessons taught by three teachers. They held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' progress, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 19 parents and carers.

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

- How accurately are assessment data analysed in order to evaluate the school's performance and to set challenging targets and sharply focused priorities for improvement?
- How effective is teaching in meeting the needs of the pupils in Years 1 and 2?
- Does the school meet the requirements for teaching the National Curriculum in information and communication technology (ICT)?
- Are pupils learning enough about life beyond their village?

Information about the school

This very small primary school serves a rural area. Almost all pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average. There are currently no pupils with a statement of special educational needs. The school shares its site with Manifold Pre-School and the Leek and Rural Children's Centre. Neither of these is managed by the governing body and both are subject to separate inspections.

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?**4****The school's capacity for sustained improvement****3**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the teaching and progress of pupils in Years 1 and 2.

The school's overall effectiveness and the value for money it provides are inadequate because of deficiencies in teaching and progress in Years 1 and 2. Children join the Early Years Foundation Stage with skills and knowledge that are broadly at the levels expected for their age. They make good progress because they are taught well in the Early Years Foundation Stage, and start Year 1 with attainment that is above average. In Years 1 and 2 the teaching fails to build upon pupils' increased attainment. Progress is inadequate and attainment falls back to an average level. Pupils spend too long listening to the teacher or working on tasks that are the same for all, regardless of their ability. The resources used to demonstrate activities are often inappropriate and pupils are expected to respond to questions with only single-word answers. This is in stark contrast to Years 3 and 4, where challenging tasks enthuse pupils and make them think hard about their work. The pace of learning is good in these years. Consequently, pupils make good progress and leave school with above average levels of attainment, which prepare them well for the next stage of their education.

Most aspects of pupils' personal development are good. The school provides a welcoming and happy atmosphere. Pupils rightly feel safe and well looked after; a view that is strongly endorsed by their parents and carers. Pupils are known well as individuals by all staff, who are quick to identify any concerns and take effective actions to rectify them. Attendance is high. It has shown significant improvement since the last inspection as a result of the strong line taken by the headteacher to ensure pupils come to school whenever possible. Pupils are polite and well behaved, both in and out of lessons. They have a satisfactory knowledge of other faiths and cultures, but do not know enough about life in towns and cities.

The school's leaders have shown that they have a satisfactory capacity to improve the school. Significant changes have been made to both the Early Years Foundation Stage and Years 3 and 4. These have improved the quality of teaching and the progress made by pupils from satisfactory at the previous inspection to the consistently good level now observed. The headteacher and Chair of the Governing Body are well aware of the deficiencies in Years 1 and 2 because self-evaluation is accurate and checks on lessons have identified the inadequacies highlighted in this report. Action plans have been drawn up to address them, but these are not sufficiently focussed on Years 1 and 2, and make little reference to what the expected outcomes of actions will be.

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What does the school need to do to improve further?

- Improve progress in Years 1 and 2 to the good rate observed in the rest of the school by:
 - ensuring pupils spend less time listening to the teacher and more time actively learning
 - moving more quickly to group activities which challenge pupils according to their ability
 - expecting pupils to answer questions more fully in order to explain their thinking so that teachers can assess pupils' understanding and progress
 - using appropriate resources when demonstrating activities.
- Ensure priorities for development are focused sharply on the areas of the school that are in most need of improvement, with clear criteria for the expected outcomes of any planned actions.
- Provide pupils with more opportunities to learn about life in urban areas.

Outcomes for individuals and groups of pupils

4

Pupils are very happy at the school; they all get on well with one another as a result of their good social development. They come to school ready to learn and keen to make the most of the opportunities they are offered. Pupils start lessons paying close attention to their teachers, and eager to get on with their work. In Years 3 and 4 they settle quickly to the tasks they are given and consistently work hard. Pupils cooperate well together in groups and demonstrate a good degree of independence. They persevere when faced with challenging problems, and discuss possible solutions in a sensible manner. In Years 1 and 2 though, pupils' attention starts to wander when the work is too easy or they have to listen at length to the teacher. In these circumstances they lose interest in their tasks. The pace of learning also slows because the teacher has to stop the lesson to remind pupils that they should be listening.

There are no differences in the rates of progress made by different groups. The most able and those with special educational needs and/or disabilities all make good progress in Years 3 and 4, for example, but fail to make enough progress in Years 1 and 2. Extra provision for pupils with special educational needs and/or disabilities in Years 3 and 4 allows them to make up the ground lost in Years 1 and 2. This includes extensive use of one-to-one support from well-qualified staff. The good links with a local dyslexia centre contribute well to the positive outcomes for targeted individuals in their reading and writing.

The school council plays a good part in influencing decisions on matters that are important to pupils, such as the refurbishment of toilets or which charities to support through fundraising. Pupils gain a good understanding of enterprise through organising charity events and, for example, learning about the work of estate agents. Pupils play a satisfactory part in the local community. They are very knowledgeable about life in the countryside but have confused ideas about life in urban areas. For example, they feel that life must be boring as there is nothing to do.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
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	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The contrast in the quality of teaching between Years 1 and 2 and Years 3 and 4 is marked. In Years 3 and 4 teaching reflects high expectations of what pupils can achieve. Questions make pupils think hard about their responses and short answers are not accepted as their understanding is probed. Demonstrations of activities are clear, because the interactive whiteboard is used effectively. Pupils are quickly moved on to well-planned tasks that challenge them at their own levels of ability, so that all find the work difficult but achievable. In Years 1 and 2 the interactive whiteboard is rarely used. Instead, for example, pieces of paper are held up, with text and images that are too small for some pupils to see. Questioning is not used to find out what pupils already know, so that their prior knowledge can be built upon. Instead, answers are at times provided for them. Pupils find tasks easy, because they do not get progressively more difficult.

The school provides a good curriculum in the arts, where pupils receive many opportunities to use a wide range of media. The curriculum for ICT is satisfactory. It meets requirements and the newly produced skills map provides a good basis for further development. Pupils develop a satisfactory knowledge of what life is like in other cultures through their topic work. This is well supported by focused activities such as Africa day and visits from those with direct experience. There are some good partnerships that extend the curriculum. A good example is the link with the Children's Centre that has

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provided the Forest School facility. The curriculum is also enhanced by a satisfactory range of extra clubs and activities.

The school provides good pastoral care, which is especially praised by parents and carers of those with medical problems. Close attention is paid to those whose circumstances may make them vulnerable. The code of conduct is implemented consistently throughout the school, so pupils are well aware of the bounds of acceptable behaviour and how to respond to adults and each other.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Parents and carers are pleased with the quality of leadership and management. Most staff share the headteacher's drive for improvement. They act on the guidance they are given to improve their effectiveness. This makes a positive contribution to the quality of provision and to pupils' subsequent progress. Partnerships with more successful schools have been used very effectively to improve the quality of teaching in the Early Years Foundation Stage and in Years 3 and 4. Staff have been able to observe high quality practice and make use of the techniques seen to improve their own teaching. Assessments of pupils' progress are accurate and analysed well to paint a clear picture of strengths and weaknesses in performance. These highlight the differences in progress between year groups, and have been used well to target checks on lessons. However, the indications of inadequate progress have been emerging for some time and were not identified as a cause for concern quickly enough. The school's plans to improve teaching in Years 1 and 2, using the same good partnerships with other schools, are now being implemented. The data from assessments are used satisfactorily to set adequately challenging targets.

The effectiveness of the governing body, many of whose members are new, is satisfactory. The governing body ensures all statutory requirements, including those for safeguarding, are met. The Chair of the Governing Body shows great determination to improve the school's effectiveness and is already asking for information to be provided more frequently. This is so that governors can monitor progress more effectively. Provision for equality is good. The gaps in progress for different ability groups are no longer evident. Discrimination is tackled well as pupils are taught that all people deserve to be treated equally. The school is the hub of the local community, which enables pupils to meet those from different walks of rural life. The school has a good plan to improve the quality of the contribution it makes to community cohesion by arranging trips to London and Stafford for example, but has yet to implement it.

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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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in all areas of learning. There are some examples of outstanding progress for individuals in reading and mathematical reasoning. For example, three children arranged their own Venn diagram for sorting objects according to whether or not they rolled. In doing this they recognised that some rolled on one face but not on another. The good progress is a result of accurate assessments being used to plan activities that are well matched to children's needs. The work with objects, for example, was built upon in a 'shape picnic' where each child had to answer questions at their own level. Some had to simply count a number of crisps, while the most-able were working out the shape of the face when a sphere is cut in half. The activity was also used well to develop children's understanding of healthy foods. Equally good use is made of short, sharply focused teaching sessions that children then follow up in the activities they choose for themselves. Nursery children were quickly shown how to use a calculator, for example, so they could make use of it in their 'vet's surgery'.

The children are well behaved, cooperative, friendly and, most of all, happy. They settle quickly into the life of school because routines are well established. They are provided with good quality care and lots of stimulating activities with good quality resources. The newly refurbished outdoor area allows children to move freely between indoors and out, and the indoor classroom is an attractive and stimulating environment. Staff work well as a team to plan lessons and ensure that welfare requirements are fully met. Parents and carers are very impressed with the provision for their children and with the quality of information they receive. The provision goes from strength to strength under the good leadership of the Early Years Foundation Stage manager, who has detailed plans for further improvement.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers hold very positive views about the school. No areas of concern were raised by those responding to the questionnaire. Parents' and carers' views are similar to the judgements made by the inspectors, except for those relating to the quality of teaching in Years 1 and 2 and the subsequent progress made by pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manifold CofE (VC) 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	95	1	5	0	0	0	0
The school keeps my child safe	16	84	3	16	0	0	0	0
My school informs me about my child's progress	15	79	4	21	0	0	0	0
My child is making enough progress at this school	15	79	4	21	0	0	0	0
The teaching is good at this school	14	74	5	26	0	0	0	0
The school helps me to support my child's learning	16	84	3	16	0	0	0	0
The school helps my child to have a healthy lifestyle	15	79	4	21	0	0	0	0
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)	17	89	2	11	0	0	0	0
The school meets my child's particular needs	14	74	5	26	0	0	0	0
The school deals effectively with unacceptable behaviour	16	84	3	16	0	0	0	0
The school takes account of my suggestions and concerns	14	74	5	26	0	0	0	0
The school is led and managed effectively	16	84	3	16	0	0	0	0
Overall, I am happy with my child's experience at this school	17	89	2	11	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



23 March 2011

Dear Pupils

Inspection of Manifold CofE (VC) Primary School, Buxton, SK17 0JP

Many thanks for all the help you gave us when we visited your school recently. We thought you were well behaved and very polite. You told us that you enjoy coming to school and that you all get on well together. You feel safe because you are confident that your teachers will take good care of you. You know a lot about life in the countryside, but not enough about life in cities. We have asked your teachers to give you more opportunities to learn about what it is like to live in towns and cities. You are now coming to school more often than you used to and your attendance is now among the best in the whole country. Well done to all of you! Keep it up!

The youngest and oldest among you make good progress in your work. You leave school with standards of reading, writing and mathematics that are better than in most other schools. You come to lessons ready to learn, and you work hard when you find the activities interesting. Unfortunately, you do not make enough progress in Years 1 and 2. The work does not always interest you in these years, so you become bored and do not pay attention as well as you should. We have asked the headteacher to make sure that the teaching in these years is as good as in all the rest. You can help too, by always listening as well as you can and concentrating on your work. We have given the school a 'notice to improve'. An inspector will return to check that things are improving quickly enough.

Your headteacher and the other people who help to run the school know what needs to be done to make it a better place in which to learn. They have shown that they can be successful by the way they have changed things in other classes. They have made plans to improve Years 1 and 2 as well, but we have asked them to make sure that the plans are as clear as possible, so everyone will know what has to be done.

With all best wishes for your future lives.

Yours sincerely

David Driscoll

Lead inspector

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