

# Manston Primary School

## Inspection report

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<b>Unique Reference Number</b>	107940
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	363734
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	John Rutherford HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	171
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rebecca Major
<b>Headteacher</b>	Mrs Pauline Quick
<b>Date of previous school inspection</b>	24 February 2010
<b>School address</b>	Dennil Road Cross Gates, Leeds West Yorkshire LS15 8SD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed teaching and learning in 10 lessons taught by seven teachers. They held meetings with school leaders, groups of pupils, members of the governing body and the School Improvement Partner. They observed the school's work and looked at samples of pupils' work, information about pupils' progress and a range of management documents, including policies and records for ensuring the safeguarding of pupils. They analysed completed questionnaires from 35 parents and carers.

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

- Whether the quality of teaching and use of assessment is more consistently good in Key Stages 1 and 2 than it was at the time of the previous inspection.
- The extent to which improvements in teaching and the use of assessment have removed the dips in pupils' progress in some classes.
- The extent to which pupils with special educational needs and/or disabilities have opportunities to participate and achieve well in the same range of activities as other pupils.
- The quality of guidance provided by school leaders to help colleagues to improve their teaching.

## Information about the school

This is a smaller than average primary school. A high proportion of pupils are known to be eligible for a free school meal. Very few pupils are from a minority ethnic background or have English as an additional language. A below average proportion of pupils have special educational needs and/or disabilities. In the previous inspection, in February 2010, the school was judged to require significant improvement and was given a notice to improve. At that time the school was experiencing considerable staffing disruption. This disruption has largely been resolved and, in addition, a new deputy headteacher was recently appointed.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school is now providing a satisfactory and improving quality of education and it provides satisfactory value for money. There are many good features in the work of the school, for example, teachers provide a good curriculum for the pupils. The provision of care, guidance and support is equally strong and this contributes to pupils' good progress in most aspects of their personal development and well-being. The governing body is making a good contribution to the school's improvement by monitoring pupils' outcomes carefully and asking searching questions about how the school can improve them further.

Validated data for 2010 show that attainment in English and mathematics at the end of Key Stage 2 has improved since the previous inspection and is now broadly average. Lesson observations, analysis of pupils' work and school information about pupils' achievements indicate that this improvement has been sustained and further extended in 2010–11. Attainment is improving because pupils are making better progress in all classes. When children start school, their skills and knowledge are below those expected for their age. They make good progress in the Early Years Foundation Stage, and then their progress slows in Key Stage 1 where teaching is largely satisfactory. Progress in this key stage has improved since the previous inspection, however, pupils are still not attaining as much as they should by the end of Year 2 and this applies especially to the more able. Pupils' progress picks up in Key Stage 2, accelerating rapidly in Years 5 and 6 where there is outstanding teaching.

Where pupils' progress slows, it is because there are insufficient interesting and challenging activities to provide a good pace of learning. Progress speeds up in Years 5 and 6 because teachers provide an excellent climate for learning in which pupils are engrossed in solving problems, interpreting literature and debating current issues. The school has improved provision for pupils with special educational needs and/or disabilities and they are now achieving more. For example, pupils who have a statement of special educational needs are well supported and fully included in all lessons and extra-curricular activities. As a result, they are making good progress in developing their social and communication skills.

Attainment is rising because of improvements in leadership during the past year. A member of the governing body accurately summed it up as a shift from 'soft focus to high definition'. This is especially true in the much more analytical use of pupils' progress data to hold each teacher to account for their contribution to raising attainment. The driving force for this improvement is the hard work of the literacy and numeracy leaders, one of whom was recently appointed as deputy headteacher. They have considerably increased the school's capacity to sustain improving standards. However, this capacity is still

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satisfactory because, whilst other school leaders are improving their contribution to school improvement, they still provide colleagues with insufficient guidance as to how they can improve their teaching from satisfactory to good. In addition, the leadership team does not contribute enough to providing an accurate evaluation of the school's remaining weaknesses so that they can tackle these more effectively.

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?**

- To improve pupils' progress and raise standards of attainment, the school should take the following actions:
- Improve the consistency of good or better teaching, particularly in Key Stage 1, by:
  - ensuring that work provides appropriate challenge for all groups of pupils, especially those who are more-able
  - increasing the pace of learning by planning sharply focused lessons that allow plenty of time for pupils to extend their skills in interesting activities.
- Improve the leadership team's positive impact on pupils' outcomes by:
  - ensuring that all members of the middle leadership team have clear responsibilities for improving aspects of teaching and learning across the school
  - providing guidance to individual teachers that will help them to improve their practice from satisfactory to good
  - sharpening up school self-evaluation so that the leadership team has greater clarity about where they need to focus their efforts in order to improve pupils' progress.

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

Attainment is rising because a greater proportion of pupils in most classes are attaining the level expected for their age. This is largely because pupils who need a boost to reach this level are being more quickly identified and supported as a result of the leadership team's improved use of assessment information. In upper Key Stage 2 most of the more able pupils are achieving well and attaining levels above those expected for their age. This is not yet the case in most other classes where many of the more able pupils are not sufficiently stretched in lessons. Pupils with special educational needs and/or disabilities make good progress. This is helped by recent improvements to their individual plans which now make very clear how their learning needs should be met by teachers, support assistants and their parents and carers.

Most pupils enjoy their lessons and their attendance has improved to an average level over the past year. Their improving achievement in literacy and numeracy gives them a sound basis for their future learning and this is enhanced by their ability to work independently or as part of a team. Their good behaviour helps teachers to provide the excellent climate for learning that was observed in some classes. Pupils feel safe in school and demonstrate a good understanding of how to lead a healthy lifestyle. They are keen to help others, whether as a 'blue-cap' in school resolving playground conflicts or by taking

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part in projects to help children in third-world countries. Older pupils adopt a mature and balanced approach to discussing emotions and moral issues, however, opportunities for such reflection are less evident for others. Most pupils are making satisfactory progress in understanding ethnic and religious diversity in the local community and beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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 quality of teaching and use of assessment in lessons has improved considerably since the previous inspection and it now ranges from satisfactory to outstanding. There remains little inadequate teaching. In the most effective lessons, activities are adapted to provide good challenge for all groups of pupils. Each pupil has their own precise targets which they use as guidance in lessons. When their books are marked, they receive useful advice on how to improve their work and they are given time to make these improvements. Pupils deepen their understanding by assessing their own work and that of others in the class. These features are not yet consistent across the school. Pupils make slower progress when lessons lack a sharp focus and they spend too long trying to answer questions that do not relate to the lesson objective or are at the wrong level of challenge.

The curriculum provides pupils with a good range of interesting projects that combine learning in different subjects. Pupils are particularly motivated by the practical experiments provided in science, and by learning information and communication technology skills in a very well equipped suite. The majority of pupils benefit from a rich programme of extra-

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curricular activities, some of which exploit the skills of caretaking and administrative staff and some are provided through the school's partnership with sports bodies.

The school's good care, guidance and support are based largely on the frequent review of pupils' progress to identify those who have barriers to learning. The learning mentor makes a strong contribution to supporting these pupils and their families so that they can get the most out of school. This work is enhanced by a good partnership with external support services.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The leadership team has the support of the whole staff in improving pupils' outcomes as quickly as possible and morale is high. Leaders effectively help colleagues to develop their skills in using assessment to accelerate pupils' learning. There is, however, insufficient guidance on how to move satisfactory teaching to good by, for example, enthusing pupils more and injecting greater pace into learning.

Leaders have used external support well to remove the school's causes for concern. Their clear improvement plans and the impact of these so far demonstrate their satisfactory capacity to continue raising attainment without further support. The rate of improvement in some classes is not as fast as it could be because the energy for driving the school forward is coming only from a small part of the leadership team.

The governing body makes a significant contribution to improving the school. A good example of this is their work with leaders to ensure that underachieving pupils receive precisely the support they need and that this support makes a positive difference. The school's determination that every pupil will achieve as much as they can is central to their success in promoting equal opportunities. The parent of a pupil with significant special educational needs exemplified this when she spoke with great appreciation about how much progress her child had made. This was because staff had done all they could to make sure her child could benefit from the range of learning opportunities that are provided for all pupils.

Parents and carers are kept up to date with the school's work and their children's progress in a good range of ways, including a regularly updated website. Strong partnerships with local businesses and other schools help teachers to provide more interesting learning activities for pupils. Links with local community agencies are part of the school's plan to promote community cohesion. This work has not yet been systematically evaluated and the school is at an early stage of engaging pupils with communities beyond the immediate

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locality. School leaders and the governing body give high priority to keeping pupils safe. They systematically monitor safeguarding systems, taking account of parents' views, and introduce improvements as required.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in most areas of learning. Their personal development is a key strength; they show good initiative and independence in their learning and they take responsibility for keeping things tidy. They sustain concentration, follow instructions and respond well to questions. They behave well, share with others and are polite and confident when speaking to visitors. The phase leader has accurately identified that children's progress is not quite so strong in writing and calculation as it is in other aspects of their language and mathematical development and staff are working hard to close this gap.

Children's progress is good because staff carefully note their achievements in order to plan activities that meet their needs and interests. There is a good balance of adult-directed learning and activities in which children can develop skills of independent working. Both the indoor and outdoor areas are used for all aspects of the curriculum, although the children cannot always choose for themselves when they will use one or the other to extend their learning. Adults use good conversation and questions to extend children's language skills while they are busy with their activities.

The phase leader has a clear vision for how the Early Years Foundation Stage will develop and she rigorously monitors provision to ensure that it is meeting her high expectations. She has established effective teamwork amongst the staff and a close partnership with parents and carers. She has also established good links with the large number of pre-school settings attended by children before the age of four years. This helps to ensure a



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smooth introduction to the school for the children and their parents. The Early Years Foundation Stage provides a stimulating learning environment and the required welfare and safeguarding procedures are in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Most parents and carers who completed the questionnaire are satisfied with the quality of education provided by the school and the progress their children are making. The overwhelming majority appreciate the school's efforts to keep them informed about how well their children are doing and how they can support their children's learning at home. The greatest area of concern, noted by a very small minority of parents and carers, is how well the staff deal with unacceptable behaviour. However, inspectors found that staff use effective strategies for maintaining good behaviour and pupils, on the whole, respond positively to these.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manston 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	14	40	0	0	0	0
The school keeps my child safe	26	74	8	23	1	3	0	0
My school informs me about my child's progress	21	60	13	37	0	0	1	3
My child is making enough progress at this school	19	54	15	43	1	3	0	0
The teaching is good at this school	20	57	14	40	1	3	0	0
The school helps me to support my child's learning	19	54	14	40	2	6	0	0
The school helps my child to have a healthy lifestyle	15	43	19	54	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	49	12	34	1	3	0	0
The school meets my child's particular needs	16	46	17	49	1	3	0	0
The school deals effectively with unacceptable behaviour	14	40	15	43	3	9	1	3
The school takes account of my suggestions and concerns	18	51	15	43	2	6	0	0
The school is led and managed effectively	19	54	11	31	1	3	1	3
Overall, I am happy with my child's experience at this school	19	54	14	40	1	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



19 May 2011

Dear Pupils

**Inspection of Manston Primary School, Leeds, LS15 8SD**

Thank you very much for your help when I came with my colleague to inspect your school. You gave us some very useful information which helped us to make the judgement that your school provides you with a satisfactory education. This is a big improvement since the last time your school was inspected, just over a year ago, when it was given a notice to improve. I am pleased to say that I am able to remove this notice because you are now making better progress in your lessons and your standards in English and mathematics are rising.

There are many good aspects in the work of your school, including the care provided by your teachers and how well they choose your learning activities. Your behaviour and your contribution to improving life in school are also good and are helping you to make better progress. You told us that you enjoy school because teachers make your lessons exciting. We saw a number of exciting lessons and we also saw how well some of you learn by working as part of a team, by striving to meet your targets and by finding things out at home. Well done!

The headteacher, staff and governing body wish to improve your education even further. We have agreed with them the most important things they need to do. They are:

- to make sure that there are even more "exciting" lessons that give you interesting and challenging activities to stretch your learning
- to enable teachers to work together more to improve lessons for all pupils.

We are confident that you will play your part in making lessons interesting by working hard on the tasks given to you by teachers, even when they are quite challenging. Our very best wishes for the future.

Yours sincerely

John Rutherford

Her Majesty's Inspector

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