

Mitton Manor Primary School

Inspection report

Unique Reference Number	115566
Local Authority	Gloucestershire
Inspection number	357779
Inspection dates	14–15 June 2011
Reporting inspector	Andrew Harrett HMI

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Martin Taylor
Headteacher	Raeanne Dunn
Date of previous school inspection	16 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 11 lessons taught by six teachers. They held meetings with staff, pupils and the Chair of the Governing Body. They observed the school's work, and looked at documentation including the school's self-evaluation, data regarding the assessment and progress of the pupils, school improvement plans and information relating to safeguarding. Inspectors analysed the questionnaires returned by 161 parents and carers and questionnaires returned by staff and pupils.

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

- Whether pupils, and particularly more-able pupils, make sufficient progress in English and mathematics.
- How effectively assessment across the school supports the pupils in their learning.
- The quality and consistency of teaching, particularly in English and mathematics.
- The effectiveness of the support for pupils with special educational needs and/or disabilities. The effectiveness of the support for pupils with special educational needs and/or disabilities.

Information about the school

Mitton Manor is smaller than the average primary school, although the number on roll is increasing. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. The headteacher was appointed to the post in September 2010 and is leaving at the end of the academic year. A new headteacher has been appointed who will take up the position in September 2011. A privately run play group operates on the school site and is subject to separate inspection arrangements.

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 and improving school. Pupils and their parents and carers are positive about the quality of education and care that the school provides. Pupils behave superbly and their attendance is high. They say that they feel very safe in school, reflecting the excellent arrangements for safeguarding and the good quality of care, guidance and support. They make an outstanding contribution to the running of the school and to their local community. They act extremely well upon their understanding of how to lead a healthy lifestyle.

Outcomes and provision in the Early Years Foundation Stage are good, supported by good leadership and management. In the rest of the school, achievement declined significantly after the last inspection so that in July 2010 pupils in Year 6 attained results in mathematics that were considerably lower than they were capable of, particularly pupils of higher ability. The results also declined in English. Moreover, the achievement of pupils with special educational needs and/or disabilities dipped. Concerted action by the new headteacher has reversed this decline significantly. Progress is now satisfactory overall, with significant improvements in mathematics across the school and some improvement in English. Many more pupils are now reaching the higher levels in mathematics. Although achievement in English is satisfactory and rising, it has not improved at the same pace as in mathematics, partly because mathematics was rightly seen as the main priority. Weaknesses in some basic aspects of English, such as spelling throughout the school and the handwriting of younger pupils, persist. Although work is marked regularly in English, there is not the same focus on the precise next steps for improvement that pupils should take that is found in mathematics. Consequently, pupils' targets for improvement are not as precise as they need to be. In writing particularly, opportunities for sustained writing for a variety of purposes in English and other subjects are insufficiently frequent. A renewed focus on the progress of individuals and groups and pupils across the school has reversed the decline in achievement of pupils with special educational needs and/or disabilities.

The headteacher's exceptional leadership has been the driving force behind the recovery in achievement. The excellence of her work is most clearly shown in the way that she has enabled other leaders and the governing body to improve the quality of their work. Consequently, all aspects of leadership and management across the school have improved. As a result, the quality of teaching, although remaining satisfactory overall, is improving rapidly so that the pupils are fully engaged with their learning and have excellent attitudes to their learning. The commitment of staff to the pupils' welfare and their determination to provide the best education possible are fully appreciated by the pupils and their parents and carers. Improvements in teaching are underpinned by a new and good curriculum. Many of the improvements in the school are recent, but they are already having a demonstrably positive impact. The whole-school community has been

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involved in the school's self-evaluation, with the governing body working closely with staff to identify strengths and areas for improvement. A careful and accurate analysis of these, and meticulous planning and monitoring arrangements, have halted the decline in achievement and ensured its recovery to a securely satisfactory position. The capacity for further improvement is satisfactory.

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?

- Raise achievement in English by:
 - improving assessment so that it points out the precise steps that pupils should take to improve their work in reading and writing and is used to plan learning tailored to their individual needs
 - focusing on the improvement of basic skills in writing, such as handwriting for younger pupils and spelling throughout the school
 - ensuring that the curriculum in English and in other subjects provides more planned opportunities for extended pieces of writing designed to improve pupils' skills in a range of contexts and for a variety of purposes.

Outcomes for individuals and groups of pupils

3

Although there is some variation in different year groups, attainment on entry to the school is broadly in line with age-related expectations. Attainment in Year 6 is broadly average. Pupils' behaviour in lessons is excellent and they show a real enthusiasm for, and commitment to, their learning. They respond well to the range of activities in lessons, throwing themselves into discussions, sharing tasks with gusto and concentrating well when they are working quietly and independently. For example, in a Year 4 mathematics lesson, pupils joined in a game requiring rapid responses to improve their accurate recall of the seven-times table, but paused and thought with great concentration and reflection when the questions challenged them to think more deeply. In an English lesson in Year 5, pupils worked busily and happily together to improve their punctuation, and pupils in Year 6 worked with great concentration to understand how to draw and interpret line graphs. The good quality of these examples demonstrates how learning is improving rapidly, although enabling pupils to make up for lost ground and showing that their progress and achievement are securely satisfactory overall. Pupils with special educational needs and/or disabilities make similar progress to other pupils because they are supported well in classrooms by teachers and their assistants, work is adapted to suit them if necessary, and they are given extra support when this is required.

Pupils speak knowledgeably about how to lead a healthy lifestyle and make healthy choices in their diet. They participate enthusiastically in physical activities, which are well planned so that they appeal to the full range of pupils. They are proud of their school, very welcoming and polite, and confidently speak to visitors. They make an excellent contribution to the life of the school and to their own learning, making sensible suggestions to teachers about what they would like to do in their lessons and proudly taking positions of responsibility on, for example, the eco-committee. Their average attainment is enhanced by the many opportunities that they have for developing their

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excellent personal qualities so that they are well prepared for their future lives. The quality of their spiritual, social and moral development is good overall and in some cases, excellent. Their cultural development is good, with strengths in their understanding of their local community and recent significant improvements in their understanding of other cultures through links with schools abroad. However, their understanding of the diversity of life in the United Kingdom is more limited.

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	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?

Teaching is satisfactory overall and improving rapidly, with increasing examples of good practice. Teachers have good subject knowledge and form excellent relationships with pupils. In the best lessons, teachers' questioning ensures that all pupils are supported in their learning and are challenged to think more deeply and develop their powers of reasoning and concentration. In these lessons, teachers plan meticulously to ensure that pupils of all abilities are involved in their learning. However, these good qualities are not yet consistent across the whole school and the quality of assessment also varies. Although the whole-school assessment of mathematics is now rigorous and very effective, English is not so well served. Weaknesses persist in writing, partly because assessment is not so well refined in this area. The school is aware that this is the next stage on the road to improving achievement.

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Recent changes to the curriculum have been successfully introduced and are already having an impact on pupils' learning and enjoyment. Broad areas of learning have been identified, underpinned by subject planning and careful assessment arrangements. A notable feature is that parents, carers and pupils have been involved in the design and scope of the units of work. The curriculum is enriched well by a good range of trips and visits. Arrangements for promoting basic skills are mainly good, though there is currently insufficient consideration of how well different sorts of writing are covered in English and other subjects.

Elements of care, guidance and support are excellent. Pupils whose circumstances may make them vulnerable and those requiring particular support are monitored closely and make excellent progress in their personal development. Pupils rightly have full confidence in the school's commitment to their care. However, until recently the school has not paid sufficient attention to the needs of groups of pupils within the school. Although this has been rectified and consequently achievement and personal development are improving, the impact over time is good rather than outstanding.

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 school has emerged from a period of declining standards into one in which achievement is recovering and the whole community rightly has confidence in the future. The focused and relentless pursuit of excellence provided by the headteacher, instilling confidence and determination in other leaders, has been the catalyst for improvements to their work across the school. A renewed focus on the quality of teaching and learning, with appropriate professional development and accurate evaluation of the quality of teaching, has resulted in improving standards. The senior team ably supports the headteacher in her work and helps to create the happy, purposeful community that is so evident in the school. The governing body has conducted a thorough review of its work, improving its procedures, its connections with senior leaders and all the school staff, and developing more rigorous procedures for holding the school to account. The headteacher and the governing body identified safeguarding as an area for development. Their rigorous and meticulous audit and subsequent actions resulted in procedures and practices that are exemplary. Although the school successfully promotes community cohesion at a local and global level, the pupils' understanding of the diversity of culture in the United Kingdom is relatively underdeveloped. There has been a greater focus on tracking the progress of individuals and groups of pupils this year, resulting in narrowing gaps between them in terms of achievement. The school is also successful at ensuring that all pupils are enabled to participate in activities and events.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress from their individual starting points. Good links with parents and carers when children join the school are maintained throughout the Early Years Foundation Stage, helping parents and carers to support their children's learning well. Children make very good progress in their personal and social development, sometimes from low starting points, so that they become confident and happy, able to make good relationships with others. Although progress is good overall, and sometimes outstanding, progress in writing lags behind other areas. The children's motivation is good and they quickly learn to work well independently and with other children. Adults work together very effectively to promote a challenging range of curriculum activities that is well matched to children's needs. The children's development is recorded systematically and accurately and work is adapted well for individuals. The indoor and outdoor areas are used effectively and appropriately. The safeguarding and care of the children are meticulous and thorough. Good leadership ensures that children settle well into this vibrant and cheerful setting and that transition into Year 1 is smooth and effective. Consequently, the children feel safe and are secure and happy, making good progress in their learning. There are good links with other providers in the local area which ensures that best practice is shared well.

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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

The proportion of parents and carers who completed the questionnaire was much higher than usually found. Responses were very positive about most aspects of the school, particularly the extent to which pupils enjoy their education and feel safe, and the quality of the school's leaders and managers. A typical comment was, 'Since Mrs Dunn has arrived the school is improving rapidly.' Another respondent expressed the views of many when writing that 'the children have a renewed vigour and enthusiasm for their work'. Parents and carers also praised the good quality of care and guidance provided, particularly for those pupils with special educational needs and/or disabilities. Some expressed concerns about the progress being made by their children and how much they were enabled to help them in their learning. These were largely the result of remaining inconsistencies in teaching and assessment. There were also some concerns about managing behaviour. Inspectors found behaviour to be excellent in classrooms and around the school, with pupils responding well to the systems of rewards and sanctions. Nevertheless, the inspectors drew the school's attention to these concerns while preserving the anonymity of the parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mitton Manor 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 161 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	59	66	41	0	0	0	0
The school keeps my child safe	117	73	43	27	0	0	0	0
My school informs me about my child's progress	73	45	80	50	7	4	1	1
My child is making enough progress at this school	70	43	79	49	10	6	2	1
The teaching is good at this school	79	49	74	46	6	4	1	1
The school helps me to support my child's learning	64	40	82	51	11	7	2	1
The school helps my child to have a healthy lifestyle	94	58	62	39	2	1	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)	63	39	86	53	4	2	1	1
The school meets my child's particular needs	62	39	88	55	8	5	2	1
The school deals effectively with unacceptable behaviour	59	37	79	49	13	8	3	2
The school takes account of my suggestions and concerns	60	37	83	52	8	5	2	1
The school is led and managed effectively	107	66	49	30	3	2	0	0
Overall, I am happy with my child's experience at this school	97	60	58	36	4	2	2	1

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).

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">■ 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.



16 June 2011

Dear Pupils

Inspection of Mitton Manor Primary School, Tewkesbury GL20 8AR

Thank you for the help that you gave us when we visited your school. We were very impressed by your excellent behaviour and the commitment that you showed to your learning in lessons. Your school is satisfactory overall but some things are good and others are excellent. These are the main points of our findings.

- You feel very safe in school and show a superb commitment to leading healthy lives. You make a fantastic contribution to the life of the school through such things as the eco-committee and attend school very regularly.
- We think that your headteacher has done a superb job of improving your school in the last year and your questionnaires show that you agree. She has made sure that all the adults who are responsible for things have been able to get even better at making things right for you. You have a great new curriculum and the way that adults look after you, particularly those of you who need some extra help, is really good.
- Achievement in mathematics and English has fallen over the last couple of years. I am really pleased to tell you that the school has pulled out all the stops to change that this year and things have started to improve quickly. Your results in mathematics have gone up a lot. English is getting better too, but not quite so quickly.

To help you do even better in English we have asked the teachers to make sure that when they mark your work they point out exactly what you need to do to get better. We want them to use the information to plan learning in English very carefully so that it is pitched at the right level for each of you. We think that you need some more help with things like spelling and handwriting and we want teachers to give you lots of chances to write longer pieces of work in all your subjects.

Yours is a really happy and friendly school where you behave brilliantly and get stuck into your lessons. Keep it up and you will all do really well.

Yours sincerely

Andrew Harrett

Her Majesty's Inspector

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