

Manea Community Primary School

Inspection report

Unique Reference Number	110638
Local Authority	Cambridgeshire
Inspection number	378137
Inspection dates	17–18 November 2011
Reporting inspector	Ronald Hall

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	150
Appropriate authority	The governing body
Chair	Sarah Eastol
Headteacher	Nicky Froggatt
Date of previous school inspection	2 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were observed, taught by seven different teachers. Meetings and discussions were held with members of staff, the Chair of the Governing Body, local authority advisers and pupils. Inspectors reviewed many aspects of the school's work, and looked at a range of documentation including policies, school improvement plans, school and local authority documents, assessment data and curricular plans. They scrutinised responses to questionnaires from 60 parents and carers, 82 pupils and 18 staff.

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

- What is the school doing to improve the differences in attainment and progress between Key Stages 1 and 2?
- What is the school doing to ensure that pupils with special educational needs and/or disabilities progress and achieve in line with their peers?
- How effective are leaders and managers at all levels at generating rapid and sustained improvement?

Information about the school

Pupils are taught in six classes in this smaller-than-average village primary school. There is a much higher percentage of girls than boys. Nearly all pupils are White British. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Pupils' needs predominantly relate to speech and language difficulties, or autism. The school has achieved Healthy Schools status. There is a pre-school provision based within the school, but it is not managed by the governing body and was not included in this 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

2

Main findings

Manea Primary School provides a satisfactory quality of education. The past year, and particularly the last term, has seen significant improvements in the leadership of the school, staff subject knowledge and, consequently, the quality of teaching and learning. As a result, attainment is rising and previous underachievement is being eradicated swiftly. Staff morale has grown and they now work well together as a team. The parents and carers who returned questionnaires are supportive of the school's work, but rightly raised communication with them as a relative weakness.

Pupils' attainment is broadly average, and their overall progress is satisfactory and accelerating. Pupils in the upper part of Key Stage 2 are making good progress, with both English and mathematics now on track to be above average by the end of Year 6. However, writing is a relative weakness across the school as pupils are not given sufficient opportunities to write across the curriculum. Previous inadequate teaching and learning have been tackled effectively, but there is still some inconsistency. Improved systems, including robust monitoring procedures, are ensuring rapid improvements.

Reception Year children make good progress in their learning because teaching is effective and the curriculum meets their needs well, so they quickly develop positive attitudes to learning. Although progress slows across Years 1 and 2, attainment is much closer to average than has been seen previously. All of the teaching observed during the inspection was at least satisfactory and many good lessons were observed, but remaining weaknesses mean that pupils do not yet make consistently good progress over time. Procedures for assessing pupils' learning have become much more robust. Assessment is used to group pupils effectively, but the tasks set for some individuals and groups are not always pitched at the correct level. Marking and the use of self-assessment do not always inform pupils clearly enough how to improve their work.

Pupils know how to keep themselves safe and have a good understanding of how to maintain a healthy lifestyle, reflecting Manea's Healthy Schools status. Inspectors found pupils to be polite and considerate. A new behaviour policy has been produced and it is implemented effectively. As a result, there is a consistent approach to behaviour management throughout the school. Pupils show a good knowledge and understanding of the rewards and sanctions and are keen to follow school rules. Attendance is improving and is above average. This has been brought about by a positive 'attendance race' which the pupils take very seriously. The curriculum is

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increasingly being adapted to meet the needs of pupils and to motivate them. The school provides satisfactory care and pastoral support for its pupils.

The school's self-evaluation is robust, is suitably analytical and is used effectively to drive improvement. Leaders demonstrate a very good knowledge and understanding of where the school is currently placed and its main strengths and weaknesses. This, combined with much improved teaching, leadership and management, and academic outcomes, means that the school has a good capacity for sustained improvement.

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 the levels of attainment and progress across the school by:
 - improving the quality of teaching and learning by December 2012 so that 80% is good or better
 - ensuring that all teachers consistently plan work so that all lessons meet the needs of all pupils
 - improving assessment procedures so that all pupils are given the opportunity to assess their own work, and teachers' feedback provides clear guidance on how to improve it.
- Improve the quality of pupils' writing across the school by:
 - ensuring all pupils have greater opportunities for extending writing across all areas of the curriculum.
- Develop closer partnerships with parents and carers to enable them to be effective supporters in their child's learning.

Outcomes for individuals and groups of pupils

3

Generally, pupils listen well in lessons and answer questions enthusiastically. Behaviour is good across the school and pupils stated this was the case in discussions. They work well together in pairs and small groups. That was particularly evident in a lesson for pupils in Years 5 and 6 who were undertaking a problem-solving activity. They discussed and teased out the methodology they should use to solve the problem and were beginning to demonstrate that they understood the importance of logical and sequential thinking. Pupils' achievement is satisfactory and they enjoy school life. From often below average starting points, pupils have made much-improved progress during the last two years. Pupils' reading has improved steadily because of a more consistent approach to teaching literacy throughout the school. Pupils are encouraged to discuss and plan their writing much more rigorously and are interested in the writing tasks given to them. For example, in a literacy lesson, pupils created interesting recounts of evacuees during the Second World

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War. This depth of writing is not yet consistently applied across the whole curriculum. Progress in mathematics is improving and pupils are more confident in applying the knowledge and skills that they have gained. Pupils with special educational needs and/or disabilities benefit from individual and small group support and their progress has improved over the last year in line with that of their peers. Pupils are competent at using information and communication technology (ICT). This, together with their rapidly improving academic progress and personal development, ensures they are prepared appropriately for their future lives.

Pupils make a satisfactory contribution to the day-to-day life of the school, and are thoughtful, reflective and positive about their school. Pupils’ understanding and knowledge of other faiths and cultures are satisfactory. Their understanding of the cultural diversity in the United Kingdom and further afield is more limited, but the school has robust plans to improve all these aspects further. They have a good understanding of how to stay healthy and lead a healthy lifestyle.

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	2
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

The curriculum has been adapted effectively to meet the learning needs of the pupils. Tasks are usually interesting and pupils are well motivated to learn. The pupils have appropriate opportunities to share ideas with each other and in small groups. This sustains their interest, improves their social and linguistic skills, and increases their motivation to learn. Pupils are beginning to develop independence through opportunities to check and assess their own work but this is not yet fully

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

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embedded across the school. Since the previous inspection, assessment systems have been improved and there is more information available on how much progress pupils are making. Most teachers are using the information to ensure that tasks are set at different levels, but do not always ensure that work matches pupils’ capabilities. At times, teachers are not sufficiently aware that some pupils need a completely different task in order to ensure their specific needs are met. Marking encourages pupils to assess and improve their work but the changes introduced have not as yet had time to have an impact on pupils’ learning.

Pupils have the opportunity to contribute to the curriculum and it is enhanced by a range of activities which motivate and interest them and increase their enjoyment. Opportunities to consolidate pupils’ basic skills across the curriculum, particularly in English, are developing but have not as yet had time to influence pupils’ progress and attainment. The school is establishing a number of partnerships and links to broaden pupils’ horizons. After-school clubs are supported well; these embrace a wide range of topics from art club to a variety of sports.

The school cares well for pupils those whose circumstances may make them more vulnerable. A wide range of links with outside agencies ensures that pupils with special educational needs and/or difficulties receive suitable support which enables them to make at least the expected progress in lessons. Pupils joining the school are welcomed and transition arrangements are managed effectively. The school is beginning to work with parents and carers more effectively but communication does not always encourage them to be full partners in their children’s 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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has a very clear vision for the school and is driving improvement effectively. Leaders are focused very well on improving achievement and accelerating pupils’ progress, while maintaining the strengths that make the school a happy and secure place for learning. Since the headteacher’s appointment, the quality of monitoring and evaluation of the school’s performance has improved greatly. Senior leaders have been involved actively and effectively in monitoring and observing lessons, and in examining planning and pupils’ work. The lessons learnt have been relayed to staff and this has led to rapidly improving teaching. Leaders are very well aware of where weaknesses remain, and the right strategies for addressing them. The initiatives to bring about improvement are having a positive impact on pupils’

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attainment. However, leaders recognise that some aspects are not yet embedded.

The governing body is increasingly effective. It has a good understanding of the school’s strengths and weaknesses, and provides good support while challenging the school’s performance. It has ensured that safeguarding procedures are robust. It monitors that aspect of the school’s work rigorously and ensures that regular health and safety checks are carried out, taking into account the views of all stakeholders. Leaders endeavour to ensure that all pupils are treated equally. They monitor the performance of different groups of pupils closely and react accordingly to ensure all pupils’ needs are met. The school promotes community cohesion satisfactorily. Local links are strong, and it is planning to enhance pupils’ more limited understanding of the religious, ethnic and cultural diversity in the United Kingdom and abroad.

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	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

Children make good progress in the Reception class. High priority is given to developing children’s personal and social skills. Children are given plenty of opportunities to share and take turns and they are taught to listen carefully and to follow classroom routines. A good feature is the emphasis placed on developing children’s communication skills. Role-play areas enable children to develop their imaginative and language skills suitably and staff are good at promoting language in role-play situations. More structured activities, such as learning letter sounds, enable children to improve their speaking and listening skills and acquire early reading skills. There is a lively and interesting outside area where a range of equipment provides good experiences across all areas of learning. However, it is a little too small for large play equipment such as bikes and trikes. Although teaching is mostly good and at times outstanding, there are occasions when staff miss opportunities to widen

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children’s imaginations. There is a good balance between adult-led activities and those where children select activities for themselves, thus taking responsibility for their own learning.

The leader has analysed and evaluated practice in the Early Years Foundation Stage and has used the results to identify key areas for improvement. The results show a very good knowledge of the needs of the young children and identify clearly how things can be made better. Children’s progress is tracked carefully through the school year. Observations are evaluative and provide good information about children’s learning and what their next learning steps are. This is particularly effective at the start of the academic year, when it is important that observations establish what children can and cannot do to inform future planning.

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 parents and carers who returned questionnaires are generally supportive of the school. In particular, all feel that they are informed about the good progress their children make, and that they are kept safe. They think that their children are also supported well in their learning, and that the school is led and managed effectively. Many positive comments were made, summed up by: ‘The new headteacher has made some positive changes. There is a noticeable difference in the school.’ A small minority did not feel that the school involves them enough in their child’s learning, and that behaviour is not managed effectively. The inspection team judged behaviour to be good, but endorsed the view that the school does not always communicate well enough with parents and carers to ensure they are effective partners in children’s learning. For example, some parents felt that the school did not keep them informed of how to support their child’s learning and/or how they can assist their child to improve further.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manea 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	57	24	40	2	3	0	0
The school keeps my child safe	45	75	15	25	0	0	0	0
The school informs me about my child’s progress	30	50	30	50	0	0	0	0
My child is making enough progress at this school	23	38	32	53	4	7	0	0
The teaching is good at this school	25	42	32	53	3	5	0	0
The school helps me to support my child’s learning	21	35	28	47	9	15	0	0
The school helps my child to have a healthy lifestyle	16	27	43	72	1	2	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)	13	22	43	72	1	2	1	2
The school meets my child’s particular needs	19	32	37	62	4	7	0	0
The school deals effectively with unacceptable behaviour	14	23	38	63	7	12	1	2
The school takes account of my suggestions and concerns	12	20	43	72	3	5	1	2
The school is led and managed effectively	16	27	37	62	3	5	0	0
Overall, I am happy with my child’s experience at this school	27	45	29	48	4	7	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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.



21 November 2011

Dear Pupils

Inspection of Manea Community Primary School, March, PE15 0HA

Thank you for making us so welcome when we visited your school. You were polite and friendly and helped us to learn a lot about what you do and what you enjoy. Your school gives you a satisfactory education and is improving rapidly. It is a friendly and happy place in which to work and play.

What we liked most about your school

- You enjoy coming to school and behave well.
- You are reaching much better standards than you have previously.
- You show a good understanding of how to live healthily and stay safe.
- The developing curriculum is inspiring you to learn, and you benefit from a range of after-school clubs as well as some interesting visits and visitors.
- The headteacher and teachers are working very hard to help you do better.

What we have asked your school to do now

- Make sure that all teachers plan lesson activities carefully for your different needs and abilities.
- Give you a greater range of opportunities to practise your writing skills across the curriculum.
- Make sure that teachers give you more opportunities to assess your work and guidance on how to improve it.
- Encourage your parents and carers to take a greater part in the school and your education.

We are sure that you will do all you can to help all adults who work with you to make your school even better.

Yours sincerely

Ronald Hall
Lead inspector

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