

# Manor Hill First School

Manor Rise, Walton, Stone, ST15 0HY

**Inspection dates** 25–26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and, in 2012, attained above-average standards, including in reading. They make good progress in all years.
- Disabled pupils and those who have special educational needs make at least good progress because of the expert support they receive.
- Children achieve well in the Early Years Foundation Stage, particularly in learning to read and write.
- The quality of teaching is good and some is outstanding. In most lessons, teachers set work at the right level for pupils' different ages and abilities.
- The marking of pupils' work always explains how to improve it and gives pupils the opportunity to respond, which helps them to learn more for themselves.
- Pupils behave well. They are thoughtful and caring. They show a mature understanding of those who have difficulties in managing their behaviour and try to support them.
- Pupils show enthusiasm and excitement in lessons and are keen to contribute their ideas.
- Pupils say that the school keeps them safe and are quick to point out any unsafe practice. They have a good understanding of bullying, saying that it is rare and that adults support them well.
- Pupils come to school more regularly than when it was last inspected and more often, now, than pupils in most schools.
- Leaders and managers have improved teaching and pupils' achievement. The associate headteacher, well supported by other leaders and the governors, has been rigorous and successful in her drive to raise achievement by improving teaching.
- The school is more settled after a period of changing leadership. This has renewed parents' confidence in what the school is doing for their children.

### It is not yet an outstanding school because

- In a few lessons, the more able pupils are not moved on with their learning quickly enough, once they show understanding, and the work provided for less able pupils is sometimes not exciting enough to help them learn.
- Although the school helps pupils to gain in spiritual, moral and social understanding, they have little experience of life in today's multi-cultural society.

## Information about this inspection

- The inspector observed seven lessons, all of which were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons.
- Meetings were held with pupils, a representative of the governing body, representatives of the local authority, and staff, including middle managers.
- The inspector observed the school's work and looked at: policies; development planning; data related to the tracking of pupils' progress; safeguarding documents; and pupils' work.
- The views of 12 parents who responded to Parent View were taken into account.
- All staff responded to the staff questionnaire, and their views were also taken into account.

## Inspection team

Mary Davis, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized first school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, but the proportions supported at school action plus or with a statement of special educational needs is well-above average and includes pupils with behavioural difficulties.
- There are very few pupils from minority ethnic heritages and none speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below that found nationally.
- The Manor Hillbillies Nursery, managed by the governing body, shares the school's site but was not part of the inspection.
- The school has recently undergone a period of turbulence in leadership and there is currently no substantive headteacher. The school is in a formal collaboration with Walton Priory Middle School and is led and managed by an executive headteacher and an associate headteacher.
- Pupils are taught in the Reception class and two mixed-age classes.

### What does the school need to do to improve further?

- Make the quality of teaching always at least good, or outstanding, to ensure pupils make even better progress, by:
  - ensuring that all tasks provide appropriate support or challenge to meet pupils' individual needs and, particularly, always give less able pupils work that fully engages their interest and enables them to achieve as well as they can
  - ensuring that the more able pupils are always quickly moved on with their learning when they show understanding.
- Ensure that pupils are provided with opportunities that enable them to develop an understanding of their role as citizens in British multi-cultural society.

## Inspection judgements

### The achievement of pupils is good.

- Children enter Reception with skills and understanding that are typically below the expectations for their age, but there is considerable variance year on year. Children make good progress during the Early Years Foundation Stage and establish good learning and listening skills, playing and cooperating well together and, in 2012, entered Year 1 achieving, at least the nationally expected levels in all areas of learning.
- Attainment by the end of Key Stage 1 has shown variation over recent years, but in 2012 was above average. Attainment by the end of Year 4 in 2012 was a substantial improvement on past performance and significantly above the expected attainment levels in both English and mathematics. All pupils attained above the expected level in reading.
- Pupils make good progress in all year groups. They develop good learning and social skills, supporting their progress, are excited by the tasks set for them and keen to contribute their ideas. They say that teachers make their lessons fun.
- Pupils show great enjoyment of reading throughout the school. In Reception, children quickly learn to sound out words and to form the letters. The inspector observed one child asking if he could read his book to the rest of the class so that they could share his enjoyment. This generated a great sense of fun.
- Although, by the end of Key Stage 1, girls generally read better than boys, all achieve the expected level. Pupils in Year 4 read with enthusiasm and show enjoyment of literature. Some of those who read to the inspector had made considerable improvement over the past year as a result of the very helpful support they receive.
- Disabled pupils and those who have special educational needs make good progress as a result of the highly personalised specialist support they receive, both in individual and small groups. This is a benefit resulting from collaboration with the partner school. Class teachers and teaching assistants are receiving training to enable them to support these pupils more effectively as, very occasionally, less able pupils find their work too difficult.
- Pupils eligible for the pupil premium also make good progress with work well adapted to their learning needs and those from minority ethnic heritage make similar progress to their peers.

### The quality of teaching is good.

- Typically, the quality of teaching is good and, sometimes, outstanding in its impact on pupils' learning and progress. Tasks are generally well planned and resourced to meet pupils' individual needs, including those of disabled pupils and those with special educational needs.
- Most teachers have high expectations of pupils and ensure that more able pupils are appropriately challenged, although this does not always take place. They show a delight in their pupils' successes and frequently share this with the rest of the class so that all can express their praise. This has resulted in pupils' growing self-confidence and contributes to the positive and supportive learning environment.
- In a small minority of lessons, teachers miss opportunities to fully extend their most able pupils. For example, in one lesson observed, although the teacher had planned more

challenging work for gifted mathematicians, opportunities were missed to make these progressively more difficult in order to extend their learning even further.

- In the best lessons, teachers assess pupils' learning needs accurately and are quick to identify when pupils are ready to move on to a new challenge or to a different activity because they are losing focus. For example, during a literacy lesson in Reception, children became distracted and lost concentration when sitting on the carpet looking at words with 'u' in the middle. The teacher quickly reacted by moving them on to an active task involving painting or writing using their new sound.
- In a very small minority of lessons, although tasks are set at an appropriate level of difficulty for less able pupils, they lack excitement or relevance to their interests and so do not engage them fully. Here too, the inspector found that they were sometimes not clear about what to do next once the task was complete.
- Teaching assistants are a strength of the school's provision, providing effective support for disabled pupils and those who have special educational needs. Where they are able to support pupils in class, they make a positive contribution, supporting assessment and using questioning well to promote thinking.
- Teachers across the school provide many opportunities where pupils can work together in groups or with partners, encouraging their social development. They also enable pupils to reflect on aspects of behaviour and relationships, establishing understanding of right and wrong.
- Marking of pupils' work is a strength of the school, enabling teachers to plan effectively to fill gaps in learning and for pupils to understand their next steps. They are keen to read their teacher's comments and to respond to what they have said by correcting mistakes or redrafting their writing. This promotes their independent learning well because they have a good understanding of how to improve their work and take action to do so.

### **The behaviour and safety of pupils are good.**

- The school provides a welcoming and friendly environment. Pupils are well known and cared for as individuals and, in turn, show care and support for each other. They are polite, willing and helpful, and express pride in their school.
- Pupils show enjoyment of the tasks that they are set and there is often a buzz of activity as they undertake their work. They often also show great excitement, for example, in a French lesson observed, as they played a very active game of hide and seek, exclaiming in French when they found 'Leo'. Here the teacher showed great skill in both engendering this excitement in their learning and also in his ability to calm them when he wanted pupils to listen to instructions.
- Learners' good behaviour in lessons ensures positive attitudes to learning. They told the inspector that behaviour is typically good, but that a very few pupils with behavioural difficulties were sometimes 'naughty'. However, they said that they took care of and supported these pupils as they were 'trying really hard to be good'. The school takes great care of these pupils, who say that the support they have been given has helped them to improve.
- Pupils understand safe practice and encourage each other to act safely. They say that bullying is rare and have an appropriate understanding for their age of what constitutes bullying. They say that adults look after them well so that they feel safe and secure.

- Opportunities are provided for pupils to take responsibility: members of the school council take their roles seriously and pupils enjoy helping teachers tidy up and organise equipment.
- Attendance is now above average and persistent absences have declined. This, together with a rising school roll after a period of decline, demonstrates the rising confidence of parents and carers in the school's provision and their children's enjoyment of their learning.

### **The leadership and management are good.**

- The associate headteacher has gained the confidence and support of staff and pupils. She and the governors have successfully established their vision for the school's improvement and shared this with pupils, parents and staff.
- The collaborative arrangements with a neighbouring school work well and contribute to improving achievement and the quality of teaching.
- There is a relentless focus on improving the quality of teaching, and thorough performance management procedures and training are effective.
- The local authority provides good support, including for the teaching of literacy and numeracy. The impact of this support is that achievement is rising strongly.
- Secure systems are in place to support those new to the teaching profession, including mentoring and the opportunity for all staff to observe and share good practice with colleagues in the partner school.
- Priorities for improvement are clear and appropriate, and whole-school procedures are well focused on addressing them. For example, leaders were quick to respond to the relative underachievement of boys in reading at Key Stage 1 and replaced the reading scheme with a systematic approach that provides more opportunities for active learning and better achievement. Pupils say that they find this fun.
- Middle leaders provide effective support. The management and provision for the Early Years Foundation Stage and for disabled pupils and those with special educational needs, particularly for dyslexic pupils and those with behaviour difficulties, are particularly good.
- The creative curriculum gives well-organised and effective opportunities for learning for all groups of pupils. Good opportunities are provided across the curriculum for the development of numeracy and literacy skills, for example through the current topic about 'space'.
- The school promotes pupils' spiritual, moral, social and cultural development well, and music and art feature strongly, pupils valuing the opportunity to learn the violin. However, their understanding and first-hand experience of those with cultural heritages and beliefs different to their own are under-developed.
- **The governance of the school:**
  - has worked hard to stabilise the school's leadership and has provided appropriate support and challenge for current leaders and, consequently, the quality of teaching and pupils' achievement have improved
  - recognises that it currently has little understanding of the implications of pupil premium funding but has well-developed plans to address this

- has taken active steps to seek the views of parents, carers and pupils, and ensures that individual governors are frequently available and visible in school to support them
- ensures that arrangements for pupils' safeguarding meet current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	124131
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	402230

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

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	51
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Frid
<b>Headteacher</b>	Nicola Gilman
<b>Date of previous school inspection</b>	21 June 2011
<b>Telephone number</b>	01785 812418
<b>Fax number</b>	01785 812418
<b>Email address</b>	n.gilman@waltonpriory.staffs.sch.uk

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