

# Manor Lodge Community Primary School

Manor Lane, Sheffield, South Yorkshire, S2 1UF

**Inspection dates** 28–29 November 2012

| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Requires improvement        | 3        |
| Leadership and management      |                      | Requires improvement        | 3        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress in mathematics and English is improving but not fast enough to raise attainment, particularly for those pupils who join the school at later starting times.
- The quality of teaching varies and not enough lessons are good or better and, therefore, pupils' progress is uneven.
- Standards in English and mathematics at the end of Year 6 have slightly improved over the last year but are still not high enough.
- Pupils feel safe at school but behaviour requires improvement because pupils' attitude to learning is too dependent on the quality of the lessons taught.
- Pupils' lack of understanding of the sounds that letters make limits their progress in reading, writing and spelling.
- Leadership, management and governance require improvement because the way in which senior leaders check and use data about the school's performance is still in the early stages of development and not yet effective enough.
- Most leaders are relatively new to their roles and, although being supported, are not ensuring that pupils produce high quality written work.

### The school has the following strengths

- The curriculum gives pupils a wide range of enrichment experiences, which help them to enjoy their learning. It effectively contributes to pupils' spiritual, moral, social and cultural development, which is a strength of the school.
- Attendance has improved because pupils enjoy coming to school.
- The school has established stronger links with parents and provided extra support so they can help to improve their child's progress.

## Information about this inspection

- Inspectors observed 11 lessons taught by 10 teachers. Two of these were jointly observed with the headteacher. In addition, inspectors observed a whole-school assembly and a learning walk to look at the different types of small group work.
- Inspectors listened to pupils read and met with two groups of pupils. They spoke with two members of the school’s governing body, a local authority representative and school staff, including senior and middle leaders.
- Inspectors took account of the 13 responses to the on-line questionnaire (Parent View), spoke to a group of parents, including a conversation on the telephone, and the 27 questionnaires completed by staff.
- Inspectors observed the school’s work and looked at a range of documents, including the school’s data on pupils’ current progress, monitoring documents and records relating to safeguarding, behaviour and attendance.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Mark Colley

Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school.
- Almost one half of pupils are known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion of those at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils from minority ethnic backgrounds and who speak English as an additional language is well above average.
- Small proportions of pupils join and leave the school at different times throughout the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The senior and middle leadership has changed since the last inspection.
- The school has achieved the Eco Schools Silver Award.

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

- Improve the quality of teaching to be consistently good or better by:
  - improving teachers' questioning skills in order to challenge pupils' thinking
  - giving pupils more time to think, talk and reflect on any questions given to them
  - improving the quality of the outdoor classroom in the Early Years Foundation Stage
  - sharing the good practice in school with all staff
  - ensuring that teachers' marking consistently addresses pupils' basic spelling and grammatical errors
  - providing stimulating lessons that encourage pupils to have good attitudes to learning and behave well.
- Raise achievement in English and mathematics by:
  - ensuring that pupils have a secure knowledge of letters and sounds in order to help them develop their reading, spelling and comprehension skills, particularly in the Early Years Foundation Stage and in Key Stage 1
  - improving pupils' understanding of how to use punctuation and grammar correctly in all of their written work in all subjects
  - improving pupils' mental skills in mathematics.
- Improve leadership and management by:
  - developing the skills of all leaders, by getting them to fully understand and use the school's data and develop systems so they can effectively analyse and review the school's performance.
  - ensuring that systems for checking the quality of teaching are more thorough and effective in holding others to account.
  - ensuring that all members of the governing body fully understand and can use data to challenge the senior leaders and evaluate how well the school is doing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children join the Early Years Foundation Stage with skills that are well below those typical for their age. They are particularly weak in communication and language and calculations. By the time children leave the Reception Year they achieve well particularly in these areas. However, overall, they start Year 1 with skills well below average.
- At the end of Key Stage 1, pupils' attainment in reading, writing and mathematics improved in 2012 but only a few pupils in Year 1 passed their 'phonics screening check'. This checks on how well pupils know the sounds that letters make. When pupils read to inspectors some had difficulty in tackling some unfamiliar words because they did not know some of the sounds of the letters which would have helped them. Some could not talk about the books that they had read because they did not understand enough of what they read.
- At Key Stage 2, progress in English and mathematics has improved but not fast enough to close the attainment gap of all pupils. However, those who have been in the school from the beginning of their education do well in reading and mathematics and their attainment in these subjects is broadly average, although it is low in writing.
- The older pupils thoroughly enjoy reading and effectively use a range of strategies when faced with a difficult word. They speak with excitement about their favourite authors and the different types of books they read with their teachers. They are elated about using an electronic book and have good comprehension skills.
- Twice a week a small group of pupils in Year 6 help to run a reading club at lunchtimes. Here they collect a group of eager children to attend the library club and will read a book of their choice to them.
- The school has effectively used the additional funding received to support those known to be eligible for the pupil premium and governors have approved this use. From this a nurture group has been maintained for those pupils whose circumstances might put them at risk.
- The breakfast and after-school clubs have been subsidised and a link worker is employed to support families. Pupils benefit from extra-curricular activities during term time and in the holidays. This has helped to improve their achievement and attendance because they enjoy coming to school.
- Pupils from minority ethnic backgrounds, those who speak English as an additional language, disabled pupils and those who have special educational needs achieve well. This is due to the quality of support given to them in lessons and in small groups.

### The quality of teaching

### requires improvement

- The quality of teaching over time requires improvement because not enough lessons are good or better. As a result, pupils, particularly those who join the school at later starting times are not yet making consistently good progress in all year groups in reading, writing and mathematics.
- There are some examples of good and outstanding practice in the school but this is not widely shared. Best practice was observed in a Year 5/6 mathematics lesson where pupils enjoyed developing their mental mathematical skills. In this lesson, the teacher quickly fired some multiplication questions at two pupils at a time, who were in competition with each other, trying to see which one would work out the answer the quickest. Pupils were thoroughly challenged but had plenty of fun at the same time.
- The range of questions asked showed that pupils are not given enough opportunities to develop their skills of mental mathematics at an earlier age. In some lessons, teachers' questions do not probe pupils' thinking enough. Sometimes when they are asked a few questions, pupils do not have sufficient time to think, talk and reflect on the answers they need to give.
- Adults support and promote children's language well in the Early Years Foundation Stage. Children enjoy a variety of well-structured activities such as cutting shadow puppets and

exploring how to make patterns using different coloured pegs. All are effective in developing children's creative, communication and number skills. However, the outside classroom does not match the quality of the indoor classrooms.

- Teaching contributes well to pupils' spiritual, moral, social and cultural development. This is evident through the effective displays where the school shares and celebrates the rich and diverse cultures and religions within the school. For example, there is a strong focus on art, in assembly pupils are given time to reflect whilst listening to music, and during registration the language of the month is used with pupils, which was Japanese at the time of the inspection.
- Disabled pupils and those with special educational needs, those who speak English as an additional language and those whose circumstances may put them at risk benefit from being effectively taught in small groups by teaching assistants. This helps them to make at least the expected and sometimes better progress than all other pupils.
- Pupils shared their work with inspectors and were able to explain clearly why they were proud of what they had done. This included a letter that was written to a pen pal and was beautifully presented. However, this is not consistently found. Commonly used words are often not spelled correctly and there are too many grammatical errors that are not picked up soon enough by the teachers and subject leaders.

### The behaviour and safety of pupils

### requires improvement

- Pupils are friendly and polite especially to visitors.
- Children in the Early Years Foundation Stage are very confident and will ask visitors to say what their names are. Behaviour is mostly good around the school but can be a little rowdy especially in the dining hall and when entering and leaving the hall from assemblies.
- Most pupils behave well and pupils feel that staff quickly deal with any unacceptable behaviour. Parents who spoke to inspectors feel that their children are safe and are satisfied with the way the school deals with behaviour.
- Systems to promote good behaviour in the school are clear to the pupils and they respond well to the rewards given to them.
- The quality of the teaching affects pupils' attitude to learning. When teaching is good, pupils' attitudes to learning are positive. This is not the case in all lessons and, when the quality of teaching requires improvement, pupils' attitudes and behaviour reflect this.
- Pupils have a clear understanding of what is meant by bullying. They say that there are a few instances of bullying which takes the form of name-calling but feel that the school effectively deals with them. They feel safe in school and all have someone they can talk to and are confident that any issues will be dealt with by adults. They know how to keep themselves safe particularly when using the internet and crossing the road.
- The school encourages pupils to take on extra responsibilities, such as helping with the tuck shop, being monitors at lunchtime and supporting the school office by delivering newsletters. The 'Eco Club' has won an award for its work, which includes making sure lights are switched off if they are not being used and for making sure that paper is recycled. All of this helps them to become responsible citizens.
- The school runs a healthy breakfast and after-school club which is enjoyed by those who attend and gives them good opportunities to develop their social skills.

### The leadership and management

### requires improvement

- The headteacher is very passionate in ensuring that the school caters for all pupils regardless of their background and ability.
- Leadership is not yet good because the use of data to check on the school's performance is not yet thorough enough. New senior and subject leaders are still developing their skills in this area.

- Procedures for checking on the quality of teaching are in place but not strong enough, because the relatively new subject and phase leaders are still learning how to carry out these roles, so they can hold others to account about pupils' achievement.
  - The headteacher's lesson observations identify the main strengths and weaknesses of teaching but systems for managing teachers' performance have only recently been established and it is too soon to see their impact. However, teachers are rewarded only if they meet their targets and teaching has improved when support has been given to individual teachers.
  - The curriculum provides plenty of enrichment, enabling pupils to have a wide range of experiences that help to build their confidence, self-esteem and develop strong relationships.
  - This shows the school's strong commitment to providing the best opportunities for all its pupils. This is achieved by giving pupils the opportunity to go out on visits where they stay for a few days. Pupils in Year 5 have visited Hollowford and those in Year 2 have been to Whirlow Hall Farm.
  - Every teacher runs a club, including a walking club where pupils are shown how to use public transport and go walking in the Peak District. All classes have the chance to use the school's allotment to grow different types of foods and to cook them in food technology.
  - The school has worked hard to establish better links with parents. Those parents who spoke with inspectors felt that links with them were strong.
  - These parents particularly enjoyed the 'smart start' day. This is where the school is open for a day for parents to come in and learn about the curriculum and to join in. This helps to promote positive relationships with parents. They have fun participating in activities such as constructing a model Eiffel Tower and 'Zumba' dancing.
  - All procedures to safeguard the welfare of pupils meet requirements. All staff training about child protection is up to date.
  - The local authority has supported the school in helping to analyse the school's performance but the impact of this is only beginning to be felt.
  - **The governance of the school:**
    - Some members of the governing body do not have the skills to check fully on the data about pupils' progress and, therefore, cannot effectively use the information to ask searching questions of the senior leaders. They are too reliant on the headteacher's information. They have a clear idea of the strengths of the school more than of the weaknesses. Links are now in place where governors meet with leaders to gain an overview of what is happening, but this is still in its early stages of development. However, governors are professionally trained in checking on the performance of the headteacher. They have a good handle on the budget and are actively involved in the allocation of the pupil premium funding and know the impact of it.
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## 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> | 107101    |
| <b>Local authority</b>         | Sheffield |
| <b>Inspection number</b>       | 405080    |

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> | 221                                     |
| <b>Appropriate authority</b>               | The governing body                      |
| <b>Chair</b>                               | Christine Wilson                        |
| <b>Headteacher</b>                         | Cath Whittingham                        |
| <b>Date of previous school inspection</b>  | 11 January 2011                         |
| <b>Telephone number</b>                    | 0114 2725054                            |
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