

Manston Primary School

Dennil Road, Cross Gates, Leeds, West Yorkshire , LS15 8SD

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Achievement is good and has continued to improve since the last inspection. This is because the hard work of the school's leadership team has improved standards of attainment and increased the speed of pupils' progress.
- Children often start in Reception class with levels of understanding and knowledge below those expected for their age group. Pupils leave Year 6 with standards above those expected nationally. This represents good achievement for the majority of pupils.
- Teaching is good overall because teachers are good at using data to tell them what pupils need to learn next. As a result, all groups make good progress.
- Pupils' behaviour is good overall. Pupils show good attitudes in classrooms because learning is made fun and exciting. Pupils spoken to say they feel safe and that incidents of bullying are dealt with effectively by staff.
- School leaders and managers form a cohesive team which has brought about much improvement since the last inspection. This includes the quality of teaching. Their continued commitment to improving pupils' achievement shows their ability to make the school even better in the future.

It is not yet an outstanding school because

- Key Stage 1 pupils do not make as much progress as they should in developing early literacy skills, particularly in learning phonics (linking sounds to letters).
- Marking does not yet give pupils sufficient guidance on how to improve the presentation of their work.
- In a small number of lessons pupils spend too much time listening to teachers talk. This reduces the time pupils have to practise their skills.

Information about this inspection

- Inspectors observed 14 lessons and parts of lessons taught by seven teachers. Joint lesson observations were undertaken with the headteacher. The inspection team also listened to nine pupils from Years 1, 2 and 6 read and examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, senior leaders, members of the school staff, four members of the governing body and a representative from the local authority.
- The inspection team had informal discussions with five parents at the start of the school day. They also took into account the views of 11 parents who made their views known through the on-line questionnaire (Parents' View). Seven members of staff also made their views known to the inspection team.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the performance management of staff and the school's system for checking pupils' progress.

Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Dominic Brown

Additional Inspector

Full report

Information about this school

- Manston Primary is a smaller than average-sized primary school.
- Since the last inspection there have been several staff changes including the appointment of a teacher with overall responsibility for Key Stage 2.
- The vast majority of pupils are of White British heritage with a small number from other ethnic backgrounds.
- A higher than average proportion of pupils is known to be eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families).
- The proportion of pupils with special educational needs supported through school action is lower than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is a little lower than the national average.
- The school meets the current floor standards set by the government for pupils' attainment and progress.
- The school has recently been awarded several accreditations including Investors in People and Investors in Pupils as well as a Healthy Schools award.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - increasing the amount of time pupils spend working independently
 - improving the quality of presentation of pupils' work by ensuring teachers give sufficient guidance to pupils on how to improve this aspect of their work.
- Improve achievement in English by improving the progress of pupils in Key Stage 1 in developing early literacy skills, particularly phonics (linking sounds to letters).

Inspection judgements

The achievement of pupils is good

- The majority of pupils start school with skills that are below those expected for their age. Most end Year 6 with attainment that is above that expected nationally in English and mathematics. National tests at the end of Year 6 in 2012 indicated that the proportion of pupils in this school who made better than expected progress exceeded the proportion who do so nationally. This represents good achievement.
- Reception-age children often start school with lower than expected numeracy, language and communication skills. They make good progress because of the good teaching they receive and the wide range of activities provided. This prepares them well for Key Stage 1.
- Pupils' progress from Year 1 to Year 6 is good overall. Last year, attainment in Key Stage 1 was broadly average and attainment in Key Stage 2 continued to improve for the third year in a row.
- Overall attainment in writing is slightly weaker than in reading or mathematics across the school. School leaders have made this a key focus in planning for improvement and as a result gaps in the levels of attainment are closing, particularly for those groups whose circumstances make them vulnerable.
- Pupils clearly enjoy reading and the school develops the majority of pupils' reading skills well. Comments made by pupils emphasised this well. A Year 1 pupil commented: 'I love reading to my mum and sometimes I even read to my teddy'. Year 6 pupils also share a love of reading and enjoy choosing their own books.
- The performance of pupils in the Year 1 phonics screening test was lower than expected. While school leaders have taken swift action to ensure the majority of pupils in Year 2 are on course to improve their scores when they retake the test, there remains some weakness in the teaching of phonics further down the school.
- Just over a quarter of pupils who attend the school are supported by the pupil premium funding. Pupils in this group make good and sometimes better progress in comparison to similar groups nationally. In the national tests at the end of Year 6, in 2012, pupils who were eligible for free schools meals attained similar and for a small number better standards to those of other pupils. For example, last year, all pupils in this group made expected progress and approximately one third made better progress than expected in mathematics. Currently, all pupils in Year 6 are making better than expected progress in both mathematics and reading and the gaps in attainment are closing.
- Disabled pupils and those with special educational needs make good progress in English and mathematics. This is because the school is good at providing for their extra needs. Monies are carefully targeted towards improving their achievement through, for example, the provision of extra adult support in the classroom and through teaching in small groups.
- School leaders ensure that the school is a very inclusive community which values every pupil as an individual. They ensure that the small numbers of pupils who are from other ethnic groups make equally good progress by supporting their cultural and language needs well.

The quality of teaching is good

- The quality of teaching in school is good. The vast majority of teaching observed during the inspection was good or better. This represents a significant improvement since the last inspection.
- However, in a small number of lessons pupils spend too long sitting on the carpet listening to teachers' explanations, often at the start of lessons. This lack of engagement in activities reduces the time spent actively learning and at these times progress slows.
- Teachers are good at planning work that interests and inspires pupils to learn. An example of this could be seen in a Year 4 mathematics lesson in which pupils were learning to predict number patterns. The teacher used the interactive whiteboard well to produce patterns of

numbers which matched the ability of all pupils. Pupils became fiercely competitive in an attempt to work out the missing numbers in the sequence. Those that worked with adults were supported very well and those working alone were motivated, engaged and clearly enjoyed the challenge of the activities that were set.

- The Reception class, parents feel, gives their children a good start. One parent's comment summed up the feelings of many: 'My child just loves coming to school. He runs up the path happily every day.' This is because children can choose from a wide range of interesting activities both in the outdoor area and the classroom.
- Teachers are good at using information about how well pupils are doing to plan future lessons. They mark pupils' books regularly and provide good guidance on how to improve work to the next level. However, sometimes, pupils' work is not as well presented as it should be. This aspect of pupils' work often goes uncorrected. As a result, although pupils are clear about the next steps they need to take to make their work better they do not take sufficient pride in making their work neat and tidy.
- While the majority of the teaching of early literacy skills is of good quality, the teaching of phonics sometimes lacks focus, particularly in Key Stage 1 where pupils spend too much time listening to the teacher and not enough time actively participating in the lesson. When this happens learning slows.
- Through the well-organised, lively and interesting curriculum teachers provide pupils with good opportunities to further develop their literacy and numeracy skills. Teaching assistants' time is effectively used to support pupils and as a result all groups make equally good progress.

The behaviour and safety of pupils are good

- Pupils clearly love coming to school and enjoy being members of the school community. Those spoken to during the inspection said they felt listened to and that their views mattered. Many gave the example of the changes made to the paths around the school's outdoor equipment, which have made equipment accessible in the winter. This change demonstrates well the strength of their contribution towards school improvements.
- The vast majority of pupils behave well both in the classroom and around school. Their good behaviour in lessons ensures learning progresses without interruption. They frequently show polite attitudes towards each other, staff and visitors. The majority of parents agree that pupils behave well at school and that staff take good care of their children.
- Pupils are clear about how to stay safe and are aware of the different forms bullying can take. This is due in part to the constant reminders of what constitutes bullying behaviour on display around the school and the quality of advice and guidance given to pupils, for example, through the messages in the internet safety policy delivered in information and communication technology (ICT) lessons.
- Levels of attendance have improved since the last inspection. Current attendance is average for primary schools. This is as a result of the school's continuous focus on improving attendance through a range of different strategies including the offer of a free breakfast club for vulnerable pupils.
- However, attendance is not yet above average because a small but decreasing number of families still take holidays in school term time. While school staff are taking a consistent approach to improving this there remains a very small group of families who continue with this practice.

The leadership and management are good

- The headteacher supported by the senior leadership team have a very clear vision of the school's success. With support and challenge from the governing body, they have continued to improve the school's performance since the previous inspection. Consequently, the school has moved from being satisfactory to good.

- The very clear focus of all senior leaders and staff has ensured that all areas identified in the previous inspection report as in need of improvement have been successfully tackled and pupils' levels of attainment have risen in all key stages. This success clearly demonstrates the ability of school staff to bring about further improvement.
- The quality of teaching has improved from satisfactory to good since the last inspection. This is because senior leaders robustly monitor teaching in all year groups and take swift action, through the management of staff's performance, to improve areas of weakness. Despite this, in a small number of classes, further improvement is needed if teaching overall is to become outstanding.
- Staff targets link directly to pupils' achievement and the school's development plan. Checks on the performance of staff are undertaken rigorously and the headteacher uses this information to make decisions on teachers' pay.
- The school's curriculum is exciting and offers pupils of all abilities a range of experiences. For example, a residential visit undertaken by Year 5 pupils to an Outward Bound centre was described by one pupil as: 'Brilliant, because I found out a lot about myself and did things I didn't think I would have had the courage to do before'. These experiences increase pupils' spiritual, moral, social and cultural understanding well.
- The local authority has played a strong role in helping the school to improve by offering school leaders both support and challenge through regular visits and attendance at school improvement meetings held with school leaders and governors.
- **The governance of the school:**
 - Since the last inspection a new chair of governors has been appointed. Her appointment has added to the broad range of skills and experience within the governing body. Governors have completed significant amounts of training and as a result they now take a much more active role in supporting and challenging the school. In partnership with senior leaders they have developed an effective system of performance management for all staff which rewards good teaching and addresses any underperformance. Their careful management of pupil premium monies has enabled them to give valuable support to pupils eligible for this funding and increase their levels of attainment and progress. The health and safety committee carries out termly inspections and ensures that safeguarding procedures 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

Unique reference number	107940
Local authority	Leeds
Inspection number	405135

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	189
Appropriate authority	The governing body
Chair	Tracie Huby
Headteacher	Pauline Quick
Date of previous school inspection	17 May 2011
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