

Mitton Manor Primary School

Carrant Road, Tewkesbury, Gloucestershire, GL20 8AR

Inspection dates

12–13 March 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

- Pupils achieve well. All groups of pupils make good progress from their starting points. By the end of Key Stage 2, some pupils have made exceptional progress.
- Teachers have high expectations of pupils and most lessons interest the pupils and help them to learn well.
- Pupils show good attitudes to learning and want to succeed. Their behaviour around the school is often outstanding. They feel safe at school.
- The headteacher, supported by governors, is bringing about improvements with drive and enthusiasm. As a result, actions to improve the quality of teaching have been successful.
- Governors are knowledgeable about all aspects of the school. They are clear about what needs to be done to improve it further.
- Attendance is above average and is continuing to improve.
- Parents and carers are extremely positive about the school. They praise the quality of teaching and the care that the school provides.

It is not yet an outstanding school because

- A small amount of teaching is not as effective in moving learning on at a faster pace, setting work at the right level and in the impact of marking on improvement.
- The newly appointed leaders and managers do not check the progress of different groups of pupils rigorously enough.

Information about this inspection

- Inspectors observed 15 lessons, of which four were joint observations with the headteacher. In addition, the inspectors listened to pupils read.
- Inspectors looked at a range of documentation, including the school improvement plan, the school’s own assessment data and records of lesson observations, reports from local authority advisors and a private consultant, and the school’s safeguarding documentation.
- They held meetings with the Chair of the Governing Body and vice-chair and three other governors, other staff including senior leaders, a group of pupils and had a telephone conversation with a representative from the local authority.
- Inspectors took account of the 37 responses to the online Parent View survey, met with some parents and carers informally at the start of the school day and spoke with a parent or carer on the telephone.

Inspection team

Graeme Burgess, Lead inspector

Additional inspector

Linda Rowley

Additional Inspector inspector

Full report

Information about this school

- This primary school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported through school action is below the national average but the proportion of those supported through school action plus or with a statement of special educational needs is in line with the national average.
- The proportion of pupils who are eligible for pupil premium funding, which is additional funding for pupils known to be eligible for free school meals, looked after children or children of services families, is below the national average. There are no children of services families in the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection the school has appointed a number of new members of staff, including the headteacher, an assistant headteacher, a member of staff responsible for teaching and learning, an early years leader and an intervention manager.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by ensuring:
 - there is a better balance between the time pupils spend going over what they have already learned and the next stage in their learning
 - that work for pupils is always set at the right level so that it is not too easy or too hard
 - that the marking of pupils' work supports their next steps in learning.
- Increase the impact of the newly appointed middle managers by making arrangements to improve the way in which they check the progress and attainment of all groups of pupils.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their starting points in all years. Some pupils make exceptional progress and the standards that these pupils reach in reading, writing and mathematics are above average when they leave the school.
- Progress in writing in Key Stage 2, and in mathematics in Year 2 and Year 6, are particular strengths of the school. This is because the school has recognised these as areas of need and introduced well-planned changes to the curriculum through the introduction of a range of different programmes. This reflects the school's strong commitment to ensuring that all pupils succeed.
- Pupils' progress in reading is increasing at a fast rate because of improvements in the teaching of reading. The outcomes of the reading screening check for pupils in Year 1 in 2012 were similar to those found nationally.
- Progress in writing is good because the school provides a wide range of meaningful opportunities for pupils to write across different subjects. For example, pupils write newspaper articles linked to topic work and extended descriptions linked to science topics. All groups make rapid progress and the work in their topic books and folders, and on display around the school, demonstrates the pride that they have in their written work.
- More-able pupils in mathematics thrive in Year 6 because of the well-planned opportunities provided for them to carry out investigations and solve problems. Pupils enjoy these challenges and have an exemplary attitude towards their learning in mathematics. They listen and respond well to the support given by the staff.
- In a few lessons, pupils do not make this same rate of progress and so do not reach the higher levels of attainment. This is because the teachers are not always aware of the progress that the pupils have made in previous lessons and provide work that is either too easy or too hard.
- Disabled pupils and those who have special educational needs are successfully meeting the challenging targets set for them and are making good progress. The school has high expectations of pupils, regardless of any barriers they have to overcome.
- Pupils who are eligible for support through the pupil premium funding are also making good progress. The school has used its funding to provide these pupils with extra support in lessons by appointing additional members of staff to work with them individually and in groups. Based on their average point scores, pupils known to be eligible for free school meals are mostly performing at the same level as other pupils in the school and pupils nationally.
- Pupils achieve well in a wide range of subjects. The school has successfully increased provision in reading by adding resources to the school library, and the homework club is used well to support pupils' literacy and numeracy skills.

The quality of teaching is good

- The good teaching enables pupils to make rapid progress and achieve well. Teachers use the recently introduced programmes for mathematics and writing to plan lessons that are typically matched to the pupils' starting points and enable pupils to learn well. Topic work, such as 'Hot Air Balloons', is presented imaginatively so that it engages the pupils' interest and curiosity about the history of flight.
- The teaching of literacy is well planned, with plenty of opportunities for the pupils to use their developing skills in extended writing activities. All groups of pupils enjoy the wide range of opportunities for writing that are planned throughout each school term.
- Teachers make good links between subjects. For example, pupils practised their literacy, mathematics, history and geography skills when learning about South Africa, reptiles and Tudor times. The work in their folders and books shows that they enjoy their topic work very much.

- Teachers manage behaviour effectively and create a positive climate for learning in the majority of lessons. As a result, pupils enjoy their lessons and learn well.
- Teachers have high expectations of the pupils' abilities to reach above average levels of attainment and set challenging tasks. They provide them with opportunities to assess their own work and the work of their classmates.
- Occasionally, however, in a few lessons, teachers spend too much time repeating work that the pupils have already done. They do not always move the pupils on to the next stage of their learning quickly enough or ensure that the work is set at the right level to allow them to make sustained and rapid progress.
- The quality of teachers' marking varies across the school. Some marking does not help pupils to improve as much as they should. The best examples give clear feedback to pupils and pupils then have the chance to respond and improve their work.

The behaviour and safety of pupils are good

- Attendance is above average. Pupils arrive at school promptly and enter the building in an extremely responsible way. This allows them to move into their daily routines and to settle into their work quickly and effectively.
- Behaviour in the majority of lessons is good and sometimes outstanding. Pupils demonstrate a positive attitude towards their learning and are keen to do well.
- They take a pride in their school work and have a strong sense of identity within 'Team Mitton'.
- Pupils' good attitudes towards their learning contribute well to their good progress. However, the focus of some pupils can be lost in lessons where too much time is spent going over work that they have already covered or where teachers are providing work that is not matched carefully enough to their needs.
- Pupils state that they feel safe in school. Pupils talk confidently about how to keep safe when using the internet and about the visitors, such as the police, who come regularly into the school to raise their awareness of how to keep safe.
- Instances of bullying and poor behaviour are rare. Pupils say that they feel looked after well and that there is always someone to help and talk to if necessary. They are very clear about the differences between bullying and teasing.
- Particular features of the school are the Year 6 prefects and the changes to the organisation of the playground at lunchtime. Prefects told inspectors that they regularly 'look out for others' and intervene if they think that 'someone is being unkind' and that the 'zoning' of particular areas of the playground at lunchtime had really improved behaviour. They wear their badges with real pride.
- Almost all parents and carers who responded to Parent View and who spoke to inspectors agreed that pupils are well behaved and safe in school.

The leadership and management are good

- The headteacher is a strong leader. He has worked effectively since his appointment in September 2011 to bring about change that has had a considerable impact on pupils' progress across the whole school. Staff judge that he provides clear leadership and this helps them to know how to improve their teaching.
- The headteacher and with his key managers look in books, carry out lesson observations and analyse carefully the results of assessments. This is beginning to help them to have a clear understanding of where further improvements need to be made. However, some of these key managers have not been in post long enough to develop their skills of analysing data to ensure that they have a strong enough impact on the outcomes of different groups of pupils across the whole school.
- The headteacher acts promptly if he identifies practice that requires improvement. Any

weaknesses, particularly if they relate to achievement or teaching, are followed up with close monitoring and are quickly resolved.

- Training is provided when results and observations of teaching identify areas for improvement. Good support from the local authority and an independent consultant, when required, have helped to improve teaching. There is a clear sense of purpose in the school and staff work well as a team.
- The arrangements to ensure the effectiveness of teaching staff, including teaching assistants, are effective. Teachers have performance targets linked to the progress of pupils they teach. Decisions about pay are closely linked to how successfully teachers meet their targets.
- Pupil premium funding is helping pupils at risk of underachieving to succeed. Pupils who need additional support have benefited from the appointment of additional staff. Small-group work and individual tuition are carefully planned and targeted to improve pupils' progress in specific areas of need. These actions are helping pupils who were behind in their learning to catch up rapidly.
- The school promotes the pupils' personal development exceptionally well because pupils have an exciting range of lessons and experiences throughout each week. A range of before-and after-school clubs and activities meet the interests of the pupils.
- **The governance of the school:**
 - Governors have a good level of expertise and a sharp awareness of the school's performance data. They recognised the relative weaknesses of the school prior to the current headteacher's appointment. Their actions have had a direct impact on the progress that the pupils are now making. They work closely with the senior leaders to analyse data regularly and prioritise the allocation of school funds effectively to improve pupils' outcomes. Governors visit the school regularly. They know about the quality of teaching and what is being done to tackle any areas of underperformance and are fully aware of their responsibilities regarding teachers' pay and the systems for setting targets for teachers. They evaluate their own performance and actively seek ways to improve their own effectiveness. Governors ensure that all the school's funds, including the pupil premium, are spent wisely to help all pupils to achieve well. They ensure that the procedures for keeping pupils safe meet 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	115566
Local authority	Gloucestershire
Inspection number	405590
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mr Martin Thomas
Headteacher	Mr Matthew Fletcher
Date of previous school inspection	14–15 June 2011
Telephone number	01684 273451
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