

# Manners Sutton Primary School

Newark Road, Averham, Newark, NG23 5QZ

## Inspection dates

6–7 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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		Good	2
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' achievement requires improvement because the progress made in reading and mathematics has been inconsistent over recent years.
- Recent improvements to the quality of the provision and leadership of the school are yet to be fully embedded.
- Pupils do not have enough opportunities to use their number skills in practical situations, in other subjects or to solve problems.
- Teachers do not give pupils enough responsibility for their own learning or opportunities to work more independently.
- The recently introduced marking and target setting systems are yet to be consistently effective.
- Teachers do not always check pupils' learning in lessons to see if they are finding the work too easy or too hard. Because of this, some of the work is too easy for the most able.
- Leaders' judgements about the school have been overly positive in the recent past because the use of the available data has not been sufficiently rigorous.
- The governing body's understanding of the school's performance has not been sufficiently knowledgeable to help them hold the school to account.

### The school has the following strengths

- The strong leadership of the current headteacher is rapidly having a positive impact on the work of the school.
- Since the previous inspection, pupils' first-hand knowledge of other cultures has improved. The quality of work in art and design and music is high.
- Standards in writing have been a recent focus and this is evident in some imaginative and high quality writing across the curriculum.
- Teachers provide pupils with interesting activities that cover a range of themes.
- Pupils' behaviour is good and they have very positive attitudes towards school.
- Work with other local schools ensures teachers have a wider perspective and good opportunities for learning from colleagues.
- Pupils who are disabled or who have special educational needs are well-supported and often make good progress.

## Information about this inspection

- The inspector observed nine lessons and parts of lessons in the school. A number of these were observed jointly with the headteacher.
- Meetings and discussions took place with the headteacher, the headteacher of a school that Manners Sutton works closely with, governors, pupils, staff, parents and a representative of the local authority.
- Samples of pupils' work were examined. Some pupils read books with the inspector.
- The inspector analysed the 16 responses from parents and carers to the online survey Parent View.
- The inspector looked at key documents, including performance data produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and the plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Manners Sutton Primary School is much smaller than average.
- The school has worked closely with two other local small schools for a number of years. Currently the school is sharing a headteacher with another school for a trial 12 months in an informal collaboration. The headteacher joined the school in April 2013.
- The large majority of pupils are White British. There are very few pupils from minority ethnic backgrounds and none who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is very high in some year groups.
- A well-below average proportion of pupils are supported by the pupil premium, which in this school provides additional funding for pupils who are known to be eligible for free school meals or other groups.
- There are insufficient pupils in Year 6 to allow a meaningful comparison with government floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- In order to improve progress throughout the school, ensure more of the teaching is good or outstanding by:
  - providing more opportunities for pupils to work independently and do tasks that develop their thinking skills, and lessons that are less teacher-directed
  - ensuring activities are sufficiently challenging especially for the most-able pupils
  - developing further the use of new marking and target setting systems so that they consistently help pupils know what they need to do to improve.
- Improve the pace of pupils' progress in mathematics by ensuring they have enough opportunities to use their skills in practical activities, in solving problems and in other subjects.
- Improve the effectiveness of the leadership and management by
  - developing the role of middle and subject leaders, especially in understanding and using the available assessment information
  - ensuring the governing body improves its understanding of the available data to challenge the school to account for pupils' progress
  - more closely linking the school's self-evaluation to an accurate picture of pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress made by pupils is not consistently good enough to ensure they all reach the levels they are capable of. Because of this standards are too low although they vary due to differences in the make-up of the very small year groups.
- Over the past two years the proportion of pupils making the expected or better progress in Key Stage 2 has not been high enough. For example, in 2013 progress in mathematics and for boys in reading was significantly below that expected.
- Current progress throughout the school remains inconsistent, especially in mathematics. Too few pupils reach the higher levels. Teachers do not always provide enough opportunities for pupils to use and extend their basic number skills in practical situations, to solve problems or in other subjects.
- In reading, recent improvements in the teaching of phonics have resulted in rapid progress in pupils' skills. The latest national phonics screening for Year 1 pupils showed that the entire year group had reached or exceeded the expected level. Many pupils enjoy reading and talking about books they have enjoyed. Inspection evidence shows a very high quality of work in music, especially singing, and in art and design.
- Standards in writing improved over the past year and by the end of Year 6 in 2013 they had exceeded those expected. This is the result of focused teaching of writing skills and of using good opportunities in other subjects for pupils to write imaginatively, factually and at length. For example, a recent topic on Africa provided pupils with good opportunities to extend and use their vocabulary.
- Although it varies from year to year, most children enter the school with skills that are broadly in line with those expected. Those in the Nursery and Reception groups make progress that is at least in line with that expected. They are developing good attitudes towards school and learning ready for the next stage in their education.
- The school's assessments show that there are no significant patterns or differences in the achievement of particular groups. The number of pupils known to be eligible for the pupil premium is too small to comment on their attainment without identifying individuals. However, they make progress at least in line with, and sometimes better than, that of their classmates.
- Disabled pupils and those who have special educational needs often make good progress. The school provides these pupils with very caring and thoughtful support that meets their needs well. Strengths in this area, particularly in supporting pupils' emotional and behavioural development, help these pupils to succeed.
- Parents spoken to, and the vast majority of those who responded to the online questionnaire, are very positive about the progress their children are making. The inspection evidence shows that progress could be more consistently good so it currently requires some improvement.

### The quality of teaching

### requires improvement

- Inspection evidence shows that, while there is much good teaching, a minority remains requiring

improvement and over time this has not helped all pupils to make the progress they are capable of making.

- In some lessons teachers take too much of a leading role and do not balance this with sufficient opportunities for pupils to show independence or develop their thinking and problem solving skills.
- At times misconceptions are not picked up quickly enough and teachers do not always check how well pupils were learning during a lesson. This meant they could not change what they were doing to make it more appropriate for different groups' needs.
- Teachers work hard to address the needs of the mixed-age classes but at times there is a lack of challenge especially for the most-able pupils. For example, in one class role play was used to illustrate social and moral aspects of how the world could become a better place. However, there was too little difference in the tasks or expected outcomes to provide enough challenge for some of the older or more-able pupils.
- The school has recently improved the marking of pupils' work and how individual targets are set for them. This is yet to be sufficiently embedded in all teachers' regular practice but is already helping pupils better understand what they need do to improve.
- The school has a very strong team of teaching assistants who provide teachers and individual pupils, including those in the Nursery or Reception groups, with good support. They interact effectively with pupils and have a positive impact on their learning. This support has a particularly positive impact on disabled pupils and those with special educational needs. The teaching assistants' own expertise and interests are used well for the benefit of pupils, such as in art and design and singing.
- In the best lessons, good questioning by teachers extends pupils learning well. This happened, for example, in a Key Stage 1 lesson about materials that float and sink. The teacher's skilful questioning clearly extended pupils' ability to understand about making predictions. Teachers have very good relationships with their pupils and this helps learning because pupils are more willing to take part in lessons and to answer questions.

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

- Pupils behave well in and around the school. Parents are happy with the good behaviour and are confident that their children are safe at school. The midday break and mealtime is especially positive as all pupils eat together in what is a very pleasant social occasion.
- Most pupils have very positive attitudes towards school and are keen to learn. They talk about how well they feel teachers help them learn new things and they enjoy the new marking system which encourages them to respond to teachers' feedback. This aspect is not outstanding as a small number of pupils have a less positive attitude to school and are yet to have sufficient opportunities to develop more mature independent approaches to their learning.
- Pupils have a good knowledge and understanding of different types of bullying, including through the use of new technology. They understand how to keep themselves safe and are confident in the adults at the school who they would happily approach with any worries or concerns.
- There are few persistent absentees. However, attendance remains broadly average and the

school is working on a new reward scheme with a local secondary school to encourage full attendance from all pupils.

- The school works well with a range of outside agencies to ensure the best support possible for those pupils and families whose circumstances make them vulnerable, or who have physical or learning needs.
- Pupils take on a broadly typical range of responsibilities in school. The school council has an important role in helping resource a variety of play equipment for example. The school does a lot of work to raise money for a range of local, national and international charities which helps widen pupils' horizons.

### **The leadership and management** requires improvement

- Leadership and management are not yet good because progress made by pupils is not good enough and the quality of teaching is not yet consistently good or better.
- The recently appointed headteacher is rapidly providing good, strong leadership and is effectively addressing weaknesses. It is too soon to assess the benefit of most of these improvements. Even so, there have been recent improvements in the tracking of pupils' progress and the use of data and a growing awareness of the need for middle leaders and the governing body to have a better grasp of the available assessment information and how to use it.
- The improvements made so far, and the detailed action plans drawn up by the school, demonstrate that the school has the capacity to improve further. However, the leadership of subjects and other aspects of the school's work is not as well developed. The current informal collaboration with another school is partly intended to help spread best practice and develop in staff a willingness to look beyond the school for advice and ideas. The staff involved are very positive about taking on opportunities to develop their leadership skills.
- The headteacher has made good use of early observations of lessons, the monitoring of performance targets, and the setting of new ones, for individual staff, to ensure a clearer focus on improving pupils' progress. The staff team are very enthusiastic and positive about the direction the school is taking and fully support the need to raise standards and improve progress further.
- The local authority has provided a light touch to the school over recent years and has not recognised rapidly enough the need to provide more support and challenge through regular meetings and a better scrutiny of data showing pupils' progress.
- The money available through the pupil premium is used effectively to help pupils known to be eligible for free school meals to take a full part in school life, and receive, where appropriate, specific resources and adult time. There are plans to monitor the progress made by these pupils, and those in other groups, more closely. Data clearly indicate that there are no significant gaps in attainment.
- The school provides a good curriculum. Planning for improvements to the way physical education is taught under the new funding arrangements are well under way and demonstrate a good awareness of government expectations.
- A range of enrichment activities, particularly through the collaboration with other schools, support pupils' academic and personal development, as well as supporting their spiritual, moral,

social and cultural development. For example, annual Shakespearean productions involving Year 6 pupils with those from two other schools are a popular and very high quality event. This also aids effective transition to secondary school.

■ **The governance of the school:**

- The governing body has recently worked hard and successfully to address the need for changes to senior leadership. Governors are being provided with more opportunities to gather information about how well the school is doing. However, the ways the governing body monitors and holds the school to account through the analysis of the available data are not yet well developed. Governors are very positive about the direction the school is taking and are very supportive of changes being made by the current headteacher. They have an appropriate understanding of how targets are set for teachers and of appraisal systems, and how these have been used in the past. Decisions about teachers' pay are closely linked to performance and responsibilities, so the school's systems for this meet requirements. Governors track finances well and support the school in deciding how to spend the money to support pupils entitled to free school meals. The governing body ensures that arrangements for pupils' safeguarding meet the current regulatory 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>	122611
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	425113

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Allan
<b>Headteacher</b>	John Dodd
<b>Date of previous school inspection</b>	12 May 2011
<b>Telephone number</b>	01636 704408
<b>Fax number</b>	01636 705958
<b>Email address</b>	office@mannersutton.notts.sch.uk

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