

Manor Lodge Community Primary School

Manor Lane, Sheffield, South Yorkshire, S2 1UF

Inspection dates

21–22 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- Achievement is not good because rates of pupils' progress in reading, writing and mathematics are uneven across the school. As a result, by the end of Year 6 most pupils make expected progress during their time at this school, but few do better.
- Children in the early years are not all prepared well enough to start Year 1.
- Too few pupils read at the expected standard at the end of Year 1 and standards in reading, writing and mathematics reached by the end of Key Stage 1 and Key Stage 2 are below average.
- Teaching is variable in quality across the school and does not ensure that all pupils make good progress in their lessons.
- Pupils do not always know how to improve their work and some have not yet developed good attitudes to learning.
- A small minority of pupils are so worried about making a mistake that it limits the progress they make in lessons.
- Adults do not always respond quickly enough to support those pupils who are not working as hard as they are able.
- Middle and senior leaders, many of whom are new to their role, have not yet fully developed the skills that are needed to ensure that the quality of teaching is securely good. Clear roles and responsibilities have not yet been established for early years leadership.

The school has the following strengths

- The recently appointed executive headteacher has brought a great deal of experience and quickly established a clear vision of excellence.
- Staff morale is high and a 'we can do this' attitude permeates through the school.
- The school's work to keep pupils safe is good and the work of the inclusion team is effective.
- Pupils enjoy attending this improving school and for many their attendance is now broadly average. The number of exclusions has also fallen significantly and is now below average.
- Following the last inspection, governors responded by commissioning a review of their own effectiveness and acted quickly on the recommendations. They have continued to refine and evolve their practice and are now well placed to support and challenge school leaders.
- This is a school that still requires improvement to be good, but is now stronger than at the time of the last inspection. There are now many examples of good practice to share within the school.

Information about this inspection

- Inspectors conducted a number of inspection activities jointly with the executive headteacher, head of school or assistant headteacher, including observing learning in class and looking at work in pupils’ books.
- Inspectors spoke with pupils about their views on behaviour and how the school keeps them safe. Inspectors also spoke to pupils about their learning and looked at work in their books.
- Meetings were held with senior leaders, school staff, governors and a representative from the local authority.
- Inspectors observed behaviour at lunchtime, break times, around the school and during assembly.
- There were too few responses to Ofsted’s online parent survey (Parent View) for inspectors to consider. However, inspectors did take account of the school’s own recent survey of parent views and spoke with a number of parents during the two days of the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s own information of pupils’ current progress, planning and monitoring, records of behaviour and attendance and documents relating to safeguarding and child protection.
- Inspectors also took account of the 31 responses to the staff questionnaire.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium is above average. The pupil premium is additional government funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- The proportion of pupils supported by school action is broadly average.
- The proportion of pupils supported by school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The executive head teacher was appointed in January 2014 and since this time staff and governors have been receiving coaching and support from Wybourn Primary School.
- The school is federated with Grace Owen Nursery School, which was inspected at the same time as Manor Lodge Community Primary School. A copy of the Grace Owen Nursery School inspection report can be found on the Ofsted website.
- Due to considerable social housing reorganisation, approximately one in four pupils attends school from outside the immediate area and some travel across the city to attend. The proportion of pupils that start or leave school during each academic year is also very high compared to that nationally.
- The school provides a daily breakfast club and after-school childcare club.

What does the school need to do to improve further?

- Raise pupils' achievement in reading, writing and mathematics, by:
 - providing learning activities that help children in the early years be well prepared to start Year 1
 - making sure the teaching of phonics (the sounds that letter make) improves, so that more pupils read at the expected level by the end of Year 1
 - increasing the proportion of pupils that make better than expected progress so that standards rise by the end of Key Stage 1 and Key Stage 2.
- Improve consistency in the quality of teaching, by:
 - stepping in more quickly to adapt or change an activity which may be failing to capture the imagination of some pupils
 - building pupils' self-confidence by providing activities that encourage risk-taking and the view that we can learn from our mistakes
 - making sure teaching assistants are used productively during each part of every lesson
 - sharing best practice in the quality of marking, so all pupils are clear about what they need to do to improve their work and then act quickly upon that advice.
- Improve the impact of leaders, by:
 - establishing clear roles and responsibility of early years leadership
 - further developing the system to track the progress made by specific groups of pupils, so action can be taken more quickly to address any underperformance
 - developing the skills of recently appointed middle leaders so they can help teachers ensure that pupils make good progress in reading, writing and mathematics.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement, because the system used to track the progress made by specific groups of pupils is very new and staff are only just identifying where some groups are not making rapid enough progress. A number of senior and middle leaders are also new to their roles and have not yet fully developed the skills that are needed to ensure that the teaching of reading, writing and mathematics is good. Also, the roles and responsibilities for early years leadership have not yet been firmly established.
- Since her appointment in January 2014, the executive headteacher has been an excellent role model and is determined to ensure that this improving school quickly becomes good. Leaders have an accurate view of the school's strengths and what needs to be done next. The vision is understood and shared by staff and pupils.
- Senior leaders, including governors, have the full support of parents, pupils and staff to take the school forward. Parents who spoke to inspectors during the two days explained, 'you wouldn't recognise this school, it has got so much better' and 'I used to struggle to get my child to come, but now they are really keen to get here'. This explains why attendance is improving and for many is now broadly average. Leaders also recognise that more is required to support some families, who live further away, to make sure their children attend equally as well and arrive for school on time.
- The school curriculum provides an interesting and well-balanced programme of study. Additional funding to develop sporting opportunities is being used well and pupils are enjoying the lunchtime clubs as well as the competitions they enter. They also appreciate improvements that are being made to playground equipment and explain, 'we are so much happier because there is now so much to do'.
- The pupil premium funding is being used more effectively to help disadvantaged pupils achieve increasingly well and attend more regularly, but leaders are acutely aware that there is much more still to do.
- The school provides well for pupils' spiritual, moral, social and cultural development. The school provides a wide range of educational trips and residential visits for pupils to enjoy. Leaders actively promote equality of opportunity, tolerance and harmony. Pupils are encouraged to respect one another and work well together in the multi-faith community of the school. This prepares them well for life in modern Britain.
- The inclusion team works effectively to ensure that pupils feel safe and happy at school. The partnership with outside professionals, such as the community paediatrician or the local authority behaviour support team, helps to build an effective 'team around a child' approach. Pupils who may need more support to manage their own behaviour or emotions have individual pastoral care plans, which help staff to recognise what may trigger an incident and then provide a range of strategies to defuse any potential crises.
- School staff speak very positively about the effective support and challenge they are receiving from the local authority, Wybourn staff and the partnership of local schools.
- **The governance of the school:**
 - Members of the governing body bring a range of expertise and skills to their role and undertake training regularly. They know the strengths of the school and what is required to improve it still further. They have developed a robust system of monitoring and understand information about pupils' achievement. They hold the school to account by asking challenging questions about the quality of teaching and understand that it is not yet consistently good enough. They have a good view of the budget and how additional funds are being used. Governors have spent capital funds to improve the classrooms, entrance and school playground, which now offer a warm and inviting welcome for pupils, staff and parents alike. However, this is in sharp contrast to the school hall, which is bleak and in a poor state of repair. A recent review, commissioned by the local authority, has shown that Manor Lodge has not greatly benefited from the federation with Grace Owen Nursery. The federation has been a drain on time and resources and only two in ten children who attend Grace Owen Nursery transfer to Manor Lodge. Governors ensure that safeguarding arrangements meet the latest requirements and named officers have received the appropriate training.

The behaviour and safety of pupils requires improvement

Behaviour

- The behaviour of pupils requires improvement. This is because some pupils have not yet developed positive attitudes to their work. Some can take too long to settle to a task and others can give up too

easily when work becomes either too challenging or is 'a bit boring'. A small minority of pupils are not always brave enough to attempt work without the security of a member of staff being with them. This affects the progress these pupils make in their lessons.

- Attendance is improving for the majority of pupils and for many it is now broadly average. However, some pupils have further to come to school and their attendance is not always good enough.
- A growing number of pupils are displaying positive attitudes to their work and take a great deal of pride in their work. Classrooms are calm and purposeful; pupils are smartly dressed and keep their school tidy.
- During playtimes and lunchtimes, pupils play happily together and are polite and courteous around the school. The breakfast club also provides a warm and friendly start to the school day.

Safety

- The school's work to keep pupils safe and secure is good. The effective inclusion team ensures that pupils have the support and encouragement that they need.
- At the time of the last inspection, the number of exclusions was above average. They have fallen significantly and are now below average.
- Pupils explain that once there used to be 'quite a bit of bullying and teachers didn't really seem to help, but now that has completely changed'. Pupils now say that they feel 'very safe and happy' in school. School records show that the incidents of bullying or racist name-calling are few and far between and always managed effectively by staff. Pupils also know how to stay safe when, for example, using the internet.
- Supervision at break time and lunchtime is good and relationships between staff and pupils are positive.

The quality of teaching

requires improvement

- While the quality of some teaching is now good, it is still not consistently good enough to ensure that pupils make good progress in reading, writing and mathematics in every class.
- Pupils' learning does not always move on quickly enough because the work that is set can sometime be too easy for the most able pupils or too hard for others.
- Teachers are helping pupils to improve the presentation of their work and to take pride in what they are achieving.
- There is some evidence of good marking in pupils' books which helps pupils improve their work quickly, but this is not evident in every class. This inconsistency prevents all pupils from knowing precisely what is required to make their work better.
- There are times when teaching assistants make a valuable contribution to pupils' learning, for example, when hearing them read or supporting small-group activities. However, their time is not always used so effectively during other parts of the lesson.
- The teaching of phonics (the sounds that letter make) is improving but over time has not been taught well enough and as a result, there are gaps in what pupils know and understand.
- Teachers are now providing more work that is practical, fun and requiring pupils to work together to solve problems. Pupils are appreciating this approach, but some pupils take longer to settle than others. On these occasions, staff do not always spot the delay or step in quickly enough to make sure everyone is clear about what they are supposed to be doing and working hard.
- Some teachers are developing a positive approach to learning, where pupils are encouraged to take risks with their work and learn from their mistakes. However, some pupils are not helped as effectively and remain too reliant on adults to support and help them.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because while the majority make expected progress, too few do any better. As a result, the standards reached by pupils as they leave school are below average in reading, writing and mathematics.
- The proportion of pupils who read at the expected standards has almost doubled since the time of the last inspection, but still remains below average.
- Standards reached by pupils at the end of Year 2 have also improved, but they too remain below average in reading, writing and mathematics.
- Standards in grammar, punctuation and spelling by the end of Year 6 were exceptionally low in 2013. Improvements to the teaching of these aspects of English have helped to raise pupils' attainment by the

end of Key Stage 2 in 2014, but they still remain below average.

- School data, work seen in pupils' books and lessons observed across the school demonstrate that pupils generally make expected progress, but very few are helped to make accelerated gains in their learning.
- The progress disabled pupils or those with special educational needs make is also inconsistent across the school and is directly related to the quality of teaching in specific year groups. For example, pupils with special educational needs made good progress in their reading in Year 5 last year, but for pupils in Year 3 it was not good enough.
- The progress made by pupils from minority ethnic groups or who speak English as an additional language, also varies across the school. For example, these pupils made good progress developing their writing in Year 5 last year, but it was not good enough in Year 6.
- In 2013, disadvantaged pupils left Year 6 16 months behind non-disadvantaged pupils in the school in reading and almost two years behind non-disadvantaged pupils in writing and mathematics. The gaps in attainment between disadvantaged pupils and non-disadvantaged pupils nationally were equally as wide. Since then, the school's work to provide better support for these pupils is proving effective. As a result in 2014, these pupils left Year 6 14 months behind in reading, 10 months behind in writing and 15 months behind in mathematics. Leaders acknowledge that these gaps remain too wide, but are understandably pleased that the disadvantaged pupils are starting to catch up quickly, particularly those that have been in the school longest.
- The progress made by the most able pupils also varies from class to class. For example last year, the most able pupils in Year 3 made good progress in their mathematics, but progress was not good enough in Year 6. These inconsistencies mean that too few pupils reached Level 3 by the end of Key Stage 1 or Level 5 by the end of Key Stage 2.
- Pupils' mobility also plays a significant role in the story of the school. Pupils who have been at the school for the longest generally make much better progress than those who start or leave at different times during the school year.

The early years provision

requires improvement

- Children arrive at school from a wide number of providers and approximately only two in ten transfers from Grace Owen Nursery.
- When children start school they generally have skills that are below those typical for children's age when they first start school. Approximately 15 percent of children start with skills that are significantly below those of others because of some developmental delay, particularly in reading, speaking, listening and health and self-care.
- From their individual starting points, children are helped to make good progress in developing their listening, understanding, self-confidence and are taught how to manage their feelings well. While most children behave well, some do not settle quickly enough. Children feel safe both inside and outside the classroom.
- However, progress in reading, writing and mathematics is not good enough. As a result, not all children are prepared well enough to start Year 1.
- Adults have improved provision, both indoors and outside and children are confident to choose activities that interest them. However, some children do not settle quickly enough when given the opportunity to choose what they want to do and adults do not direct them well enough. Also, some children enjoy one activity so much that they return to it again and again, which is not always enabling them to develop a wide range of skills and interests.
- While early years teaching is benefiting from the support from specialist staff from Wybourn, the roles and responsibilities for leading early years provision have not yet been established clearly enough.

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	107101
Local authority	Sheffield
Inspection number	442188

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	240
Appropriate authority	Sheffield Local Authority
Chair	Christine Wilson
Headteacher	Joanne Bradshaw
Date of previous school inspection	28 November 2012
Telephone number	0114 272 5054
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