

# Inspection of Manston Primary

Manston Primary, Dennil Road, Leeds, West Yorkshire LS15 8SD

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Inspection dates: 12 and 13 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils happily attend this friendly community school. Each day, they are eager to see their friends and their teachers. Pupils are looked after by caring staff who know them and their families well. Parents welcome the improvements made by new leaders. Staff and parents work together to ensure that every pupil succeeds.

From the moment children start in the reception class and throughout their primary years, leaders carefully review pupils' academic progress and well-being. Pupils with additional needs are well supported. No one is lost in the system. As a result, every pupil is ready for their next steps.

Most pupils behave well in lessons and when around school. Incident of bullying are vanishingly rare. Pupils are confident that adults would swiftly resolve any concerns they have. Parents agree, and many are highly supportive of the school. They welcome the friendly conversations and prompt communication that they have with staff.

Pupils are encouraged to be confident, resilient learners. Those who have leadership positions, such as being on the school council, wear their pin badges with pride. Others take their role of being a 'Blue Cap' seriously and value the training they have received to carry out their duties. They know the importance of helping their peers resolve any disputes.

## **What does the school do well and what does it need to do better?**

The school's newly appointed leaders are further improving the quality of the curriculum. The pandemic caused this work to be delayed. However, it now continues apace. In most subjects, leaders have thought carefully about the exact knowledge that they want pupils to gain. Topics are taught in a sensible order. They build on what pupils have learned before. Where subject leaders have carefully identified the precise knowledge that pupils need to gain, teachers are clear about what to teach and how to teach it. However, in a few subjects, such as history and science, there is less clarity about how to teach pupils about how important subject knowledge has been established. Some pupils do not understand what it means to be a subject expert.

Teaching staff have a wealth of knowledge and experience. They support each other well and share best practice. Teachers bring subjects to life through skilful use of quality resources. Working closely with skilled teaching assistants, they ensure that learners are engaged in lessons. This includes in the early years, where children flourish as they enjoy exploring their surroundings and building new friendships. Pupils with special educational needs and/or disabilities (SEND) are well supported. Teaching staff have the information they need to ensure that these pupils can learn alongside their peers.

Leaders have prioritised developing reading across the school. They know the importance of building pupils' wider vocabulary. Knowledge organisers help pupils to learn and use carefully selected subject-specific words. Children in the early years and older pupils who are at the earliest stages of reading benefit from the help they receive in learning to read. Trained staff ensure that books are carefully matched to pupils' current knowledge of sounds and words. Pupils who need additional support receive appropriate interventions in a timely manner. As a result, they quickly learn to read. Outcomes in phonics and reading are high.

Leaders have ensured that the clear routines and expectations are well understood by staff and pupils. Children in the Reception Year have settled well. They sit quietly on the carpet for group activities and listen attentively to teaching staff. Most older pupils listen carefully to their teachers and engage well with their lessons. A few pupils struggle to meet leaders' high expectations for behaviour. Staff gently and kindly guide pupils to make better choices. Pupils move around the school calmly. They show respect to adults and to each other. Pupils understand what is expected of them and how to keep the school rules. Leaders have worked hard to improve attendance. As a result of their efforts, the majority of pupils now attend school well.

Pupils know the value that is placed on being an 'always pupil' and are keen to be recognised as one. They know the importance of respecting others who may be different to them. Pupils know what bullying and racism are, and that these are not acceptable. Assemblies have strengthened pupils' understanding of fundamental British values, such as the concept of democracy.

Governors have a wealth of skills and experience. They check carefully that the information they receive from school leaders is accurate and that the decisions made are in pupils' best interests. Governors regularly visit the school and see for themselves what is happening. They know the school's potential for further improvement. They challenge and support leaders in equal measure to enable this to happen. Leaders and teachers work closely with other organisations. This includes the local authority, local English and mathematics hubs, and the local cluster of schools.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there are robust systems to report and record any concerns about the well-being or safety of pupils. There is regular training and safeguarding reminders for staff. All staff know the signs that suggest that a pupil may be at risk of harm. They know how to report any concerns that they might have. Leaders follow up these concerns promptly and make timely referrals to partner agencies. As a result, pupils are kept safe and receive the help they need.

Pupils learn about a range of safeguarding issues. They know the importance of speaking to a trusted adult. Pupils know who the safeguarding leaders are in school

and are equally confident that any member of staff would act quickly to keep them safe.

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

### **(Information for the school and appropriate authority)**

- In a minority of subjects, subject leaders have not identified the detailed knowledge that pupils need to be able to understand subject-specific concepts. As a result, teachers lack clarity on precisely what to teach. Pupils have associated gaps in their knowledge about what it means to be a subject expert. Leaders should ensure that the small steps of knowledge are clearly identified so that all teachers have absolute clarity about what to teach.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 107940   |
| <b>Local authority</b>                     | Leeds  |
| <b>Inspection number</b>                   | 10241882   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 5 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 207  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Tero Väänänen  |
| <b>Headteacher</b>                         | James Clay   |
| <b>Website</b>                             | <a href="http://www.manstonprimary.co.uk">www.manstonprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | 14 September 2017, under section 8 of the Education Act 2005           |

## Information about this school

- Since the last graded inspection, new leaders have been appointed. The current headteacher was appointed in September 2019. The deputy headteacher took up post in September 2022. A new chair of governors has recently been appointed.
- The school does not make use of any alternative provision.
- The school holds several accreditations. These include having Healthy Schools status and the Investors in People award. It is also a MindMate Friendly setting.
- The impact of leaders' work to improve early reading has been recognised by the English hub, who worked with the school to produce a showcase 'celebration video' as a training resource for other providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other senior leaders. They also met with the chair of the governing body and other governors. A meeting was held with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. This included discussing the curriculum with subject leaders, visiting a sample of lessons, talking with teachers, speaking to some pupils about their learning and scrutinising examples of pupils' work. Inspectors also listened to pupils read.
- Inspectors reviewed a range of documentation. Curriculum plans in art and physical education were reviewed. Inspectors looked carefully at documentation regarding behaviour, bullying and attendance. Inspectors scrutinised important safeguarding records and reviewed policies and procedures to help keep pupils safe. Inspectors spoke with a range of staff and pupils about safeguarding.
- Inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Parent View. Inspectors also spoke with parents and carers at the start of the school day.
- Inspectors gathered the views of staff and pupils through the responses to Ofsted's online surveys and through formal and informal meetings.

### **Inspection team**

Eleanor Belfield, lead inspector

His Majesty's Inspector

Matthew Harrington

His Majesty's Inspector

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