

Inspection of a good school: Manorfield Church of England Primary School

Station Road, Stoney Stanton, Leicester, Leicestershire LE9 4LU

Inspection dates: 14 and 15 June 2023

Outcome

Manorfield Church of England Primary School continues to be a good school.

What is it like to attend this school?

Leaders have developed a thriving sense of community in the school. Staff are ambitious for all pupils. The school's values of, 'Caring, Sharing and Inspiring' are lived daily. Pupils are happy. They are proud to take on responsibilities, such as being eco-champions, well-being leaders, or being part of the King's Coronation volunteering scheme.

Pupils appreciate the variety of clubs on offer. For example, they enjoy cheerleading, Spanish club, and the different sports clubs. Pupils like to help others. They organised a bake sale to raise funds for Ukraine and a Year group raising enough money to sponsor orphaned elephants. Staff nurture pupils' talents and interests.

The school is calm and purposeful. Staff have high expectations of pupils' behaviour. Pupils are polite, listen carefully and respond appropriately to others. They learn how to keep themselves healthy and they feel safe in school. Pupils share their worries with staff and are confident that staff will help.

Overwhelmingly, parents and carers recommend the school. Typically, a parent commented: 'I measure success by the happiness of my child. Manorfield has enabled this to happen.'

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

Children in the early years get off to a flying start. The curriculum is sequenced coherently to build children's knowledge. Staff skilfully support children to use the well-organised learning environments. Children communicate well with others and explain their thoughts with confidence. They play together imaginatively. Children start to learn to read as soon as they start the Reception Year.

Leaders have prioritised reading. Staff deliver the phonics programme well. Pupils learn to read by building their knowledge of letters and sounds. They identify, say and write the letter sounds correctly. Reading books closely match pupils' phonic knowledge. Pupils who

need extra help with their reading benefit from catch-up sessions. Staff ask appropriate questions to check pupils' reading skills and their understanding of the text being read. Teachers ensure that pupils learn to read fluently and develop their comprehension skills.

Pupils experience an ambitious and well-planned curriculum. Teachers identify the precise knowledge pupils need to learn and when. Pupils build their knowledge well because the sequence of learning in each subject is carefully considered. Teachers help pupils remember and use the knowledge, skills and vocabulary they have learned. Pupils secure their knowledge and skills over time. For example, in mathematics, pupils apply what they know to successfully solve problems and explain their answers. Teachers check carefully that pupils are learning the intended curriculum. Pupils have positive attitudes towards their learning.

Pupils with special educational needs and/or disabilities are well supported to access the full curriculum. Teachers skilfully adapt their teaching to meet these pupils' needs. For example, teachers break work down into stepped tasks, target specific questions, and scaffold support, when needed.

Pupils understand and refer to the school's values when talking about their learning. They develop strength of character through the use of 'Manorfield Muscles'. Staff provide opportunities to build pupils' resilience, kindness and their consideration of the views of others. Pupils learn about different cultures and religions. They understand the importance of respecting difference and equality. Leaders make sure that pupils experience life beyond the school's rural community.

Leaders have established clear routines and high expectations for pupils' behaviour. Pupils mostly meet these expectations. Staff help pupils to understand their emotions and actions, and how to improve their behaviour. Pupils enjoy and attend school regularly. Leaders have established systems for checking when pupils are absent. They support parents to improve their children's attendance, when needed.

Staff are proud to work at the school. They appreciate the support they receive from leaders and the trust. Staff say strong teamwork and a 'family feeling' are key features of the school. Staff and parents say that leaders are approachable and communicate well. Leaders consider staff's workload and well-being when making changes to improve the school.

Leaders, governors and trust officers, know and understand the school's strengths and development priorities. They have a clear vision for how the school can continue to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that staff receive regular training and updates. Staff know their responsibilities. They recognise when there are concerns relating to pupils' welfare or pupils who may be at risk. Leaders maintain

thorough safeguarding records. They are proactive in securing the right help for pupils when needed. Pupils learn how to stay safe when online. They understand the dangers of sharing personal information.

Leaders ensure that safer recruitment checks are completed before adults start working with pupils. Governors and trustees understand and fulfil their responsibilities in relation to safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a strong curriculum intent that is well implemented. Pupils learn the intended curriculum well. Leaders should ensure that all pupils continue to develop their high levels of commitment to their learning, so enabling them to achieve consistently highly across the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged, Manorfield Church of England Primary, Stoney Stanton to be good in January 2017.

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

Unique reference number	146618
Local authority	Leicestershire
Inspection number	10268446
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	Board of trustees
Chair of governing body	Kathryn Bullock
Headteacher	Felicity Clarke
Website	www.manorfield.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Embrace Multi-Academy Trust on 1 April 2019.
- The school does not use the services of any alternative providers.
- Manorfield is a Church of England school with a Christian ethos. It received its last Statutory Inspection of Anglican and Methodist Schools (SIAMS) in November 2019
- Manorfield Church of England Primary School converted to become an academy school in April 2019. When its predecessor school, Manorfield Church of England Primary School Stoney Stanton, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at a sample of pupils' work. The inspector listened to pupils read to a familiar adult. The inspector also reviewed a range of other subjects, including history and science.

- The inspector spoke with the headteacher, other leaders, subject leaders, pupils, governors and trust leaders.
- The inspector spoke with safeguarding leaders, governors, staff and pupils to evaluate safeguarding. This also included evaluating record-keeping, safeguarding checks and staff training. He considered how well safeguarding leaders act in response to concerns about pupils' safety and welfare.
- The inspector considered a range of documents, including the school's self-evaluation audit, school development plans, minutes of governors' meetings and a range of policies.
- The inspector considered parents' responses and free-text comments to Ofsted's online survey, Parent View.

Inspection team

Ian Toon, lead inspector

Ofsted Inspector

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