

Inspection of Manston St James Primary Academy

Sandbed Lane, Crossgates, Leeds, West Yorkshire LS15 8JH

Inspection dates: 8 and 9 October 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Antoni Biedka. This school is part of Abbey Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the co-chief executive officers, Helen Pratten and Catherine Garrett, and overseen by a board of trustees, chaired by Gefrin Price.

What is it like to attend this school?

Pupils thrive at this caring and nurturing school. There is a strong commitment to supporting pupils' emotional needs. Relationships between staff and pupils are warm and caring. Pupils trust adults to take care of them. The majority of parents and carers are positive about the work of the school. They recognise the improvements in behaviour and communication.

The school has high expectations for pupils' achievement and is committed to improving outcomes. The new leadership team has swiftly identified key issues to address in the curriculum and pupils' behaviour. There has been strong impact in these areas. Previously published outcomes do not reflect the quality of learning current pupils benefit from. Pupils now achieve well across most subjects, including reading and mathematics.

Pupils' behaviour is much improved. Staff support the small number of pupils who find it difficult to manage their emotions. Parents appreciate this. Pupils are polite and engage in conversation with adults. Pupils enjoy a range of leadership roles including the eco council, school council, and as ambassadors. A wide variety of extra-curricular activities are offered across a range of interests. These change throughout the year and include arts and crafts, sports, drama and gardening.

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

The curriculum has been thoughtfully designed so that pupils' learning builds over time. Key vocabulary has been identified and teachers help pupils to use it during their learning. Pupils talk confidently about their learning and can explain their thinking. For example, pupils describe using column methods to become quicker when solving problems in mathematics. The curriculum is carefully adapted to ensure that pupils with special educational needs and/or disabilities (SEND) can access their learning successfully.

In mathematics and reading, most pupils have the necessary knowledge to leave school ready for the next stage in their learning. However, achievement in writing is more variable and not all pupils achieve consistently well. The school has recently started to address this through improvements to the writing curriculum. The school has prioritised the development of pupils' vocabulary and linking the teaching of writing to high-quality texts.

The school has made reading a top priority. It has made substantial changes to the approach to reading. This has been successful. Most pupils read confidently and accurately because books match their reading ability. Staff are well trained to teach phonics and reading consistently. Staff quickly identify those pupils who need extra help. They provide well-targeted support to help them catch up. As a result, pupils are making much quicker progress through the reading curriculum than in the past.

The early years curriculum is ambitious with a focus on building language and vocabulary. Learning builds on children's starting points. Routines are firmly established to ensure children are ready to learn quickly. Children's attitudes to learning are positive. They learn

independently, with sustained concentration. Adults use thoughtful questions and model key language to help guide learning. They carefully check children's understanding as they learn. There are plenty of opportunities for physical development, helping children to develop early writing skills.

The school has developed robust systems to improve pupils' attendance. It is working with families to help them get their children to school every day. This work is helping to improve attendance for many pupils. However, the proportion of pupils who are persistently absent remains a concern, particularly for disadvantaged pupils. Leaders are rightly maintaining a sharp focus on improving attendance.

The school has recently reviewed its behaviour policy. In most lessons pupils show positive attitudes to their learning. They benefit from clear routines in a calm and orderly environment. Pupils are focused and complete their learning successfully. Pupils respond well to positive rewards like 'shout-out boards' and 'pom-pom buckets'.

The personal, social and health education curriculum is carefully thought out and adapted to equip pupils with the knowledge on how to stay safe. It is delivered in an age-appropriate way. For example, local police officers deliver targeted workshops about the dangers of 'youth vaping'. The school incorporates elements such as fundamental British values and global issues into assemblies. Pupils understand tolerance through learning about different faiths and visiting places of worship. Pupils recognise the importance of equality and understand discrimination.

Supported well by the trust, school leaders have ensured that key areas for improvement have been addressed and the school has moved forward. The impact of this can be seen in the improving outcomes achieved by pupils. Staff feel supported and have manageable workloads. Trustees and local governors understand the school's needs well. Leaders at all levels are ambitious for all pupils and the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's writing curriculum is not enabling pupils to build knowledge and skills progressively over time as well as it could. This means that some pupils leave the school unable to write at the expected standard. The school should continue its efforts to ensure that the writing curriculum is implemented effectively.
- The proportion of pupils who are persistently absent needs to reduce. These pupils miss out on important learning and personal development opportunities. The school should continue to implement its recently introduced systems to improve the attendance of pupils who are persistently absent.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138824
Local authority	Leeds
Inspection number	10346462
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	347
Appropriate authority	Board of trustees
Chair of trust	Gefrin Price
Co-CEOs of the trust	Helen Pratten Catherine Garrett
Headteacher	Antoni Biedka
Website	www.manstonstjames.co.uk
Dates of previous inspection	22 and 23 January 2015

Information about this school

- The school is part of Abbey Multi Academy Trust.
- The headteacher is new to the role since the previous inspection.
- There is a breakfast club and after-school club run by the school on site.
- The school does not use alternative provision.
- The school is a Church of England primary school within the Diocese of Leeds. The most recent section 48 inspection of the school's religious character took place in October 2022. The next section 48 inspection will be within eight years of the previous section 48 inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteachers and the special educational needs coordinator.
- Inspectors met with leaders from the trust, including the CEO. They met with trustees and members of the local governing body. They also met with a representative from the diocese.
- Inspectors carried out deep dives in English, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils. They also took into account the views of parents and carers using Ofsted's online survey for parents and carers, Ofsted Parent View. These included comments received via the free-text facility. Inspectors also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector	His Majesty's Inspector
David Taylor	Ofsted Inspector
Tracy Millard	Ofsted Inspector

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