



# Manston St James CE (VA) Primary School

---

## Addendum to the report

### **Page 2 – paragraph 2 sentence 3**

Delete the words 'The least and'

Add another sentence: 'Children with learning difficulties make satisfactory progress.'

### **Page 3 – paragraph 2 sentence 2**

Delete the second sentence and replace with: 'Attainment in mathematics is well above the national average, but standards have declined over the last few years from well above average to the current average in English and science.'

### **Page 3 – paragraph 3 sentence 7**

Delete sentence 7 and replace with 'Children with learning difficulties make satisfactory progress.'

### **Page 4 – paragraph 4**

Delete sentence 4

### **Page 5 – paragraph 3 sentence 2**

Delete the words: 'or realised that it is resulting in lack of challenge for middle ability children'.

---



# Manston St James CE (VA) Primary School

Inspection report

Unique Reference Number 108049  
LEA Leeds

Inspection number 274827  
Inspection dates 17 - 18 May 2005  
Reporting inspector Elizabeth Greensides

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Voluntary Aided	School address	Sandbed Lane
School category	Primary		Cross Gates
Age range of pupils	4 - 11		Leeds
			West Yorkshire
			LS15 8JH
Gender of pupils	Mixed	Telephone number	0113 2930270
Number on roll	418	Fax number	0113 2161800
Appropriate authority	The governing body	Chair of governors	Duncan McMaster
Date of previous inspection	27 September 1999	Headteacher	Allan Summers

Age group	Published	Reference no.
4-11	June 2005	274827

---

© Crown copyright 2005

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the Manston St James CE (VA) School and of the local education authority.

The inspection was carried out by three additional inspectors.

## Description of the school

Manston St James CE (VA) School is a very large primary school serving mainly families from owner occupied houses. There are 418 children on roll aged from four to eleven. Most have attended one of 24 feeder nursery schools and have the typical skills and knowledge of four year olds on entry. Fewer than one in ten pupils have learning difficulties or disabilities. The number of children entitled to free school meals is low, but rising. The school has very few pupils from minority ethnic heritage and none whose first language is not English.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Manston St James CE (VA) School has several strengths but has serious weaknesses in its leadership and management. Hence the school's overall effectiveness and its value for money are inadequate despite the positive views of most parents and pupils.

Children make satisfactory progress from their starting point on entry to reach above average standards overall by the time they leave the school. However, progress is inconsistent, being good overall for children up to the age of seven but only satisfactory after this. The least and most able children do not always achieve as well as they could in Years 3 to 6 because the work they are given is not matched well enough to meet their specific needs.

Children's personal development is good and they are generally well cared for at school. However, teaching staff do not do enough to help the pupils improve further. Teaching is satisfactory overall but lessons are sometimes mundane because the activities lack challenge or interest. Nevertheless, children have good attitudes to their work and their behaviour is good. The strong links with the church enhance the good provision for children's personal and social education.

Leadership and management are inadequate. The school thinks they are better than this because it does not have a clear view of its own performance. Its approach to improvement lacks rigour and the standards achieved by the least and most able pupils at Key Stage 2 are at risk. Improvement since the last inspection is inadequate and the current management systems do not demonstrate the capacity to improve.

### Grade: 4

#### What the school should do to improve further

The school should:

- raise standards further, and improve progress in Years 3 to 6, particularly in English and science;
- devise and implement rigorous systems to evaluate the effectiveness of its leadership and the quality of its provision, and use the priorities from monitoring and self - review to plan appropriately for improvement, with clearly identified areas for action;
- improve leadership and management by setting up systems for reviewing how well subject and aspect leaders manage and lead their areas of responsibility.

## Achievement and standards

The standards children reach by the age of seven are well above average in reading, writing and mathematics. This is better than for children in similar schools, and is a good improvement on previous years.

By the time children are eleven, overall standards are above average compared with all schools, and with similar schools. However, attainment in English and science is significantly lower than in mathematics and results in these two subjects have declined over the last few years. Targets in English and mathematics are mostly met, but are neither ambitious nor challenging enough to promote further progress. Children's attainment in information and communication technology is average, which is an improvement since the last inspection.

Children make satisfactory progress overall during their time in the school, but this progress is inconsistent. Children achieve well in the reception class. By the end of this year they exceed the goals expected of them in all areas of their learning and development. When they start Year 1, they compare well with children in other schools, and most make good progress by the age of seven. Progress in Years 3 to 6 is satisfactory. It is not as fast as in the earlier years because, too often, the activities in lessons are mundane and do not significantly enhance children's learning. A substantial proportion of children with special educational needs do not make sufficient progress because they are often given the same work as others, which is too difficult for them. With the exception of mathematics, some of the more able children do not make the progress they are capable of because they are not challenged enough in lessons.

Individual targets are often very vague and do not help the children to know clearly what they need to do to improve. Boys do not achieve as well as girls in writing at all ages, but do significantly better than the girls in mathematics. The picture of gender differences has been a feature for a number of years, but has not been recognised or addressed by the school. The school's assessment of children's achievement is too high. It is not based on sound information from regular monitoring of their work.

**Grade: 3**

## Personal development and well-being

The children's spiritual, moral, and social development is good; cultural development is satisfactory. Teachers promote pupils' personal development well in assemblies, and in structured sessions in class, when children sit together in social circles and discuss their feelings, concerns and issues which

affect them. They express themselves well and are listened to sympathetically. The school has good systems which allow children to be involved in a wider way, through the new school council, buddying systems and opportunities to work together as teams. This is supported well by residential visits which contribute to the development of the pupils' social awareness. They show respect and care for one another.

Children's behaviour throughout school is good due to the school's high expectations and a clear understanding of right and wrong. They are polite and courteous to each other and to visitors. They have developed a sound attitude to other cultures and faiths, challenge racism and value equality. Attendance is good, because children enjoy coming to school.

The school provides good opportunities for children to develop a healthy lifestyle, and children understand the effects of substance abuse. They are encouraged to participate in, and enjoy exercise. They make a good contribution to the community, particularly through the church, with which the school has strong links. They are developing skills which they will be able to use throughout life; they are confident and work well collaboratively in classroom activities and whilst at play. Inspectors agree with the school that children's personal development is good because good provision is made for their well-being.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

The quality of teaching is satisfactory overall. Lessons, teachers' planning and the children's books are not monitored on a regular basis, so the school is not aware that the quality of teaching is not as good as it thinks it is. Examples of good and very good teaching were seen during the inspection but scrutiny of pupils' work from a range of subjects completed throughout the year showed that teachers do not always match the work to the full range of children's needs and too often all children are expected to do the same work. This adversely affects progress, especially of the less able, who are often not able to show how well they have understood the content of the lesson. Expectations of the more able children are not high enough, which limits their attainment to the task they are given.

The school satisfactorily collects information about children's standards, and teachers are provided with this information at the beginning of each year. However, the school has little understanding of how such information should be used to ensure that lessons match the real needs of the children. For example, writing has been identified as a priority, but lessons do not provide children

with enough opportunity to develop these skills. Writing in areas of the curriculum such as history, geography and science is often identical across the class, or requires children to fill in the gaps on commercially produced worksheets. Children with learning difficulties are appropriately diagnosed through assessment. The support provided for them in some lessons by teaching assistants has not been evaluated for its effectiveness in improving progress. It is not good enough to help less able children to develop their understanding of the work. Teachers do not set clear targets for individuals or groups to raise attainment and the quality of marking is not good enough to help pupils to know how to improve.

### **Grade: 3**

#### **Curriculum and other activities**

The school considers the curriculum to be good but inspectors judge it to be satisfactory. Teachers use national guidance to plan their lessons, but do not take account of the main priority of raising attainment in writing. The work the children do covers a suitable range of activities and experiences but there is little emphasis on the development of basic skills such as those of historical enquiry, scientific enquiry or problem solving. This adversely affects standards in English, science, history and geography.

Children in Years 4 to 6 are split into ability groups for English and mathematics. Whilst this is raising attainment in mathematics, the school has not yet analysed how effective this is in English or realised that it is resulting in lack of challenge for middle ability children. Provision for information and communication technology is much improved since the previous inspection. Teachers' subject knowledge has improved, and they are beginning to plan for the use of computer technology across different subjects of the curriculum.

The children have good opportunities to learn about keeping safe and healthy through an effective and well - planned programme for personal, social and health education. This is enhanced by a wide variety of enrichment activities, visits and visitors, which contribute well to children's enjoyment and social development.

### **Grade: 3**

#### **Care, guidance and support**

The school's assessment of this area is that it is good. However, whilst all staff show good care for all children, they do not use the information they have about standards to guide the children towards the next steps in their learning. For this reason, the inspection judgement is that the care and guidance of the children is satisfactory overall.



Child protection procedures are sound and all staff have appropriate understanding of them. Full risk assessments are undertaken before any external visits take place. Parents and carers are very happy with the way that the children are looked after at the school, and questionnaires with the children themselves show that they feel safe and secure in school.

**Grade: 3**

## **Leadership and management**

The leadership and management of the school are inadequate, contrary to the school's belief that they are good. Senior staff do not keep a close enough watch on the effectiveness of the school's work. There are no effective, embedded systems for self-evaluation, and so senior staff have little understanding of what the school needs to do to improve, and do not set their sights high enough.

The school has not successfully evaluated its strengths and weaknesses through rigorous systems which are part and parcel of the every day life of the school. Because of this, it sees itself as better than it really is in many aspects of its work. Senior managers do not look carefully at the work that other leaders do throughout school, or evaluate its effectiveness, and this is having a negative impact on subject leadership, on the development of systems and procedures for assessment, and on the way different aspects of the school are run. The school has collected the views of parents and children, but has not analysed these in any systematic way to provide a working plan for improvement.

Because the school does not have a realistic view of where it is, there is a lack of clarity in what it needs to do next to improve. Development plans are produced by all leaders, but are not based on priorities from self - review, and are not carried out in any systematic or coherent way. There is little checking to consider how well plans are working, or the impact that this is having on standards.

Leaders throughout the school often do not have enough time to perform their role. The balance of time given to different leadership roles is unequal, and there is little guidance as to how time away from the classroom should be used. Subject leaders have had no recent guidance on what they need to do to lead and manage their subjects, and as a result do not know how to effectively carry out their duties. The senior leadership of the school does not support them enough in their work, or evaluate what they are doing against the criteria in the job descriptions. This represents unsatisfactory progress since the previous

inspection when leadership and management were identified as being unsatisfactory and needing improvement.

The governors are not involved enough in the process of self-evaluation and development, and so are not challenging the school's views or its priorities for improvement. This is a further weakness in the school's capacity to improve, which is inadequate.

**Grade: 4**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## INSPECTION JUDGEMENTS

<i>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall	16-19
---	----------------	-------

**OVERALL EFFECTIVENESS**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>4</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	
The quality and standards in the Foundation Stage	<b>2</b>	
The effectiveness of the school's self-evaluation	<b>4</b>	
The capacity to make any necessary improvements	<b>No</b>	<b>Y/N</b>
Effective steps have been taken to promote improvement since the last inspection	<b>No</b>	<b>Y/N</b>

**ACHIEVEMENT AND STANDARDS**

<b>How well do learners achieve?</b>	<b>3</b>	
The <i>standards</i> reached by learners	<b>2</b>	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>3</b>	
How well learners with learning difficulties and disabilities make progress	<b>3</b>	

**PERSONAL DEVELOPMENT AND WELL-BEING**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>	
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>	
The behaviour of learners	<b>2</b>	
How well learners enjoy their education	<b>2</b>	
The extent to which learners adopt safe practices	<b>2</b>	
The extent to which learners adopt healthy lifestyles	<b>2</b>	
The extent to which learners make a positive contribution to the community.	<b>2</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>	

**THE QUALITY OF PROVISION**

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>	
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>	
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>	
<b>How well does the provision promote the well-being of learners?</b>	<b>3</b>	

**LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>4</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>4</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>4</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>4</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>4</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	<b>Y/N</b>

<b>The extent to which schools enable learners to be healthy</b>	<b>Yes/No/NA</b>
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are taught about sexual health risks	Yes
Learners are encouraged and enabled to eat and drink healthily	Yes
<b>The extent to which providers ensure that learners stay safe.</b>	<b>Yes/No/NA</b>
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>How well learners enjoy and achieve</b>	<b>Yes/No/NA</b>
Support is given to learners with poor behaviour and attendance	Yes
Learners' personal and academic development are monitored	Yes
<b>The extent to which learners make a positive contribution</b>	<b>Yes/No/NA</b>
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	<b>Yes/No/NA</b>
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Yes
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	Yes

Alexandra House      T 0207 421 6800  
33 Kingsway          F 0207 421 6707  
London WC2B 6SE      [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



Manston St James CE (VA) School  
Sandbed Lane,  
Cross Gates,  
Leeds  
LS15 8JH

19 May 2005

Dear Children,

You will have noticed some extra adults in your school this week. As you know, we have been looking at your school to see how well it helps you to learn. Thank you for being part of our week, and thank you also for your politeness, your good manners, and, above all, your smiles and your helpfulness at all times.

These are the main things which we have found out about your school:

- Your teachers look after you well, and you enjoy coming to school so your behaviour is good.
- You look after each other well, and have the chance to help each other and get to know each other through the school council, huff and puff, and circle time.
- You have a good understanding of how to stay safe and healthy, and you can talk about this to others.

There are, however, some things your school does not do well and where it needs to make significant improvements:

- Your school does not always check that things are going as well as they should, and so there are some improvements which need to be made.
- Sometimes lessons don't always help you to learn as well as you could

Here are some of the ways in which the school will be able to improve:

- Your school needs to decide on better ways to find out how well you are all doing.
- The teachers and leaders need to use what they have found out to decide upon the best ways to help you improve further.
- The way that your different subjects are taught does not always help you to understand your work, and your teachers need more time to plan this.

You have a happy school, where you are all safe. You are encouraged to live a healthy life style, and you enjoy learning. Keep it up!

Yours faithfully,

Elizabeth Greensides (Lead Inspector)