



Manea Community Primary School

Inspection Report

Unique Reference Number 110638
LEA CAMBRIDGESHIRE LEA
Inspection number 278475
Inspection dates 2 March 2006 to 3 March 2006
Reporting inspector Mrs. Nichola Perry LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Station Road
School category	Community		PE15 0HA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01354 680293
Number on roll	144	Fax number	01354 680293
Appropriate authority	The governing body	Chair of governors	Mr. Barry Cundell
Date of previous inspection	12 June 2000	Headteacher	Mrs. Pamela Longridge

Age group 4 to 11	Inspection dates 2 March 2006 - 3 March 2006	Inspection number 278475
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: 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 Education Act 2005, 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 carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school. It is popular and oversubscribed with some pupils attending from out of the area. Nearly all pupils are of white British descent and all use English as their first language. The rate of mobility is high and the number of pupils with learning disabilities, whilst variable, is broadly average overall. Attainment on entry is below average, particularly in pupils' language skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school considers its overall effectiveness as good. Inspection evidence shows that the school provides a satisfactory education, with many strong and developing features. It provides satisfactory value for money. Pupils make good progress in Year R/1 and achieve broadly average standards, except in language development. Pupils make satisfactory progress through Key Stage 1 and results at the end of Year 2 are average. Progress in Years 3 to 6 is satisfactory with broadly average standards over the last four years. Standards in mathematics and science dipped significantly in 2005, particularly science, due to high mobility and issues with basic literacy skills. A smaller proportion of pupils than expected achieve the higher levels in Years 2 and 6. The progress of pupils with learning difficulties is satisfactory. Teaching is satisfactory overall. There is consistently good teaching in Year R/1 and in Years 5/6. The school needs to ensure that the best practice is shared across all age groups. Subjects are well led and there is very good tracking of pupils' progress and curriculum experiences leading to good planning in all subjects. Pupils are well cared for and happy in school. Behaviour is good and pupils have many opportunities to take responsibility and make positive contributions to the school; for example, through the re-established school council and supporting midday supervisors managing the dining hall. The school maintains good partnership with parents whose views are mainly positive. Leadership and management are good overall. The headteacher provides good leadership despite having to bear the weight of leadership and management of the school alone for several years. The newly appointed deputy headteacher, a leading literacy teacher, and the very good skills of the Year R/1 teacher, a leading Foundation Stage teacher, now provide a strong team to assist her. This is helping the school to become increasingly effective in evaluating its performance. The current governing body has improved significantly since the last inspection and is now good. There has been satisfactory improvement since the last inspection, although some aspects show good improvement, and the school is well placed for further and rapid improvement.

What the school should do to improve further

- Continue to raise standards in Year 2 and Year 6 especially for pupils capable of achieving higher levels in end of year tests. - Bring the quality of teaching up to that of the best by ensuring that the best practice is shared across all year groups. - Raise standards in science across the school.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory from a low starting point on admission. The Year R/1 class achieve well and many meet nationally expected goals, except in language development. They are well prepared for future learning. Overall performance in Year 2 is average, although better in reading and writing than in mathematics. End of year tests show a steady increase over the past three years, although too few pupils achieve

higher levels. Achievement in Years 3 to 6 is satisfactory, with broadly average standards reached by the end of Year 6. However, not enough pupils are achieving higher levels. The 2005 test results dipped significantly, following a previous steady trend, specifically in mathematics and science. Standards in science are currently below average. Detailed analysis has shown that issues with comprehension, linked to a lack of understanding of questions, are mainly to blame for this, alongside very high pupil mobility, the learning difficulties of some pupils and the loss of the Year 6 teacher mid-year. Pupils in the current Years 2 and 6 are now being appropriately challenged and should achieve targets set. Effective strategies are in place to raise pupils' levels of comprehension. Detailed analysis has identified specific areas for development, for example, science topics are now being used as a focus for teaching across the curriculum, including use of ICT. This ensures that the science curriculum is now fully covered and necessary language issues are addressed. Pupils with learning difficulties achieve satisfactorily because they are well supported and given work of an appropriate level.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils describe their school as 'one big, happy family' in which they all work together. They feel safe and are able to approach any adults. Pupils are taught to be safe through lessons in personal, social and health education and in other lessons; for example, by using the Internet safely in ICT. They are encouraged to lead healthy life styles through participation in physical education and an awareness of healthy eating choices. Staff promote pupils' spiritual, moral, social and cultural development through assemblies, religious education and art. This is satisfactory but needs to be further developed through other subjects. There is appropriate focus on increasing cultural diversity awareness. Behaviour is good. Attitudes to learning of a minority are poor but staff work hard to motivate and support them. Attendance has steadily improved and is now average. Pupils with learning difficulties are well supported and make satisfactory and sometimes good progress. Youngest pupils are confident in classroom routines and expectations; for example, when tidying away quickly and efficiently following an activity. Pupils are able to influence what happens in the school through the school council. They are encouraged to participate in their local community by taking part in the annual village gala, and they also help to make decisions about which charities to support. The satisfactory development of basic skills helps to promote their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. There is consistently good teaching in Year R /1 and in Year 5/6 since the new deputy headteacher's arrival. Teachers and support staff form good relationships with pupils, most of whom are confident and

keen to learn. There is strong focus on improving pupils' learning. Senior staff have already implemented improvements in the teaching of guided reading and introduced more focused cross-curricular teaching. This is now addressing gaps in pupils' prior learning of basic skills, with some evidence of improvement, particularly in the current Year 2 in both reading and writing. Most teachers have high expectations of pupils' behaviour and response, which is reflected in improved listening and concentration. However, some teachers are inconsistent in managing behaviour, which slows the pace of learning for others. The school caters well for pupils with learning difficulties. Planning is good and ensures pupils receive appropriate support. Additional focused sessions are being used effectively to raise standards. Teachers use good systems for measuring and tracking pupils' progress, which is continuing to improve with the introduction of a whole school tracking system. This information is being used well to identify more able pupils as they leave Year R, as well as pupils or groups who are underachieving.

Curriculum and other activities

Grade: 2

Pupils enjoy a very well planned curriculum that is enriched by a good range of additional activities, including clubs for PE, music, Spanish, choir and revision. Pupils also benefit from increased time and specialist teaching in PE. Staff analyse pupils' needs in different year groups and plan learning accordingly. Links between subjects are maximised to make learning more relevant and enjoyable; for instance, in a project for Year 5/6 pupils which involved investigating ingredients for a breakfast cereal. This project also involved art, ICT, and literacy. A system has been introduced to track pupils' curriculum experiences and this is an example of very good practice. There has been satisfactory progress since the last inspection in improving opportunities to learn ICT skills. The recent purchase of additional laptop computers has contributed strongly to improvement and the school is now poised to make further progress. Work is well displayed throughout the school and art is a clear strength.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. Staff know their pupils well and pick up on any worries they might have. Pupils are also encouraged to care for each other and be sympathetic to each other's feelings. Vulnerable pupils are closely monitored with good advice from external agencies when required. Child protection procedures are comprehensive and rigorous, including checks made for all staff appointments. The school has a 'Health Promoting School' status, and is continuing to develop its work encouraging pupils to adopt healthy lifestyles by prioritising the social and emotional aspects of pupils' learning. All pupils have targets for improvement and most are clear that they have a mixture of class, group or individual targets for improvement. Parents are pleased with the care and guidance their children receive.

Leadership and management

Grade: 2

The school is led and managed well. The headteacher provides strong leadership. She is supported by an effective and able governing body and a newly established leadership team. This means that the school is well placed to build on the progress since the last inspection. The school increasingly evaluates its performance through methods such as its pupil tracking systems and its cycle of development planning. It rigorously monitors its work and effectively analyses the pupils' progress and achievement. All development initiatives are incorporated into an effective improvement plan, including time scales and costings. Pupil tracking information is used well in planning work, ensuring that whatever class children are in, they receive their entitlement to the full range of curriculum experiences. It also ensures that gaps in pupils' knowledge are addressed. Pupils from all backgrounds, including those with learning difficulties, are welcomed and effectively integrated into the school and treated as equals. School management pays attention to the views of parents and pupils; for example, by responding to the recent request for more trips and visitors. External professionals are used effectively to support school improvement and the school is part of a national strategy network which focuses on writing for more able pupils. Good links with the local sports college and key members of the community enhances pupils' learning very well. Subject leaders have good action plans for developing practice and the school appropriately sets itself targets to achieve nationally accredited standards; for example, in ICT. There now needs to be further development of the established monitoring systems, so that all subject leaders have more opportunities to check on the quality of teaching in their subjects.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: 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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and helping us find out about it. We enjoyed our time with you. This letter is to tell you about some of the most important things we saw. These are some of the best things. - You enjoy coming to school, are proud of your school and most of you behave well. This means that you can learn well and make lots of friends. - Your parents are pleased with your school. - Your teachers try to make your lessons interesting and fun. - As well as your lessons, your school gives you plenty of clubs and other activities, and you enjoy taking part in these. - The adults care about each of you and make sure they listen to how you feel about school. - Mrs Longridge works with your teachers and the governors to make sure that your school keeps on improving. These are the things that can be made even better. - We want your teachers to help more of you to achieve higher levels in Years 2 and 6 and we think you can work really hard and do this. - Some of the lessons we saw were good and we want your school to make sure that every lesson is as good as these. Keep enjoying all your school offers you.