

Manston Primary School

Inspection report

Unique Reference Number	107940
Local Authority	Leeds
Inspection number	287967
Inspection dates	19–20 June 2007
Reporting inspector	Andrew Swallow

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	182
Appropriate authority	The governing body
Chair	Mrs R Major
Headteacher	Mrs Pauline Quick
Date of previous school inspection	27 January 2003
School address	Dennil Road Leeds West Yorkshire LS15 8SD
Telephone number	0113 2645445
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Age group	5–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Manston is a smaller than average primary school, which serves an area of mixed private and local authority housing on the eastern side of Leeds, close to the city centre. Attainment on entry is well below average and has declined since the last inspection. The proportion of pupils with learning difficulties and/or disabilities is below average, and none have statements of special educational need. The vast majority of pupils come from White British backgrounds and all speak English as their first language. The school holds the following awards: Investors in People and in Pupils, SportsMark, ActiveMark, Inclusion Chartermark, Healthy Schools, Stephen Lawrence and Quality in Study Support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with many good features. Staff work hard to provide a safe and stimulating environment in which children are encouraged to take increasing responsibilities. Behaviour is outstanding and relationships are mutually supportive. Pupils enjoy coming to school, are proud of being a part of their school community and take full advantage of the excellent range of lunchtime and after school activities. Attendance is satisfactory and just below average. Parents value highly the school's work. They feel that it is 'a friendly, well run school, with teachers who are approachable and who treat children as individuals.'

Children make satisfactory progress in their work, reaching average standards. They make a good start in Reception, developing good personal and social skills and improving their very low language and communication skills. They generally maintain these good rates of progress across Years 1 and 2, and make overall satisfactory gains in numeracy skills. As a result, they attain average standards by the end of Year 2. Progress is satisfactory across Years 3 to 6. This is largely because the school does not evaluate pupils' gains in learning with sufficient precision and identify whether they are good enough. Marking does not always identify clearly what pupils need to do to improve their work in order to reach higher standards. Nevertheless, the overall quality of teaching is satisfactory and there is good practice across the school. This is characterised by a creative approach that brings learning alive while not neglecting the basic skills.

A well-planned curriculum offers an outstanding range of cultural and multi-cultural experiences, as well as excellent sporting opportunities. The Foundation Stage makes good provision with effective teaching of social skills. Parents are very appreciative of the good support and guidance that the school provides for their children. Pupils say that 'the teachers are always there for them and really care.'

Pupils' good personal development is a result of open relationships with all staff. Pupils take a lively interest in their school, act maturely and show respect for the world around them. They develop an excellent understanding of healthy lifestyles and an increasingly sophisticated appreciation of the global dimension through their work on different cultures and their learning of a foreign language. The many opportunities afforded to them to take on responsibilities, engage in fund-raising and other public events, ensure that most pupils develop a sense of value gained from contributing to a community. Their good ability to work cooperatively, and their developing literacy, numeracy, and information and communication technology (ICT) skills, prepare them well for their future lives.

Perceptive leadership by the headteacher has ensured that staff have taken effective steps to address issues for improvement from the last inspection and create a climate where learning can flourish. There is still more to be done to ensure that pupils achieve well throughout the school, particularly across Years 3 to 6. The school's self-evaluation is satisfactory, but has not yet judged with enough rigour the impact that teaching has on pupils' learning. Not enough use is being made of the recently refined tracking procedures to support pupils' progress more quickly. Manston Primary has good capacity to improve further and gives satisfactory value for money.

What the school should do to improve further

- Improve the rates of pupils' progress across Years 3 to 6.
- Sharpen teachers' practice in assessing the gains in learning made by all pupils.
- Evaluate more rigorously the impact of teaching on pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Overall, children make satisfactory progress in their work, reaching broadly average standards by the end of Year 6. Most enter Reception with levels of attainment well below those expected for their age. They make good progress, because teaching is lively and engages all children. By the end of the Reception year, standards are below expectations in language and communication and calculation, although many pupils are approaching expected outcomes in their personal and social development. In Years 1 and 2, children build well on this good start, making good progress in reading and writing to achieve average standards by the end of Year 2. In mathematics, they make satisfactory progress and reach below average outcomes. In 2006, standards in mathematics fell to significantly below average. Strategies to address this shortfall have impacted well, and current Year 2 results are set to rise again this summer to just below average.

Pupils' achievement in Years 3 to 6 is satisfactory. In 2006, standards in English were in line with expectations and above average in mathematics and science. They were above average at the higher levels in English and science, but well below in mathematics. More importantly for these children, this represented satisfactory achievement from their starting points. Outcomes are unlikely to be as high this summer, but satisfactory progress is maintained. Boys perform well, particularly across Years 1 and 2, where they often achieve better than girls, reversing national trends. Low attaining boys do less well as they move through the school. Pupils with learning disabilities and/or difficulties achieve satisfactorily, because they are involved and supported appropriately in lessons. The school has a good track record in meeting the targets that it sets and is increasing the challenge, where appropriate.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy learning and display consistently positive attitudes. They are keen to do well and work both independently and cooperatively from an early age. Pupils are always courteous. Their behaviour is exemplary and bullying is rare. Pupils are confident that school is a safe place to be in and feel that there is always someone to turn to if there is a problem. As part of their outstanding contribution to school life, some pupils are trained to act as peer mediators. This helps to ensure excellent relationships. School councillors take their role seriously and their voice makes itself heard. They are very proud of their contributions to chosen charities and to the school's recycling efforts. Spiritual, moral, social and cultural development is excellent. Pupils learn to take account of the feelings of others and to understand the difference between right and wrong. They are fully aware of the importance of diet and exercise to stay healthy. They enjoy physical exercise. The daily 'wake and shake' sessions, in which all pupils and staff participate enthusiastically,

foster a wonderful community spirit and are a joy to behold. Attendance is just below average in spite of the school's best efforts to discourage parents from arranging holidays in term-time. Pupils' well-developed social skills and their developing literacy and numeracy skills prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, with some good practice. Where provision is good, lessons are lively and interesting, with regular opportunities for pupils to collaborate and work in teams. Interactive technology is used thoughtfully to engage pupils' interest and to provide a practical dimension to their learning. Pupils enjoy their learning, are attentive, and show good attitudes to each other and to their teachers. Teaching assistants work effectively to provide good support. All teachers ensure that classroom displays are stimulating, and that they are helpful in celebrating pupils' achievements, as well as assisting their progress. However, not all teachers assess the gains in learning made by all pupils in lessons, and over time, with sufficient precision. This means that some of the learning, especially as pupils move further through the school, is not as good as it could be. Marking is regular and positive, but there are inconsistencies in the quality of both written and verbal feedback from teachers to enable pupils to know exactly what to do to improve their work and to attain challenging targets.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Foundation Stage a wide range of activities successfully promotes children's development in all areas, but especially in terms of their personal and social skills. The school offers to pupils in Years 1 to 6 a good curriculum, which is significantly enriched by additional activities that are well supported by all staff and pupils. Teachers bring learning alive with numerous visits and visitors, such as specialist sports coaches, to the school. Residential visits to outdoor activity centres, and abroad to make contact with French pen-friends, contribute valuably to pupils' learning, enjoyment and personal development. The provision of ICT has improved. Events such as International day, Black History day and World Book day do much to broaden pupils' horizons and add to their cultural development. The curriculum is well matched to the needs of pupils with learning difficulties and/or disabilities and good support is provided to help them achieve as well as their peers. A programme that emphasizes the social and emotional aspects of learning has been successfully introduced into the school curriculum and welcomed by pupils. Changes have been made to the literacy and numeracy programmes and are beginning to have a positive impact on pupils' achievement. As yet, these improvements have not worked their way right across Years 3 to 6.

Care, guidance and support

Grade: 2

The school works very effectively to ensure that pupils work and play in safe and secure surroundings. High levels of care are evident in the effective routines and practices to ensure pupils' health and safety. Effective safeguarding procedures are in place. Parents are confident that children are safe and well cared for in school. The work of the learning mentor is valuable in making sure that vulnerable pupils take a full part in school life. There are good links with

external agencies to support these pupils. Good arrangements are made for dealing with the transfer of pupils on entering and leaving school. Academic and personal development is tracked carefully. However, the information is not always used as well as it could be to promote good achievement.

Leadership and management

Grade: 3

Leadership and management across the school are satisfactory. The headteacher has created a stimulating learning environment in which staff work as a team to develop the talents of every child. Her genuine care for all those who work around her has brought about effective improvements since the last inspection. In particular, standards of speaking and listening have risen in all years, and the quality of writing has improved in Years 1 and 2. Here, teaching and learning are much stronger and pupils' overall progress is more secure. Manston primary enjoys increasingly beneficial links with a range of external organisations, including local schools and colleges, and an innovative international partnership with a school in Lille, France. These developments enhance pupils' learning and well-being.

The senior leadership team speaks of a 'common sense of purpose', is highly supportive of the headteacher and committed to raising standards further. Systems for monitoring the quality of teaching and learning are satisfactory but there has not been sufficient analysis of the impact of teachers' work on pupils' learning. Self-evaluation is largely accurate but, the satisfactory progress that pupils make across Years 3 to 6 has yet to be tackled with sufficient rigour. Recently refined tracking procedures have the potential to bring about earlier and more effective intervention, but are not yet used to full potential, by all teachers, to pinpoint where individual pupils may not be achieving as well as they can. Governors are very supportive and ambitious for the future of the school. They are confident in knowing about what the school does well, but not as secure in understanding the overall quality of how well pupils achieve.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Manston Primary School, Leeds, LS15 8SD

Thank you very much for your warm welcome when we visited your school. We very much enjoyed meeting you all and seeing you take part in lots of exciting activities. We were very impressed by the 'wake and shake' sessions - they certainly get your days off to a 'swinging' start! We enjoyed being in your lessons, talking to you and finding out about all the interesting things that you do in and out of school. The range of clubs, activities and visits is excellent! The discussions we had with the school council and with pupils at play times were really good. You work responsibly on your own and you get on sensibly in small groups. Your behaviour is outstanding, both in lessons and around the school.

We think that your school gives you a satisfactory education. We saw how much you enjoy your lessons and how much fun you have with computers and new technology. Most of you are making good progress in Reception and across Years 1-2 and satisfactory progress across Years 3-6.

Your school prepares you well for your future lives. This is because all the staff care about you and they clearly enjoy working in such a friendly and stimulating environment.

It is part of our job to point out what schools should do to improve their work. Your headteacher and all the other adults want you to do well so we have asked them to:

- help you to make better progress in Years 3-6 to achieve higher standards by the time you leave school
- make sure that they assess more sharply how well you are learning in lessons
- identify the effect that teaching is having on how well you learn and achieve.

You can help by always doing your best to achieve your targets. We hope that you continue to enjoy your time at school and wish you every success in the future.