



# Manor Hill First School

Inspection Report - Amended

**Unique Reference Number** 124131  
**Local Authority** Staffordshire  
**Inspection number** 292898  
**Inspection date** 27 September 2006  
**Reporting inspector** Alison Cartlidge

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

<b>Type of school</b>	First	<b>School address</b>	Manor Rise
<b>School category</b>	Community		Walton
<b>Age range of pupils</b>	3-9		Stone ST15 0HY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01785 812418
<b>Number on roll (school)</b>	96	<b>Fax number</b>	01785 812418
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Judith Bostock
		<b>Headteacher</b>	Pauline Francis
<b>Date of previous school inspection</b>	1 October 2001		

<b>Age group</b> 3-9	<b>Inspection date</b> 27 September 2006	<b>Inspection number</b> 292898
-------------------------	---	------------------------------------

## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

---

© Crown copyright 2006

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 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 school is smaller than average. Pupils come from a wide range of backgrounds. The proportion of pupils with learning difficulties is below average.

## **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 school where members of staff are working hard to address the weaknesses they have correctly identified in their self-evaluation. Children make a good start in the Nursery and Reception classes, where provision is good. However, progress is more variable in the rest of the school. In Years 1 to 4, teaching does not consistently meet the pupils' differing learning needs, though overall achievement has improved recently and is now satisfactory. By the end of Year 4, standards remain broadly average, although some pupils do not make enough progress in writing and mathematics. Recent improvement in the way pupils' writing is being assessed is being used well to identify and support pupils who have made insufficient progress in the past year. Every class now has a clearly defined group of pupils who are receiving additional support from teachers and teaching assistants to help them get back on track and, as a result, their work is improving more rapidly.

Leadership and management are satisfactory because senior leaders and governors have recently instigated procedures that have identified what needs to be done to improve provision. Action already taken is beginning to demonstrate an improvement in the way pupils' work is being monitored, although teachers' expectations and clarity of instruction are not always consistently good enough. A review of the pupils' recent work shows that there is a growing understanding of the need to help pupils to learn more quickly and this is helping to target groups to make better progress. There is a clear understanding of strengths and weaknesses and suitable plans to bring about the necessary changes. There is a shared enthusiasm to raise standards by improving the rigour of monitoring and target setting further.

Teachers and teaching assistants are kind and caring and their good pastoral care enables pupils to become confident, friendly and polite. Teaching assistants make a particularly valuable contribution towards supporting groups of pupils in lessons. Pupils develop a good awareness of safe and healthy lifestyles. The school has many valuable links with other schools and the community and these contribute well to preparing pupils socially for the next stage in their education.

Although the school's overall effectiveness is satisfactory, equality of opportunity is inadequate because not all pupils, especially older ones, are achieving well enough. Before its next Section 5 inspection, inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days notice of such a visit.

### What the school should do to improve further

- Improve achievement in writing and mathematics by ensuring that tasks consistently meet the pupils' learning needs.
- Improve teaching and the pace of learning by ensuring that members of staff give clear explanations and have consistently high expectations.
- Ensure that the monitoring and evaluation of teaching, learning and achievement is more rigorous.

## **Achievement and standards**

### **Grade: 3**

Standards overall are broadly average. Attainment on entry to the Nursery varies, but is broadly average. Children in the Foundation Stage make good progress, with most children working at or beyond the expected levels by the end of the Reception Year. Children make very good progress in learning how to write. By the end of Year 4, standards are broadly average in English and mathematics. However, not all pupils achieve as well as they should in Years 1 to 4 in writing and mathematics. Test results for pupils at the end of Year 4 in 2006 show that many were working at levels above what might be expected for their age. However, the data shows that in mathematics and writing not all had made enough progress from the end of Year 2. This is because teachers do not always have consistently high enough expectations. Evidence from pupils' work and lessons seen during the inspection, show that pupils are making better progress since the relatively recent introduction of specific individual targets and focused support.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils are keen to come to school and attendance is good. Pupils are happy and support each other well. This is especially noticeable in the Reception class, where children help each other when they are finding it hard to join in with an activity. Behaviour is satisfactory. Pupils are polite and courteous and enjoy talking to visitors. However, they do not always pay enough attention in lessons, especially when asked to listen to the teacher at the start of lessons or when working on their own. This slows the pace of learning.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils take responsibility willingly. The new school council is beginning to give them more opportunities to have their views heard. Councillors are rightly proud of the way that they have helped to improve lunchtimes by getting more playthings. Pupils take an active part in the local community by raising funds for charities. They take part in local events, such as the carnival and flower festival. Pupils have a good awareness of how to stay safe and healthy. For example, one pupil explained that fruit is good for you because, 'It contains lots of nutrients'. Pupils have satisfactory skills to prepare them for later life, although their social skills develop better than their skills in writing and mathematics.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. There have been recent improvements in the quality of teaching, although there continue to be weaknesses in some lessons

that limit pupil progress, especially for older pupils. Teaching is best in the Foundation Stage, where adults work together especially well and plan exciting activities that meet differing needs very successfully. There is a calm and purposeful atmosphere in lessons and every child is encouraged to do their best.

In Years 1 to 4, lesson organisation and preparation are more variable and some explanations are confused. At these times pupils become quietly inattentive and are unsure about what they should do. Teachers manage behaviour well. They make good use of interactive whiteboards to teach new skills. Teaching assistants make a good contribution to pupils' learning, especially when they are working with small groups. However, work is not always sufficiently challenging and does not consistently build on what pupils already know. As a result some pupils find it hard to access a task whilst others could do more.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. There are strengths in the provision in the Foundation Stage, where a very well-planned and stimulating curriculum promotes good learning. In Years 1 to 4, although work is planned in line with national guidelines, it does not always meet differing needs well enough. This holds back the pace at which skills improve. The school provides pupils with a good range of additional experiences. Creativity is fostered very imaginatively. There is some very high quality artwork on display, such as the Viking masks made by pupils in Years 2 and 3. There are several out-of-school clubs, which are greatly enjoyed by pupils. Pupils' learning is further enlivened by good links with the community and visits and visitors. Activities such as 'The Never-Never Club' and cycling proficiency help pupils to learn about staying healthy and safe.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. This is a happy school with a welcoming atmosphere. Pupils say they feel very safe and happy and they know what to do if they have a worry. Academic support has improved recently and is now satisfactory. In the Foundation Stage, children are supported and cared for very well. Children's progress is checked very carefully. They are given clear guidance about what they need to do to improve in all aspects of their academic and personal development. In Years 1 to 4, members of staff know their pupils' personal needs well. They have recently begun to set individual targets for pupils in literacy and numeracy. This system has already resulted in an improvement in pupils' progress because they are beginning to take more responsibility for their own learning. Teachers are starting to use information about how well pupils are doing to identify those who need additional support, although this is not consistent enough to ensure that all pupils have their needs met.

---

## Leadership and management

### Grade: 3

Leadership and management by the headteacher and other members of staff are improving and are satisfactory though more remains to be done to ensure that all pupils are doing as well as they should. Recent training and support from the local authority has enabled members of staff to identify what needs to be improved. Action taken to improve pupils' progress is starting to have a positive impact, demonstrating a satisfactory capacity to improve. For example, some weaknesses in the management of pupils' behaviour have been overcome and clear targets have been set to support all pupils in their learning. In lessons there is evidence that these targets are helping teachers to provide more effective support and the rate of progress is improving. There is a shared commitment to improving teaching and learning further, and to raising standards.

The school's self-evaluation is satisfactory, because weaknesses in provision are identified, and there is a clear understanding of the impact of these weaknesses on overall school effectiveness. However, information to track pupils' progress through the school is too recent to have enabled the school to ensure that all pupils make enough progress during their time at the school.

Governance is satisfactory. Although many governors are new, they are supportive of the school. Governors understand that the school has important weaknesses and are developing their role in holding the school to account.

**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](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
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	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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

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

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	4
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**

Thank you for welcoming the inspectors to your school and for showing us your work. You were very polite and friendly. We found that the school is doing a satisfactory job and there are some things your school does well and some things that need to be better.

What your school does best

- Children learn quickly in the Nursery and Reception classes.
- Members of staff help you to learn to behave sensibly and to be kind and helpful.
- The school provides you with a wide range of interesting clubs and other activities.
- Your teachers are caring and look after you well.
- The headteacher, members of staff and governors are working hard to make the school even better.
- Your parents and carers are pleased that you enjoy coming to this school.

What we have asked your school to do now

- Help you to do better in your writing and mathematics.
- Explain things to you clearly, give you work that is right for you and expect you to work more quickly.
- Make sure that things that need to be improved are put right more quickly.

What we would like you to do

- Work more quickly and concentrate more in lessons.

We thoroughly enjoyed listening to you and watching you learn. We wish you all well for the future.