

Manor Lodge Community Primary School

Inspection report

Unique Reference Number	107101
Local Authority	Sheffield
Inspection number	309313
Inspection dates	21–22 January 2008
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	4–11
Gender of pupils	Mixed
Number on roll	
School	262
Appropriate authority	The governing body
Chair	Mrs Jeanette King
Headteacher	Mrs Cath Whittingham
Date of previous school inspection	23 February 2004
School address	Manor Lane Sheffield South Yorkshire S2 1TR
Telephone number	0114 2725054
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school. It serves a community of mixed social and economic backgrounds, close to the centre of Sheffield. In 2006, the intake of pupils changed substantially with the closure of a local primary school. At the same time, a new headteacher was appointed, and there were major changes in teaching and support staff. The proportion of pupils from minority ethnic backgrounds and the number for whom English is an additional language are significantly higher than found nationally. The proportion of pupils eligible for free school meals is above average as is the proportion with learning difficulties and/or disabilities. The school has the National Healthy School and Investor in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Manor Lodge is a satisfactory and improving school. The headteacher provides focused and determined leadership. She has worked tirelessly over the past year to address the challenges arising from the closure of a local primary school. She places considerable emphasis on valuing colleagues' work, encouraging them to raise standards further. As a result, systems to improve pupils' achievement and, in particular, to respond to the fall in overall performance in 2007, are rapidly becoming included in the school's work. Self-evaluation is largely accurate and the identified priorities for improvement are the right ones to move the school forward. For example, the leadership realises fully that achievement and standards across the school are not yet high enough. The school also knows that procedures to analyse the impact of teachers' work on pupils' learning are not rigorous enough, and that the curriculum is insufficiently stimulating. The supportive governing body is becoming more involved in understanding these developments and in challenging underperformance. The senior leadership team and, increasingly, other staff are now actively involved in tracking the progress of individual pupils to identify those who are falling behind. Early indications show that targeted additional lessons are already starting to bear fruit. Parents recognise all of this good work. They say that, given the challenges of the last year, 'the teachers are doing a remarkable job to establish a calm and safe environment for the children', and that 'staff are trying really hard to ensure that all children succeed'.

Standards by the end of Years 2 and 6 are below national levels in English, mathematics and science. This represents satisfactory achievement for the vast majority of pupils, including those with learning difficulties and/or disabilities, and those with English as an additional language. A positive working environment and effective management of pupils are features of most lessons. Teaching is satisfactory overall, but there is good and, occasionally, outstanding practice. Teachers are increasingly learning from each other to improve their work.

Pupils' personal development is satisfactory. Most pupils enjoy school. Their behaviour, for the most part, is calm and sensible. Nevertheless, a significant minority is restless in lessons and boisterous around school. Parents and teachers know that the reviewed behaviour policy is working, but understand that there is still much work to do. Most pupils recognise how to keep safe and healthy. Attendance is satisfactory overall but some pupils do not attend as well as they might. The curriculum is satisfactory, although not yet sufficiently lively and creative to stimulate and inspire all learners. The quality of care and guidance is satisfactory. Good emphasis is placed on pupils' pastoral care and well-being, but the school does not yet provide sufficiently precise and regular information so that pupils know what they need to do to make the next steps in their learning.

The high quality of leadership by the headteacher and the developing strengths of the senior leadership team and governing body have led to marked recent progress in moving the school forward. It provides satisfactory value for money. These factors ensure that the school has good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children settle quickly into Reception and get off to a good start. Their skills on entry are generally below expectations for their age and a large number of children enter with particularly low reading and writing aptitudes. Good teaching enables them to make good progress in their

personal and social development, basic mathematical concepts, and knowledge and understanding of the world. Despite their good progress in reading and writing, these skills remain below expectations on entry into Year 1. Good indoor and outdoor provision encourages children to make choices and become quickly engaged in experimenting and learning. They are encouraged to be independent, with a strong emphasis on speaking and listening, through role play. They enjoy the well organised and stimulating environment. Systems to assess their progress are good and they are well cared for. Staff have very good relationships with children. They plan well to cater for the interests and needs of children, including those with learning difficulties and/or disabilities. The Foundation Stage is well led and managed. Good procedures are in place to ensure effective transition into Year 1.

What the school should do to improve further

- Raise standards in reading, writing, mathematics and science throughout the school.
- Refine existing procedures to evaluate more precisely the impact of teaching on pupils' learning and progress.
- Develop a more creative and vibrant curriculum to enrich children's 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

Pupils make satisfactory progress in relation to their starting points. Progress has picked up across Years 3 to 6 of late, and the school's information shows that increasing numbers of pupils are set to reach national expectations this summer in English, mathematics and science. Progress in lessons and in work seen suggests that more pupils are working at the higher levels in English and mathematics, than in previous years. The school recognises that too few pupils attain the highest levels in science and is working hard to improve their understanding of scientific concepts and investigation skills. Standards in reading, writing and mathematics are below average by the end of Year 2, but this represents satisfactory progress across Years 1 and 2. Teachers' assessments and pupils' work in Year 2 show that overall standards in reading are improving, following a decline in recent years. Pupils with learning difficulties and/or disabilities achieve the same as their peers, because of the extra support they receive. The school sets increasingly challenging targets to raise attainment and is making progress towards reaching them.

Personal development and well-being

Grade: 3

Most pupils enjoy school and attendance, whilst still below the national average, is improving slowly. Spiritual, moral, social and cultural development is satisfactory. The vast majority of pupils of different backgrounds show respect for each other and work together harmoniously. In assembly, and in some lessons, behaviour is excellent. However, a significant minority of pupils have difficulty in following agreed rules and lack self-control, at times. This is of concern to staff, pupils and parents. Through the personal, social and health education programme and regular opportunities for exercise, pupils develop a good understanding of the importance of a healthy lifestyle. Although pupils are keen to take responsibility, they do not have many opportunities to do so beyond what they do in school. By the end of their time in school, pupils

learn satisfactory basic skills to prepare them adequately for secondary education and the future world of work.

Quality of provision

Teaching and learning

Grade: 3

Relationships between adults and pupils are good. Consequently, all teachers are successful in managing classes in which there are pupils who sometimes have difficulty in applying themselves to work. Most lessons are satisfactory, although there is some good and, occasionally, excellent practice. In the best lessons, teachers plan for effective learning opportunities, and there is drive and a purposeful atmosphere. Good use is made of modern technology to hold pupils' attention and involve them in practical ways. In many lessons, however, there is not always sufficient focus on how effectively pupils learn and the rates of progress that they make. Teachers are conscientious in marking pupils' work and usually write encouraging comments. Too few provide enough guidance so that all pupils understand what exactly they need to do to improve their work. Support for pupils with learning difficulties and/or other disabilities, including those with English as an additional language, is generally satisfactory. Good work is seen when pupils are taught in small groups, where they receive additional help to make better progress.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements and has been appropriately tailored to develop pupils' literacy and numeracy skills. Effective steps have been taken since the last inspection to improve provision for information and communication technology (ICT). A suitably wide range of visits, visitors and theme weeks help to make learning enjoyable and meaningful. Year 6 pupils are particularly enthusiastic about their residential experience. An appropriate range of extra-curricular activities, including the breakfast club, enhances pupils' learning. Arrangements for personal, social and health education help to increase pupils' self-confidence and emotional well-being. Nevertheless, the school recognises that the present curriculum does not offer sufficient creative and imaginative experiences to widen pupils' understanding and encourage them to develop new skills. Teachers are at a very early stage in making natural links between subjects so that pupils can apply their learning in different contexts. Opportunities to promote pupils' spiritual and cultural awareness are limited. Pupils with learning difficulties and/or disabilities have access to a curriculum that enables them to make overall satisfactory progress.

Care, guidance and support

Grade: 3

Pastoral care is good. Safeguarding procedures and child protection arrangements meet requirements. Pupils say that they feel safe in school and that any incidents which arise are dealt with effectively. Individual education plans for pupils with learning difficulties are used well to check pupils' progress and set new targets. Procedures to provide pupils with academic guidance tailored to their individual needs are at an early stage of development. Pupils have class targets in writing and mathematics, and progress reports to parents have improved since

the last inspection. However, teachers do not yet provide sufficiently regular information to individual pupils about how well they are achieving and what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has led the school well through a recent, unsettling period. She has created an environment in which the needs of the child are of paramount importance, with a strong emphasis on raising achievement. Staff share her passion for high quality education and care. They speak highly of her leadership and the way in which she involves them in all aspects of the school's work. The headteacher's energy and vision have ensured effective improvements in a short time scale. Senior leaders have been given responsibility and are accountable for raising standards further. Recently introduced tracking procedures are enabling earlier and more effective intervention, particularly where individual pupils may not be achieving as well as they should. Not all teachers are, as yet, using this information systematically to build on what pupils already know and to ensure they make the best possible progress. Self-evaluation is largely accurate and the school is becoming increasingly confident in judging what needs to be tackled next. Systems for monitoring the quality of teaching and learning are satisfactory, although there is insufficient analysis of the impact of teachers' work on pupils' learning. Governors are supportive and ambitious for the future of the school. They are beginning to receive quality information to enable them to hold the school more rigorously to account for pupils' performance.

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.

Annex A

Inspection judgements

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

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

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?	3
How well are learners cared for, guided and supported?	3

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for making us so welcome in your school. We really enjoyed talking with you and being in your lessons. It was good to see that most of you are friendly and polite to each other, and to the teachers and other adults who work with you. We liked the caring atmosphere in which everyone works hard, so that you feel safe and happy.

Most of you attend school regularly and arrive on time which helps you build on what you learn each day. However, some of you do not attend as regularly as you might, which is not helping you to make the best possible progress. Your understanding of the importance of living healthily impressed us; certainly, you enjoy the start to the day that the 'breakfast club' provides and take regular exercise, during and after school. Many of you appreciate the work of the school council, which tries to get things done on your behalf. We know that many of your lessons are interesting and that visits, visitors and special events, like the Victorian day, help to make your time in school more enjoyable.

There have been lots of changes recently to help you make good progress, rather than the satisfactory progress that you make now, but there is still much more to be done. All of your teachers want the school to be the best it can be and are working hard to make it a good place for you to learn. Currently, your school provides you with a satisfactory standard of education. We have asked the headteacher, staff and governors to help you reach higher standards in reading, writing, mathematics and science. We have also asked them to think more carefully about how lessons are taught, and how this affects how well you learn and the progress that you make over time. Finally, we have asked them to ensure that your learning is even more exciting and stimulating, to inspire and challenge you further! You can help by always concentrating and behaving well, by trying hard to do your best in every lesson, and by telling your teachers if you find the work they give you too hard or too easy.

Thank you again for being so helpful and friendly. I really do hope that you continue to enjoy your time at Manor Lodge.