

# Manley Village School

## Inspection report

---

<b>Unique Reference Number</b>	110999
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310477
<b>Inspection date</b>	12 March 2008
<b>Reporting inspector</b>	Graham Martin

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Partington
<b>Headteacher</b>	Mrs Kate Walker
<b>Date of previous school inspection</b>	7 February 2005
<b>School address</b>	Manley Frodsham Cheshire WA6 9DU
<b>Telephone number</b>	01928 740291
<b>Fax number</b>	01928 740708

---

<b>Age group</b>	4–11
<b>Inspection date</b>	12 March 2008
<b>Inspection number</b>	310477

---

© Crown copyright 2008

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 one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well pupils achieve in their writing skills; the opportunities the youngest children have for outdoor learning; how well leadership works within a system of federated schools; and how well prepared Year 6 pupils are for transferring from a small year group to a large Year 7. The inspector gathered evidence from the school's self-evaluation; nationally published assessment statistics and data; the school's own assessment records; observation of the school and its pupils at work; and discussions with staff, pupils, parents and governors. Questionnaires returned by parents were taken into account. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own evaluations of its work, as given in its self-evaluation form, are inaccurate. These have been included in this report where appropriate.

## Description of the school

Situated in a rural area, this is a much smaller school than most other primary schools found nationally. It is federated with another school in a nearby village and the headteacher leads both schools. Very few pupils are from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below that found nationally, but is higher than this in some year groups. The school was recently awarded the gold level Artsmark for the third time.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The outstanding quality of education this school provides is recognised by parents, pupils and governors alike. It is difficult to imagine a happier place for children to learn. 'Inspirational teaching', was a phrase used by parents to describe the quality of experience their children receive. This is reflected in pupils' exceptionally good achievement. The school has an excellent capacity to improve further.

By the end of Year 6, standards are invariably high. Comparisons with national averages may be unrealistic because year group cohorts are very small. Standards in reading and mathematics are exceptionally good. The school acknowledges that pupils could do better in writing, though the quality of writing inspected in pupils' books is good, evidence that they achieve well. Pupils relish the opportunity to show how well they apply their information and communication technology (ICT) skills, such as in the animated stories of their visit to Llandudno.

Parents proudly acknowledge how well their children's personal and social skills develop. They value the increasingly valuable links with the federated partner school and the strong partnership with a local high school, recognising how these broaden their children's outlook on the world.

'The school creates a wonderful environment for children to learn and grow up in' reflects a common view, held by parents, of how well pupils are prepared for the next stage in their education. 'I already have good friends from another school to meet when I go to high school' said one of the small group of Year 6 pupils, evidence of how effectively the school promotes pupils' emotional and social well-being. Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. They contribute well to an exceptionally strong sense of community. The active school council supports charities and 'playground friends' provide very good support for younger pupils. As one of the youngest pupils said, 'I like coming to school where everyone is kind to me.' Pupils thoroughly enjoy school. Their attendance is well above average.

Top quality behaviour and excellent attitudes to work and school reflect positive attitudes to learning. Pupils have a very strong awareness of what it takes to be safe and secure. They know that sensible eating and exercise are very important features of a healthy lifestyle. Pupils are very aware of the diverse nature of British culture. The school's clear emphasis on creative arts plays a big part in this, recognised by the award of a gold Artsmark.

Pupils' excellent achievement reflects the outstanding teaching, curriculum and academic guidance. Pupils are very well prepared for future education and life. Standards do fluctuate, reflecting pupils' ability, but the upward trend shows how effectively the school works towards challenging targets. The school is well aware of its strengths, particularly in reading, mathematics and science. It is also clear that it wants to improve writing still further and the curriculum has been rightly modified to give pupils opportunities to write at an even higher level. The needs of pupils with learning difficulties and/or disabilities and the gifted and talented are clearly identified. This enables provision to be well tailored to their needs so they make exceptionally good progress. Very effective classroom management and outstanding relationships lead to a dynamic climate for learning. Lessons are interesting and frequently fun. Pupils respond to this by producing beautifully presented work that reflects their enthusiasm for learning, such as that seen in their 'theme' books about Egypt and the Tudors.

An outstanding curriculum promotes personal development very well, including the way that the school fosters knowledge and understanding of different cultures. Pupils say they thoroughly

enjoy the extensive range of out of school activities, including residential visits and visitors to school. Parents praise the extra commitment of staff and the school's approach to giving pupils responsibility. Academic development is promoted well. There is a strong focus on improving basic literacy, speaking, numeracy and ICT skills. As a result, pupils are confident speakers, work quickly and accurately in mathematics and develop strong personal learning skills. Moreover, experiences of facing more complex challenges extend the learning of the more able pupils and those who are gifted and talented. Such opportunities include theatre visits to see Aida, linking with a topic on Egypt and performing Shakespeare's 'The Tempest' in school.

Care, guidance and support are outstanding. Procedures for safeguarding pupils and child protection meet national requirements. Staff have close and positive relationships with pupils and families. The monitoring of attendance, behaviour and academic achievements is highly effective. Pupils' academic progress is checked thoroughly through a range of measures, such as effective teacher assessment and regular testing. These ensure that all pupils achieve as well as they are able to. The high quality of outcomes for pupils and provision is not accidental. They have come about because the headteacher is an extremely effective leader with exceptional knowledge of how to identify and build on a school's strengths and a very clear vision. Staff and governors are very supportive of this vision. Self-evaluation is precise and the school knows itself very well. There has been a good response to what the previous inspection said needed improving, though there is room for further improvement to the accommodation to give the youngest children seamless indoor and outdoor learning experiences. Key staff are effective in their management roles. Governance is outstanding, providing great support and stability at a turbulent time when the two-school federation is still evolving. Financial management is prudent and the school provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get a good start in the Reception Year and make good progress. This is a big improvement on the satisfactory judgement in the previous inspection report, showing the impact of good leadership on the Foundation Stage. Children arrive with skills and abilities that are generally similar to those expected for their age, but vary widely from year-to-year. By the time they enter Year 1, most have reached the nationally expected levels. Exceptionally good teaching is characterised by good management of the classroom space and a strong emphasis on developing basic skills and providing fun ways of learning. Currently, children are excited by the 'Fairy Tale Castle' in the classroom and enjoy making up stories about their adventures playing in it. Such activity fosters good speaking, some simple research and expression of ideas. Staff employ good questioning techniques to strengthen children's understanding. Opportunities for learning are good, although limitations to the access to the outdoors mean that the 'flow' of learning between inside and outside is restricted.

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

- Improve opportunities for Foundation Stage children to use outdoor areas for learning.

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).

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 really enjoyed visiting your school and was very impressed by the calm, orderly way in which everyone in the school goes about their work. I noticed too how you and many of your parents felt the same sense of purpose on arriving at the school in the morning. I would like to thank those of you who took the time to talk to me, particularly the school council. I agree with you and your parents who quite rightly feel that Manley Village School is an outstanding school. These are the main things I found.

- You make exceptionally good progress. I was very impressed with the pride you all show in your work.
- It was very pleasing to see your excellent relationships and behaviour. It is clear that you respect the adults who look after you so well.
- Teaching and learning are excellent. The way you are encouraged to think for yourselves about your work and how you could do even better is a particularly impressive feature.
- You really enjoy school. This is because you have excellent learning activities and learn happily with and from each other. You are very knowledgeable about how to live healthily and safely and contribute very enthusiastically to your school and community.
- Your headteacher, staff and governors work exceptionally well together, with your parents, to make your school the best it can be.

To help the school to become even better I have asked the headteacher and governors to make it easier for the youngest children to use the space outside as an enjoyable place to learn.

Please keep giving of your best.

Thank you once again, and best wishes for the future.