

# Manston Primary School

## Inspection report

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<b>Unique Reference Number</b>	107940
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336984
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Derek Pattinson

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

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<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 of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs R Major
<b>Headteacher</b>	Mrs Pauline Quick
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Dennil Road Cross Gates Leeds LS15 8SD
<b>Telephone number</b>	0113 264 5445
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons and observed most teachers in school during the inspection, held meetings with governors, staff and groups of pupils. They observed the school's work; and looked at the school development plan, the latest reports to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, the latest attendance figures and pupils' work in all classes. In addition 45 questionnaires returned from parents and carers were analysed, along with 13 returned by staff and 85 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in Key Stage 2
- the quality of teaching and its impact on pupils' learning
- pupils' knowledge of how well they are doing and how to improve
- whether the curriculum is lively and stimulating
- the effectiveness of leaders and managers in driving improvement.

## Information about the school

This is a smaller-than-average primary school which serves an area of mixed private and social housing. Most pupils live locally and are White British. The percentage of pupils from minority ethnic groups is smaller than nationally. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than average. A slightly larger-than-average proportion of pupils has special educational needs and/or disabilities. There has been staffing turbulence over recent years. A new deputy headteacher was appointed in September 2009. The school has gained an Inclusion Charter Mark, a Healthy Schools (Advanced) Award, an Activemark for Sport achievement, and recycling and study support awards since its last inspection. It is an Investor in Pupils and Investor in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement across Key Stage 2 in English, mathematics and science.

Children make a good start in the Reception class because of good teaching. In Key Stage 1 attainment in reading, mathematics, and in particular writing, has risen to its highest level for five years. However, the opposite is true in Key Stage 2, where standards have declined to levels well-below-average in English, mathematics and science. As a result, pupils have underachieved in Years 3 to 6. This is largely because staffing turbulence has adversely affected provision. However, a detailed scrutiny of pupils' books reveals that as a result of recent changes to the teaching staff pupils now make satisfactory progress overall at Key Stage 2, although some inconsistency remains. Although the quality of teaching is satisfactory, it is too varied to accelerate pupils' progress and raise attainment consistently.

Areas for improvement identified at the last inspection have not been fully resolved. However, a sense of urgency now exists and the headteacher and senior staff are proactive in leading essential developments. There are clear signs of improvement in important areas, such as in the quality and regularity of checking on pupils' progress and the extent to which pupils know what they must do to improve. The headteacher has the overwhelming support of parents and carers, pupils, staff and governors. Subject leaders produce sound action plans but have too few opportunities to check pupils' progress. The monitoring of teaching and learning, while satisfactory, does not always focus sharply enough on the quality of pupils' learning.

The high levels of pastoral care and secure safeguarding arrangements help to explain why some outcomes in relation to pupils' personal development are good. Pupils enjoy school and behave well, even when lessons do not challenge them. Community cohesion is well promoted and helps ensure good relationships throughout the school.

This year good support from the local authority has helped the school establish challenging targets to help raise attainment which are now more likely to be met. Although analysis of performance data is not yet fully embedded, a useful start has been made in identifying pupils falling behind through the school's new tracking system. As a result, where pupils have received extra support, progress is beginning to accelerate. The school has clearly started to improve and this indicates its satisfactory capacity for

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further sustained improvement.

## What does the school need to do to improve further?

- Increase the rate of pupils' progress and raise attainment in English, mathematics and science in Key Stage 2 by:
  - improving the quality and consistency of all teaching to a good or better level to ensure pace and challenge for pupils in all lessons
  - checking that pupils have targets and always know how to achieve them.
- Further improve the quality of leadership and management by:
  - ensuring that the monitoring of teaching and learning focuses consistently on pupils' learning
  - giving subject leaders more opportunities to check on their subjects so that they can make informed decisions about what needs doing to secure improvement
  - using information about pupils' performance more systematically to drive and secure improvement.

## Outcomes for individuals and groups of pupils

**4**

Attainment in Key Stage 2 is too low. Despite evidence of accelerating progress for some pupils because of improved arrangements for monitoring and improved teaching, achievement is inadequate. In the most recent national tests at the end of Key Stage 2, results in English and mathematics were well below the national average. English results in particular fell significantly when compared with the previous year. In mathematics, science and especially in English fewer pupils than nationally attain highly. Pupils are now making satisfactory progress from their starting points. However, a scrutiny of pupils' work shows that progress, including for those pupils with special educational needs and/or disabilities and those who speak English as an additional language, is patchy between year groups and has been better in Key Stage 1 than Key Stage 2. Levels of challenge are not always appropriate, especially for the more-able pupils, where low-level tasks prevent pupils from making the best possible progress.

Pupils enjoy school, feel well cared for and find adults who work in school kind and supportive. Pupils behave well even when they are not especially inspired by their lessons. They know how to lead a healthy lifestyle. The early morning 'Wake up, shake up', is enjoyed immensely by pupils and sets the tone of endeavour for the day. Pupils have a good understanding of how to stay safe and recognise dangers, for example when using the internet. They rightly believe that arrangements to keep them safe are good. Pupils say they are listened to and have enough ways of getting their opinion heard, such as through the school council. The school works hard to ensure that attendance levels are close to average. Pupils clearly know right from wrong and have many opportunities to develop their social skills and cultural understanding. As a result, their moral, social and cultural development is good. However, there is less emphasis on

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spiritual development, which is satisfactory. The many positions of responsibility assumed by pupils, such as the 'blue caps', and the developing links with the community and business, ensure that pupils develop sound skills for the future. The school works hard to promote average levels of attendance.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching quality is satisfactory overall but variable. As a result, pupils make better progress in some classes than in others. When pupils are challenged by interesting work, they enjoy lessons and learn well. However, sometimes pupils have insufficient time for independent work to help them make the best possible progress because teachers talk for too long. Secure relationships, sound subject knowledge, effective strategies to manage pupils' behaviour and much use of encouragement and praise are features of most lessons. Pupils do not always know what they are required to learn to help them evaluate their level of success. Some teaching assistants are deployed well to support pupils with special educational needs and/or disabilities, but this is not always so. Pupils increasingly have targets to help them learn, although not all know them well

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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enough. Teachers' marking contains helpful comments to help move pupils forward. Art has a high profile in displays and some is of good quality, although some work has been displayed for too long and pupils have lost interest in it. Plans to reinforce and consolidate the skills of literacy, numeracy, and information and communication technology by making links with other subjects are at an early stage. Clubs and educational visits, including the residential visit to Lille, contribute to pupils' enjoyment. Additional events, such as World Book Day, and a celebration of Black history, enrich pupils' experiences and help develop their cultural understanding.

'The school provides a friendly, caring and supportive atmosphere' and 'has a lovely community spirit' are apt comments from parents and carers about the school's strengths. As a result, pupils feel valued, grow in confidence and increase their self-esteem. Staff know pupils well and give much time to their care and support. A good number of volunteers support the work of teachers which provides extra individual help for pupils. The support for pupils with additional needs and the more vulnerable is satisfactory. However, it is not sufficiently rigorous to help pupils achieve the targets set for them in their individual education plans.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's leaders have identified and are tackling the main areas of weakness in the school's work. They have an accurate picture of pupils' attainment and progress because assessment data are analysed closely. This, together with greater stability in staffing, is starting to improve pupils' progress. The school's development plan and subject action plans focus on appropriate issues to secure improvement. However, the quality of subject leadership varies and subject leaders do not have sufficient opportunity to check pupils' progress. The monitoring of teaching and learning has improved but sometimes does not focus sharply enough on pupils' learning. The supportive governing body fulfils its statutory duties. Governors have begun to challenge the school and to ask searching questions, but this is at an early stage.

Partnerships with parents and carers are good and almost all believe rightly that their children are happy, safe and secure in school. Safeguarding requirements are fully met and have a high profile in the school's work. Nevertheless, the monitoring of policies and practices is not sufficiently rigorous. Partnerships with institutions and agencies such as sports coaches and local businesses make a sound contribution to pupils' learning and

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well-being. Leaders have pertinent information about pupils and their performance across the curriculum. The impact of the school's work to promote equal opportunities shows in the closing gaps between the attainment of different groups. Discrimination is not tolerated. The school actively promotes community cohesion. As a result, pupils get on well with each other, work well with the local community and have strong links with a school in Lille. This enhances the curriculum and helps foster tolerance and understanding. The school provides inadequate value for money because pupils' outcomes are inadequate overall.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

The Reception class is well led and managed and provides children with a good start to their education. Children enter Reception from a wide range of settings with skills and abilities that are usually at much lower levels than those expected for their age, especially in communication, language and literacy. Nevertheless, transition arrangements are good, which ensures that children settle quickly and effective links with parents and carers are soon established. Good teaching, supported by regular and thorough observations of children's learning, ensures that children make good progress. Even so, they still leave the Reception Year with knowledge and understanding at levels below what is expected. There is a good balance between activities organised by adults and those chosen by children. Inside, staff organise a wide range of interesting and engaging activities which contributes well to children's learning. The awkward access to the outdoor area restricts its use. Planning for this area focuses mainly on the development of physical skills, which limits creativity and spontaneity, although this is



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changing. Adults use good questioning techniques to extend children's vocabulary. High levels of care and support ensure that relationships are good and, as a result, children thrive.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire agreed their children enjoy school. Comments concur with the inspection findings that Manston is a caring school, with much emphasis given to pupils' welfare. Parents and carers are pleased with the way the school deals with problems, although a few thought that the school does not always deal well with occasional incidents of inappropriate behaviour and bullying. The inspection team found no evidence to support this view. A small minority of parents and carers believe the school does not always 'push' children enough so that they make good progress. Inspectors agree with this view; pupils are not always sufficiently challenged in lessons. A small number of parents and carers think that the school is not well led and managed. Inspectors agree that there is room for improvement, but judge it satisfactory overall.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manston Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	58	17	38	2	4	0	0
The school keeps my child safe	34	76	9	20	1	2	0	0
The school informs me about my child's progress	21	47	21	47	3	7	0	0
My child is making enough progress at this school	23	51	18	40	4	9	0	0
The teaching is good at this school	25	56	13	29	3	7	0	0
The school helps me to support my child's learning	22	49	18	40	3	7	0	0
The school helps my child to have a healthy lifestyle	25	56	16	36	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	40	18	40	4	9	0	0
The school meets my child's particular needs	23	51	17	38	4	9	1	2
The school deals effectively with unacceptable behaviour	22	49	18	40	2	4	1	2
The school takes account of my suggestions and concerns	19	42	21	47	4	9	0	0
The school is led and managed effectively	24	53	16	36	2	4	1	2
Overall, I am happy with my child's experience at this school	26	58	15	33	3	7	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 February 2010

Dear Pupils

Inspection of Manston Primary School, Leeds, LS15 8SD

You may remember I visited Manston recently with a team of inspectors to inspect your school. Thank you for sharing your opinions with us. We took notice of your comments and this letter is to explain to you what we found. You said that you feel safe and secure in school. Most of you said that behaviour was good, and we agree. It is clear that you are involved in school life and enjoy the many jobs that you do. You are listened to by your teachers, have someone to talk to if you feel upset and have a good understanding of how to live a healthy lifestyle. You really enjoyed the 'Wake up, shake up' which I saw on my first morning in school. I enjoyed it so much I nearly joined in myself! We judge that very young children get off to a good start in the Reception class. However, the quality of teaching and learning in the rest of the school is inconsistent.

Your school has been given a notice to improve. This means that other inspectors will later check how well the school is doing because at the moment it is not giving you as good an education as it could. Many of you do not attain high enough levels in mathematics, science and especially English. We have asked the school to make sure that work in lessons is not too easy and not too hard, and always interesting, so that you make really good progress and attain higher levels in English, mathematics and science. We have also asked school leaders to develop further the work they are doing to check how well you are learning. You can all help by working hard, doing your best and coming to school regularly.

Yours sincerely

Mr Derek Pattinson

Lead inspector

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