

Manston St James Church of England Primary School

Inspection report

Unique Reference Number	108049
Local Authority	Leeds
Inspection number	337016
Inspection dates	8–9 February 2010
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	The governing body
Chair	Mrs Mary Tailby
Headteacher	Mrs Lynne Gillions
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or part lessons. Approximately 30% of inspection time was spent observing learning and 13 teachers were seen. The inspectors held meetings with staff, groups of pupils, parents and a governor. The inspectors observed the school's work, including a review of improvement plans, the systems for tracking pupils' progress and monitoring the quality of teaching, records demonstrating arrangements for safeguarding and a sample of pupils' work. The inspectors analysed 174 parental questionnaires.

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

- the attainment of children when they start school in Reception and at the end of Year 6, together with progress they make, focussing particularly on writing and mathematics
- the consistency of the quality of teaching and learning, particularly how well teachers use information about what pupils know and can do, to plan work that matches their varying abilities, particularly in writing and mathematics
- the quality of care, guidance and support provided, particularly to support pupils with challenging behaviour
- how effectively leaders, managers and governors contribute to evaluating the school's performance, monitoring provision and shaping improvement planning.

Information about the school

Almost all the pupils at this larger than average size school are from White British backgrounds. The school makes provision for the Early Years Foundation Stage in the two Reception classes. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils claiming a free school meal. The school holds the Healthy School Award, Activemark and the Stephen Lawrence Education Standard.

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?

2

The school's capacity for sustained improvement

2

Main findings

Manston St James is a good school. From their broadly average starting points, pupils achieve well to reach above average attainment by Year 6. In this harmonious, friendly, safe, welcoming and inclusive setting, pupils demonstrate good attitudes to learning and behave well. They are polite, courteous and respectful with adults and with one another. They speak knowledgeably about how to keep themselves healthy and safe. Partnerships with parents are good. Parents are highly supportive of the school and overwhelmingly agree that the school keeps their children safe.

Learning gets off to a successful start in the Reception classes, where children make good progress. Between Years 1 and 6, good progress continues, consistently so in reading and writing. In mathematics, although progress overall is good, it is inconsistent. Pupils' achievement in mathematics is sometimes held back by a lack of opportunities for them to engage in exciting and practical activities or to develop their problem solving skills. The quality of teaching is good. In English, there are examples of outstanding practice. In lessons where expectations are high, especially of the pace of learning and activities provided closely match pupils' varying capabilities, particularly to challenge the more-able pupils, learning moves forward at a good rate. In English, pupils are explicitly clear about what they need to do to reach their learning targets, especially in writing. In mathematics, learning occasionally slows, because these best teaching practices are not consistently well applied.

Good improvement has been made since the previous inspection. Senior leaders have dealt with the potential difficulties arising from numerous staff changes, to ensure that attainment remains on a rising trend. This reflects the improved rigour with which leaders analyse the school's performance. Priorities for improvement are identified swiftly and precisely. As a result, achievement is boosted where it is needed most. Determined efforts to improve pupils' writing, for example, are paying dividends. In contrast, because of staff changes, effective plans to extend the analysis of pupils' performance to include the progress made by different groups of pupils, have not been implemented and there is a lack of clarity about who should be accountable for this action. Nevertheless, overall, the new senior leadership team effectively monitor the quality of provision. They are very clear about where a few relative weaknesses remain. They have the full support of staff, who respond enthusiastically to improvement initiatives. This, along with effective provision, pupils' good personal qualities and the trend of rising attainment, all combine to demonstrate that there is a good capacity to bring about further improvement.

What does the school need to do to improve further?

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- Accelerate pupils' progress in mathematics so that it is consistently good, by:
 - providing more exciting and practical activities and extending opportunities to develop problem solving skills
 - making sure pupils are clear about their precise learning targets and what they still have to do if they are to reach them
 - providing activities that match varying learning needs, particularly in order to challenge more-able pupils.
- Improve the effectiveness with which leaders and managers analyse pupils' progress, by:
 - extending established systems so that any variation in the progress made by different groups of pupils can be identified more easily
 - establishing precise staff accountability for reviewing the information.

Outcomes for individuals and groups of pupils**2**

Achievement is good. In lessons, pupils behave well. They are attentive, keen to learn and respond enthusiastically to teachers' questions. Pupils' concentration occasionally drifts in mathematics lessons because activities are not always sufficiently challenging or exciting enough. Nevertheless, pupils, including those with special educational needs and/or disabilities, make good progress. Although in recent years, attainment by Year 6 has been broadly average, there is now a very clear trend of improvement. In 2009, for example, the proportion of Year 6 pupils reaching the nationally expected Level 4 in English, mathematics and science was higher than average. In English, however, attainment was much higher in reading than in writing and addressing this became a whole-school priority. School data and inspection evidence confirm that the attainment of pupils currently in Year 6 is also above average. The proportion of pupils on track to reach the higher Level 5 is significantly higher than in 2009, including in writing. This reflects good progress from pupils' previous starting points. The trend of improvement is also evident in Year 2.

Pupils learn together in a harmonious and friendly school community. They behave well, demonstrate sensible attitudes to learning and rise to the high expectations of them. Their enjoyment of school is reflected in their above-average attendance. Pupils are proud of their school and are eager to contribute positively towards it. They relish opportunities for taking on responsibilities, such as, play leaders who help to engage pupils in energetic activities at lunchtime. Safety rangers help pupils to develop a keen awareness of how to keep safe, particularly beyond school. Pupils participate enthusiastically in activities aimed at improving their local environment. They show their maturity through, for example, debating topical local issues with one another, teachers and visitors. Opportunities for pupils to engage with a range of groups beyond their immediate community are however, still developing. Older pupils take great pride in completing their 'learning logs' at home. They use their information and communication technology and research skills with confidence. This, along with their above average

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attainment and effective personal skills prepare them well for their onward journey to secondary school.

These are the grades for pupils' outcomes

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

How effective is the provision?

Good organisation, very positive relationships, adept use of computerised teaching boards, effective use of praise and careful and sensitive deployment of skilled support staff, all make a strong contribution to pupils' good progress. In English lessons, teachers consistently make effective use of information showing what pupils can already do, to plan pupils' next steps in learning, and to provide work that meets their varying abilities and which challenges their thinking. Good quality marking, along with ongoing dialogue throughout lessons, ensure that pupils are very clear of what they need to improve, particularly in writing. These best teaching practices are, however, not as consistently evident in mathematics.

The curriculum places a strong emphasis on broadening and enriching pupils' everyday experiences. This includes a good range of extra-curricular activities and themed weeks, which contribute well to pupils' good enjoyment of school. Successful adaptations to the

¹ 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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writing curriculum, such as providing more exciting and frequent writing opportunities to fire pupils' imaginations, have helped to raise attainment. Opportunities for developing pupils' problem solving skills, for challenging their thinking and for motivating them in mathematics, are sometimes overlooked, particularly when completing too many mundane worksheets.

Making sure that pupils are closely nurtured and cared for is a high priority. Good quality pastoral support is evident in daily practice. Pupils are confident that they feel safe and that someone is always on hand to help. Those experiencing social, emotional or learning difficulties are well supported. The strong contribution of the learning mentor, along with the good partnerships fostered with external support agencies, reflect the school's commitment to, and its success in, helping pupils with additional needs, such as, those who find it difficult to behave well.

These are the grades for the quality of provision

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

How effective are leadership and management?

Making sure that pupils learn in a supportive and inclusive setting is at the heart of the school's work. The achievement of the Stephen Lawrence Education Standard, for example, demonstrates the commitment to promote equality of opportunity. Success is evident in improved attainment and in tackling previous weaknesses, such as, in writing. This stems from the effective leadership of the headteacher and the professionalism, commitment and dedication of staff. Everyone is working together to maintain the momentum of improvement. Effective procedures to track pupils' progress within and between subjects and classes, along with ongoing and frequent monitoring of the quality of provision, identify precisely where relative weaknesses remain. Leaders are well aware that their next step is to improve the rigour with which they review the performance of different groups of pupils, such as, by gender or ability.

The quality of governance is good. As well as offering unrelenting support, governors provide effective challenge. They are, however, still developing their knowledge as to what they need to do to hold the school fully to account for safeguarding pupils. Even so, safeguarding procedures are satisfactory overall. Pupils say that they feel safe, and their parents agree. The partnerships forged beyond school, such as with the church, nearby schools and external agencies, are good. Parents are very keen to get involved in school life. Their commitment reflects in the significant funds they raise for school improvement. Leaders have responded swiftly following recent consultation with

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parents. This is why, for example, advanced plans are in place to involve parents further in reviewing the school's behaviour policy. The school makes a satisfactory contribution to community cohesion. Although strong links have been established locally, those further afield, particularly globally, are still developing.

These are the grades for leadership and management

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

Early Years Foundation Stage

When children start in Reception, their knowledge and skills are similar to those expected for their age. Learning gets off to a successful start and children make good progress. By the start of Year 1, children's attainment is above that expected. Children settle very quickly into school routines, playing a full and active part in school life. This stems from the highly effective relationships fostered between home and school, the very warm, caring relationships between adults and children and the provision of a good range of lively and stimulating activities in a welcoming learning environment. As a result, children are very happy and feel safe. Children's welfare and safeguarding is dutifully attended to and meets statutory requirements. Children's personal, social and emotional development is good. Adults encourage children to behave well and to develop their confidence. Children work and play, both independently and collaboratively. Teachers make good use of the information they collect about children's small steps in achievement so that planned activities take account of children's varying needs. Effective leadership ensures that children's outcomes are good and that provision is very appropriate, despite some difficulties accessing the outdoor area.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents who returned questionnaires are highly supportive of almost all aspects of the school's work. They overwhelmingly agree that they are happy with their child's experience at school. They particularly appreciate the hard work, commitment and open, and friendly approach of staff, who 'go the extra mile' to help their children achieve well. Although all parents agree that their children are kept safe, a very small minority expressed concerns about how the school deals with unacceptable behaviour. The inspectors judge pupils' behaviour, overall, to be good. Although there are a few pupils who sometimes find it difficult to behave well, these pupils receive effective support from staff and external support agencies. As a result, most pupils say that behaviour is good and does not get in the way of their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manston St James Church of England 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 174 completed questionnaires by the end of the on-site inspection. In total, there are 386 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	55	76	44	3	2	0	0
The school keeps my child safe	107	61	67	39	0	0	0	0
The school informs me about my child's progress	55	32	111	64	6	3	0	0
My child is making enough progress at this school	73	42	95	55	6	3	0	0
The teaching is good at this school	92	53	79	45	1	1	0	0
The school helps me to support my child's learning	62	36	106	61	2	1	0	0
The school helps my child to have a healthy lifestyle	63	36	104	60	3	2	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)	57	33	102	59	4	2	0	0
The school meets my child's particular needs	64	37	102	59	3	2	2	1
The school deals effectively with unacceptable behaviour	49	28	106	61	13	7	2	1
The school takes account of my suggestions and concerns	48	28	114	66	7	4	0	0
The school is led and managed effectively	80	46	89	51	2	1	0	0
Overall, I am happy with my child's experience at this school	98	56	74	43	1	1	0	0

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



9 February 2010

Dear Pupils

Inspection of Manston St James Church of England Primary School, Leeds, LS15 8JH

Thank you so much for the warm and friendly welcome you gave us when we inspected your school. We really enjoyed being part of your school community and finding out your views. You answered our questions so thoughtfully and politely. I am writing to let you know what we found out.

You go to a good school. By the time you leave at the end of Year 6, the standards that you reach are higher than expected and you make good progress. We were particularly pleased to:

- see your good behaviour and attitudes to learning
- hear that you feel safe and are confident that adults care and support you well
- find out how much you enjoy taking on special jobs, such as 'play leaders' and 'safety rangers' and making your school a happier and safer place to learn
- find out how keen you are to improve your local area
- find out how much you enjoy English, especially how excited you are now about writing and that you know exactly what you still need to do to improve it.

These are some of the reasons why you are prepared well for going to secondary school.

So that your school becomes even better, I have asked that some further improvements be made. These are to:

make sure you enjoy learning in mathematics as much as you do in English by:

- making sure you are always given work which makes you all think really hard and that excites you
- giving you more chances to practise your skills in solving problems
- making sure you are clear about what your targets in mathematics are

improve the way in which the school checks that you are doing as well as you can and to make sure it is clear exactly who is going to be responsible for doing this.

I send my very best wishes to you all for a bright and successful future.

Yours sincerely

Mrs Kathryn Dodd

Lead Inspector

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