

# Manor Hill First School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 124131           |
| <b>Local Authority</b>         | Staffordshire    |
| <b>Inspection number</b>       | 340497           |
| <b>Inspection dates</b>        | 18–19 March 2010 |
| <b>Reporting inspector</b>     | Peter Kerr       |

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>                 | 3–9                                 |
| <b>Gender of pupils</b>                    | Mixed                               |
| <b>Number of pupils on the school roll</b> | 66                                  |
| <b>Appropriate authority</b>               | The governing body                  |
| <b>Chair</b>                               | Judith Bostock                      |
| <b>Headteacher</b>                         | Pauline Francis                     |
| <b>Date of previous school inspection</b>  | 27 September 2006                   |
| <b>School address</b>                      | Manor Rise<br>Walton<br>Stone       |
| <b>Telephone number</b>                    | 01785 812418                        |
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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at learning. All of the available teachers were observed teaching and seven lessons were seen. Inspectors met with individual parents, groups of pupils, governors and staff. They observed the school's work and looked at pupils' books, school policies, monitoring files, records of pupils' progress and 30 parents and carers questionnaires.

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

- how well all pupils achieve in mathematics compared to English
- whether pupils do as well in Key Stage 2 as they do in Key Stage 1
- how effective the monitoring and evaluation of teaching has been.

## Information about the school

Manor Hill is a smaller than most primary schools. A below average proportion of pupils are entitled to free school meals. Nearly all are of white British heritage and all have English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average and the proportion of pupils with a statement of special educational needs is average. The school has achieved the Healthy Schools and Extended Schools awards and holds the Activemark for physical education. Since the last inspection an independently managed children's centre and day-care nursery facilities has been established on the site.

**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?**

**3**

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

**3**

## Main findings

This improving school provides a satisfactory quality of education with some good features. The headteacher provides a clear sense of direction and promotes good teamwork among the staff. These are key factors in the school's satisfactory capacity to continue improving.

Parents appreciate the way the school caters for the needs of all pupils, especially the most vulnerable. Attainment is broadly average by the end of Year 4 with girls and boys achieving equally well. Progress is satisfactory. It had been patchy, with pupils making much clearer gains in some years than in others, but is now beginning to be more consistent across the school. Standards in English have improved, and pupils are currently making good progress in writing in each class. Pupils' progress in mathematics has not kept pace, however, and the school rightly identifies this as a priority for improvement. Pupils with special educational needs and/or disabilities make satisfactory progress.

Teaching is satisfactory. It is good in the Early Years Foundation Stage, where children learn quickly and confidently through a wide choice of good quality play activities. In Years 1 to 4, the quality of teaching is never less than satisfactory, but is not yet consistently good enough to ensure that all pupils achieve as well as they can. At times, pupils are too passive and do not have enough opportunities and support, to explain and extend their thinking and to learn through practical tasks. Assessment and marking have improved, but are more effective in writing, where teachers are more confident to give pupils pointers for improvements than in mathematics, where next steps are not so clearly identified. The curriculum is satisfactory, with good enrichment opportunities, many of which are provided through fruitful partnerships with other schools. Pupils develop and apply their writing skills in other subjects, but do not have enough similar opportunities in mathematics. Care and guidance and arrangements for the safeguarding of pupils are good. Pupils feel very safe in school. They know how to stay fit and healthy through sensible diet and regular exercise. Pupils enjoy school, behave well and have a good sense of right and wrong.

The school is well led and managed. Robust monitoring of teaching has made a significant contribution to eradicating key weaknesses in pupils' progress. Governance is satisfactory. Governors are increasingly active in monitoring the work of the school. They ensure that the school offers equality of opportunity and tackles discrimination. Policies are regularly reviewed and updated, but this is not always evident in the copies that are available in the school. The school's contribution to community cohesion is satisfactory, with good elements locally and recent moves to establish contacts with more ethnically diverse schools further afield. However, developments are not

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sufficiently guided by clear aims and objectives against which governors can evaluate the success of measures that are taken.

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

- Raise standards in mathematics by:
  - giving pupils more opportunities to discuss their thinking and carry out extended investigations
  - making more use of subjects such as music and art to develop pupils' mathematical insight and skills
  - ensuring that marking leads pupils on to more challenging tasks.
- Further improve the quality of teaching by:
  - reducing the time teachers spend talking to the whole class
  - allowing for more variety in learning styles, including opportunities for pupils to discuss their ideas and to learn more through practical activities.
- Improve the school's contribution to community cohesion by:
  - ensuring that the action plan is clearly linked to a coherent policy
  - evaluating the impact of steps taken.
- About 40 per cent of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress to reach broadly similar standards to pupils in other schools in English and mathematics by the end of Year 4. They make good progress in writing, but had been making faster progress in years 1 and 2 than in years 3 and 4. However, current work shows improved progress in Key Stage 2, with good progress in writing, where the majority of pupils are on track to achieve ambitious targets. This is partly because they respond well to the pointers for improvements teachers give them in their books. They have less guidance on how to improve in mathematics, so their progress is slower but satisfactory. A recent initiative to introduce more problem-solving into lessons is beginning to bear fruit in the level of pupils' enjoyment as well as their achievement. For example, one Year 4 girl said how she had found that day's mathematics lesson hard, but had really enjoyed it. Pupils' spiritual, moral, social and cultural development is good. They are very aware of the worth of every individual and listen to and respect each others' views They enjoy many activities the school provides and feel that they have a voice in school improvement through the school council. Attendance is broadly average and pupils' good behaviour helped learning seen during the inspection.

*These are the grades for pupils' outcomes*

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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| 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:<br>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 is satisfactory, with some good elements. Teachers plan lessons meticulously and mark pupils' work regularly. Teaching assistants work closely with teachers and make a useful contribution to the pupils' learning. Marking is useful in English because teachers clearly identify where pupils need to improve and give them opportunities to do so. They also provide interesting ways for pupils to use writing skills in other subjects, such as history and science, with examples evident in displays. Mistakes in mathematics are corrected, but pupils do not have enough opportunities to consolidate skills and apply and extend what they know beyond mathematics lessons. The satisfactory curriculum provides lessons in all subjects, including personal, social and health education, which the pupils enjoy. Pupils also say they have plenty of interesting art lessons. They enjoy singing in the choir, but they have limited experiences in other areas of music. Good opportunities are provided for pupils to engage in physical pursuits, including competitive sports. Care and guidance are good, with robust procedures to ensure pupils safety in school, including risk assessments for all trips and clear steps to deal with any unacceptable behaviour by pupils. Parents appreciate the way the school identifies and meets their children's particular needs, working with outside agencies where appropriate. Support for the most vulnerable pupils is particularly good and has enabled individuals to overcome barriers to learning and make good progress. The school sets ambitious targets for pupils in English and mathematics

<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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which they work hard to achieve.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>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?

Recent improvements in provision and outcomes are the result of a strong sense of shared purpose and ambition among staff and governors. They are determined to continue improving the school and have succeeded in doing so in key areas. For example, effective measures have been taken to eradicate weaknesses in teaching that had been slowing pupils' progress. Partnerships are used well to bring in expertise in areas where the relatively small staff at the school cannot provide it. This has contributed to improvements in writing and more recently in mathematics. Parents are very supportive of the school and contribute to school improvements through organising fund-raising events. The school ensures that pupils have equal access to all opportunities and are supported to overcome barriers to learning. Good relationships with other schools and pupils' participation in local events make a good contribution to the local community. However, the school's efforts to improve its contribution to wider community cohesion are in the early stages of development. An action plan has been written, but it is not based on an agreed written policy. Governors cannot, therefore, evaluate how successful various initiatives are in achieving particular aims. Recent moves to establish links aimed at strengthening the pupils' appreciation of cultural diversity in the wider world are very new so it is too early to judge their impact.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <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>2</b> |

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|---|----------|
| <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>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

## Early Years Foundation Stage

Consistently good provision in the nursery and reception classes ensures that children experience an enjoyable and helpful introduction to school. An excellent range of high quality play-opportunities is provided indoors and out. Teachers keep meticulous records of observations of children as they play so that a comprehensive picture emerges of every child's progress. The teachers use this information well to link the areas of learning and stimulate personal development. For example, a child seen leading a friend in playing musical instruments had earlier been heard expressing an interest in becoming a pop star so a play area had been set up to encourage him to act this out. Teachers also ensure that all children take part in directed tasks that help them to develop early reading, writing and mathematical skills. The children are relaxed and confident as they make their choices from play activities or work in adult-led groups. They relate to and help one another very well. Arrangements for children's safety and welfare are good and they develop good personal hygiene awareness and practices. The tracking of children's progress shows that nearly all of them make more than expected gains in each area of learning so that when they start in Year 1 they are well-prepared for the National Curriculum. Transition from Nursery to Reception and then into Year 1 is good, with continued good provision for role play in Key Stage 1 for those children who need it.

*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 parents and carers who responded to the inspection questionnaire are very supportive of the school. Nearly all of them are happy with their children's experience at the school. Twelve parents made the effort to comment very favourably, particularly



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about the way hard-working staff cater for children's individual needs. Inspectors agree that individual needs are met well. Two parents commented negatively about the way the school deals with unacceptable behaviour. Inspectors found no evidence to support this view, and deemed behaviour management good.

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

Ofsted invited all the registered parents and carers of pupils registered at Manor Hill First 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 20             | 67 | 8     | 27 | 1        | 3  | 1                 | 3 |
| The school keeps my child safe  | 18             | 60 | 9     | 30 | 3        | 10 | 0                 | 0 |
| The school informs me about my child's progress   | 18             | 60 | 11    | 37 | 1        | 3  | 0                 | 0 |
| My child is making enough progress at this school   | 20             | 67 | 7     | 23 | 2        | 7  | 1                 | 3 |
| The teaching is good at this school   | 20             | 67 | 8     | 27 | 2        | 7  | 0                 | 0 |
| The school helps me to support my child's learning  | 18             | 60 | 11    | 37 | 0        | 0  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 18             | 60 | 11    | 37 | 0        | 0  | 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) | 16             | 54 | 11    | 37 | 0        | 0  | 0                 | 0 |
| The school meets my child's particular needs  | 19             | 63 | 9     | 30 | 1        | 3  | 1                 | 3 |
| The school deals effectively with unacceptable behaviour  | 15             | 50 | 11    | 37 | 2        | 7  | 2                 | 7 |
| The school takes account of my suggestions and concerns   | 15             | 50 | 13    | 43 | 1        | 3  | 0                 | 0 |
| The school is led and managed effectively   | 17             | 57 | 12    | 40 | 0        | 0  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 18             | 60 | 10    | 33 | 2        | 7  | 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"><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.**



Monday 22 March 2010

Dear Pupils,

Inspection of Manor Hill First School, Stone, ST15 0HY

Thank you for giving my colleague and me such a warm welcome when we visited your school. You were very polite and helpful. You told us how much you enjoy school and we saw that you work hard and behave well. Here are some of the things we think are good about your school:

- your writing has improved since the last inspection and now you are doing well
- your school is good at helping those of you who find learning difficult
- your headteacher and the staff and governors make a good team to help you
- you feel very safe in school and do your best to keep fit and healthy
- the Nursery and Reception classes give the children a good start to school.

The main things we think the school needs to do to improve are:

- give you more opportunities to do maths problems and investigations so that your mathematics improves like your writing has done
- make lessons more interesting and challenging by letting you do more of your learning by yourselves
- to help you to understand more about all the different kinds of people that live in our country.

You can help by thinking of your own ways to solve problems and explore patterns and by working hard when you are given things to do on your own or with your friends.

I wish you all best wishes for the future

Yours sincerely

Peter Kerr

Lead inspector

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