

Manifold CofE (VC) Primary School

Off Leek Road, Warslow, Buxton, SK17 0JP

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved considerably since its last inspection due to the strong leadership and hard work of the headteacher, teachers and the governing body, supported fully by the local authority.
- Pupils make good progress across the school. From broadly typical starting points when they enter the Nursery and Reception classes, pupils reach standards that are above average by the end of Year 2 and attainment that is above expectations by the end of Year 4, when they leave for middle school.
- All groups of pupils achieve well, including disabled pupils and those who have special educational needs.
- Teaching and learning are good across the school. Thanks to leaders' thorough checks on teaching, followed up with effective training, teachers have good subject knowledge and promote learning well.
- The Nursery and Reception classes provide a stimulating environment and firm foundation for all children at this important phase of their education.
- Pupils behave well in class and around the school. They say they feel safe, a view supported by parents and carers.
- Attendance is above average. Pupils say they really enjoy coming to school and speak with enthusiasm about both their learning and the range of activities the school provides.
- The curriculum provides a wide range of opportunities for pupils to apply their knowledge in a variety of contexts and effectively promotes their spiritual, moral, social and cultural development.
- The headteacher and her team work well together for the good of the pupils. Leaders and governors ensure that the progress pupils make and the quality of teaching are checked closely and are improving well.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Not all teachers use data about pupils' progress to plan activities that challenge them to achieve more.
- Subject leaders are relatively new to their roles and are not yet fully involved in improving the quality of teaching and learning across the school.

Information about this inspection

- The inspector observed eight lessons, two of which were observed jointly with the headteacher. The inspector also made a number of shorter visits to classrooms.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils. The inspector also heard a number of pupils read.
- The inspection took into account the 16 responses to the online questionnaire for parents and carers, Parent View, and the outcomes from the school's recent consultations with parents.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupil mobility, pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below average and no pupils speak English as an additional language.
- With the exception of the Nursery and Reception classes, pupils are taught in mixed-age classes.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals and other specific groups) is below average.

What does the school need to do to improve further?

- Make all teaching good or better by ensuring that:
 - when planning the work for pupils in the mixed-age classes, full use is made of the school's assessment and tracking data to provide work at an appropriately challenging level for all ability groups
 - sharing more widely among staff the examples of outstanding teaching in the school.
- Strengthen leadership and management further by ensuring that all staff with leadership roles have the skills needed to draw accurate conclusions about the effectiveness of teaching and to identify and tackle weaknesses in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery and Reception classes with skills and knowledge that are generally typical for their age. They get off to a good start in the Early Years Foundation Stage due to good teaching and the range of exciting opportunities, both indoors and out, provided for children to learn and develop. They make good progress during their time in the Early Years Foundation Stage and their attainment when they start Year 1 is a little above average.
- Good progress continues as pupils move through the school. Standards in reading, writing and mathematics at the end of Year 2 were above the national average in 2012 and 2013. Attainment in Year 4, when pupils leave the school for middle school, are above expected levels. This constitutes good progress from their levels of attainment on entry to the school.
- Reviews of pupils' work and school assessment information show that current pupils, including the more able pupils, are making good progress and that these above average standards are being maintained.
- Standards of reading are above average because of the systematic teaching of phonics (letters and the sounds they make) which ensures that pupils acquire secure basic reading skills. Pupils enjoy reading. In Year 2, for example, pupils are clear about their favourite stories and the characters they enjoy reading about. Reading is accurate and pupils read with good expression. They can work out what happens next in a story and know the difference between fiction and non-fiction writing.
- Disabled pupils and those who have special educational needs make good progress because their needs are well known and good support from teachers and teaching assistants enables them to achieve their individual learning targets.
- There are too few pupils known to be eligible for the pupil premium for their performance to be compared without potentially identifying them. However, their progress is similar to that of their classmates due to the effective way in which the funding has been used to provide the support necessary to meet their learning and personal needs.

The quality of teaching is good

- Teaching has improved since the last inspection. All staff are determined to become even better and are beginning to share good practice with each other. Teachers plan lessons and subjects with imaginative activities that excite and interest pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment in learning as well as their spiritual and cultural development.
- In the Nursery and Reception classes in the Early Years Foundation Stage, good use is made of the outdoor and indoor areas to develop children's skills. Adults take every opportunity to extend children's language and numeracy skills by regularly asking them about the things that they are doing.
- Good classroom management, coupled with teachers' high expectations of work and behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. This makes a significant contribution to pupils' good progress.

- Teachers ask questions skilfully in order to check pupils' understanding as lessons progress. Their subject knowledge is good and this helps them to plan imaginative challenges.
- In most cases, teachers make good use of the school's accurate assessment data in order to set and review targets for pupils' learning and to plan well for pupils' varying needs and abilities. In a few lessons, however, the work set for the most and least able is too similar and is both too difficult for the less able/younger pupils to undertake on their own and not sufficiently demanding for those pupils capable of working at higher levels.
- Teachers have a clear focus on teaching pupils to read. Daily phonics sessions and guided reading activities for all age groups further support the development of pupils' reading skills and a love of books.
- Teachers make good use of 'talk partners' so that pupils can share ideas and learn from each other. This both develops their speaking and listening skills and promotes respect for the views of others.
- Teaching assistants are deployed well to ensure that the work given to disabled pupils and those who have special educational needs, as well as others who need extra help, is carefully sequenced so that all make good progress towards their learning targets.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are enthusiastic about their learning. They describe how their teachers make learning fun and interesting and they appreciate the cultural visits and broad range of extra-curricular activities.
- Pupils work well together in pairs and in small groups, confidently discussing the tasks, sharing the resources and sometimes accelerating each other's learning through their cooperative approach.
- Relationships between pupils and staff are very positive. This gives pupils the confidence to respond to questions and helps improve their understanding.
- Staff have consistent strategies for managing pupils' behaviour. Pupils know exactly what is expected of them and respond well to the school's system of rewards and sanctions.
- Pupils behave well across the school, in lessons, in assemblies - where their behaviour is frequently outstanding - and in the playground.
- The school's work to keep pupils safe and secure is good. Pupils say that bullying is very rare and that, when it does occur, staff take it seriously and deal with it swiftly and effectively.
- Pupils say they feel safe in school and know where to go for help. They have a good understanding of the dangers of the internet and how to keep themselves safe.
- Pupils say that they enjoy coming to school and the older Year 4 pupils say they will be sorry to leave the school at the end of the school year. Their levels of attendance, as a result, are consistently above the national average.

The leadership and management are good

- Since the last inspection, the headteacher has overseen a successful focus on significantly improving teaching and accelerating progress across the school. Key strengths and areas for improvement have been identified, with the full support of the governing body.
- The school has been through a prolonged period of significant changes in staffing and is now beginning to enjoy the benefits of a more stable situation. Staff are well motivated and demonstrate a shared sense of responsibility and commitment to improving the school.
- Under the leadership of the headteacher, staff development has been given a very high priority. A comprehensive process of setting targets for teachers to improve their work is firmly established and bearing fruit. Teachers are held to account for achievement in each class.
- Teachers are beginning to share good practice although there is room for more opportunities for teachers to share and 'model' their work around the school in order to improve the overall quality of teaching to outstanding.
- The headteacher has introduced a new, thorough, whole-school assessment and tracking system. All pupils' progress in reading, writing and mathematics is checked rigorously and tracked as they move through the school. Every half-term, the headteacher meets individual class teachers to discuss individual pupils' progress. These meetings ensure that teachers have a good understanding of how well pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets.
- The leadership team is working effectively to develop the necessary skills and management qualities of their colleagues and ensure that the school's priorities and ambitions are met. However, in order to make further improvements in pupils' progress, their skills in observing and assessing the quality of teaching in their areas of responsibility require further improvement.
- English and mathematics, appropriately, are given a high priority but time is also given to develop pupils' interests across a range of subjects, which contributes strongly to their good attitudes to learning. The curriculum is enhanced by a variety of visits and visitors, and promotes pupils' spiritual, moral, social and cultural development well.
- Care is taken to ensure that pupils eligible for the pupil premium are able to take part in all the school has to offer. The progress of these pupils and that of pupils who have special educational needs is checked constantly to ensure that the range of additional support provided has a positive impact.
- The school uses its primary sport funding well to provide additional weekly physical education lessons and after-school activities led by skilled sports coaches. This motivates pupils very well and is leading in turn to improved physical skills, health and well-being. Systems are fully in place for the evaluation of the provision at a future date.
- The school received considerable and effective support from the local authority during the recent disruptions to leadership and teaching.
- **The governance of the school:**
 - The governing body is relatively new, having largely reformed over the past two years. It is rigorously and enthusiastically supporting the school to fulfil its ambitions, whilst successfully offering pertinent challenge. Governors closely question the quality of teaching and support

leaders in their checking of it. They ensure that teachers' pay is linked to the progress of their pupils. They have worked carefully and consistently to ensure that safeguarding policies and practices meet national requirements. They have a good understanding of how the school uses its resources, including the effective use and impact of pupil premium funding. They know how well their pupils perform when compared with schools nationally.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124305
Local authority	Staffordshire
Inspection number	431143

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Emma Gould
Headteacher	Jean Fletcher
Date of previous school inspection	13 June 2012
Telephone number	01298 84320
Fax number	N/A
Email address	headteacher@manifold.staffs.sch.uk

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