

# Maltby Manor Primary School

## Inspection report

---

<b>Unique Reference Number</b>	132765
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	360431
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Andrew Clark

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	388
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jim Wright
<b>Headteacher</b>	Mrs Amanda Richards
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Davy Drive Maltby, Rotherham South Yorkshire S66 8JN
<b>Telephone number</b>	01709 813300
<b>Fax number</b>	01709 709967
<b>Email address</b>	maltby-manor.primary@rotherham.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	17–18 May 2011
<b>Inspection number</b>	360431

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 14 teachers. The inspectors held meetings with representatives of the governing body, the staff, parents and groups of pupils. They observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed completed questionnaires from 75 parents and carers, as well as questionnaires completed by pupils and staff.

- The progress pupils make in mathematics.
- The independence pupils show in their work.
- The contribution all leaders and managers make to school improvement.

## Information about the school

The school is a larger than average primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is also higher than usual. The school has achieved Healthy School status.

The headteacher and deputy headteacher are new to the school and the Early Years Foundation Stage leader is new to the post since the last inspection.

**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

This is a good school. The quality of teaching and learning is good and pupils' personal qualities are promoted well through the enriched curriculum. The headteacher has established a clear vision for improvement. She is well supported by motivated and reflective senior staff and a good governing body, although a few staff are still gaining experiences in their roles. Robust monitoring and evaluation procedures are in place and the school's self-evaluation is largely accurate. As a result of the drive and ambition of all involved in the school, there is a good capacity for continuous improvement. Parents are proud of the school and feel their children are safe and well cared for. 'All the teachers are really lovely and go out of their way to help and make the children's day at school very enjoyable,' is typical of their views.

Children start school with skills which are generally well below those typically expected for their age. By the time they leave Year 6 attainment is average in English and mathematics. Pupils of all abilities make good progress overall and are well prepared for the next stage of education. Very occasionally, opportunities are missed for pupils, especially the more able, to make even faster progress in lessons. Pupils are well behaved and their attendance is average. They show a good commitment to living a healthy lifestyle and successfully participate in many physical activities. They contribute well to school and community life through the school council and a wide range of fund-raising and other activities.

Teachers make lessons enjoyable and purposeful. They make good use of information and communication technology (ICT) to motivate pupils. Lessons are often brisk and challenging, although very occasionally, more-able pupils are kept waiting by too much explanation before starting work. The quality and use of marking and feedback are good overall, although a few chances are missed to fully involve pupils in assessing and improving their own work, including the quality of their handwriting. The curriculum is well planned making it relevant and exciting. A wide range of visits and visitors contribute well to the pupils' experiences in many subjects, such as history, art and science. Pupils' welfare is central to all the school's work and safeguarding is good. There are effective procedures to identify and support vulnerable pupils and their families which contribute well to the good care, guidance and support the school provides.

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

- Accelerate pupils' progress further by:
  - ensuring the needs of the more-able pupils are met in all lessons
  - improving the use of marking and feedback to help pupils' improve their own work.

**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

- Improve the fluency and accuracy of pupils' handwriting.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and achieve well overall. They work well collaboratively, share ideas and solve problems together, for example in data-handling work linked to science. They make good use of different reference sources such as the internet, prompts on displays around the school, dictionaries and thesauruses. This contributes well to their ability to work independently and develop good skills for future learning. However, pupils are not always fully involved in improving their own work. Pupils enjoy using information and communication technology (ICT) for research and to present their work.

By the end of Year 6, pupils' attainment in English and mathematics is average. There is a positive trend of improvement in attainment evident in tests and assessments since the last inspection. Progress in reading, writing and mathematics is good overall at both key stages. This is a direct result of the quality of teaching which has improved well since the last inspection and the well-constructed curriculum. More-able pupils do not always make the progress of which they are capable of. Pupils with special educational needs and/or disabilities make good progress through work that is carefully tailored to support them and the sensitivity of the staff to these pupils' needs. Pupils speaking skills are good because of the good use teachers make of role play and drama and the effectiveness of their questioning. Pupils write well for a wide range of purposes in several subjects. However, the school recognises that their handwriting is not always as fluent and well-formed as it could be.

Pupils enjoy learning because they have many opportunities to participate in practical activities. Pupils of all abilities have a good understanding of how to live healthy lifestyles because it is promoted well through very well-planned science and personal, social and health education lessons. This is reflected in the pupils' good understanding of the importance of keeping free from the dangers of substance abuse and the willingness of older pupils to guide younger ones in ways to stay healthy. They have a good voice in school improvement through their involvement in planning aspects of the curriculum and the management of finances and resources with enterprise activities and in their roles as school councillors and play leaders. They are tolerant towards others. Pupils develop a mature understanding of moral and social issues because they are increasingly challenged to think things through for themselves and consider important global issues.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<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>2</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>

<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

## How effective is the provision?

Detailed lesson plans ensure the needs of different groups of pupils are well met overall. Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. The quality of teaching and learning in the vast majority of lessons observed was good and a quarter was outstanding. Teachers challenge pupils to think deeply and solve problems and investigations by carefully targeting their questions. On a very few occasions the pace of learning and match of work is not sharp enough to ensure the best progress for more-able pupils. Expectations are generally high and pupils strive hard to meet them. Most lessons are brought to life through the use of ICT, role play, competitions and games. Good quality marking and feedback often helps pupils improve their own work and usually reach challenging targets. However, this is not consistently followed up to ensure pupils improve their own work.

Imaginative themes and visits make learning relevant and stimulating. The school makes particularly good use of role play, art, and design and technology to provide lasting memories. For example, the sumptuous Tudor banquet was the culmination of in-depth historical studies which prompted well-written accounts and high quality observational and three-dimensional art work. Literacy and numeracy skills are promoted well through all subjects. However, the school is currently exploring ways to develop the accuracy and fluency of a small minority of pupils' handwriting. Good partnerships with other educational establishments, such as extended services team, teacher training associations

**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

and many art and sporting contacts contribute to learning and extra-curricular opportunities. Pupils' personal development is promoted well. Pupils have good opportunities to learn another language and participate in musical events. Parents and carers make a good contribution to pupils' learning through their involvement in lessons, assemblies and homework projects.

The school takes good care of all pupils. Careful record keeping and rigorous monitoring contribute to the safe working environment. Attendance and good behaviour are promoted well. The school has very strong systems to support the more-vulnerable pupils and their families, for example, through the work of the special educational needs coordinator and support staff who support on anger management and other issues. These have a marked impact on breaking down barriers to learning. The school provides detailed and frequent information on pupils' progress and gives parents and carers useful guidance on ways to support their children's future learning.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Leaders and managers have ambition and passion for the school, which are effectively transmitted to colleagues. The school is quickly moving forward. They have built well on the emerging strengths following the school's amalgamation just before the last inspection. Staff morale is high. Good systems for tracking pupils' progress are used effectively to check that individuals make the progress of which they are capable. Rigorous monitoring and support from senior leaders and managers has ensured good improvements to the quality of teaching and learning. The role of middle managers has been strengthened in recent years and this has contributed to improved attainment. More remains to be done, however, for leaders to remove the few inconsistencies in the quality of teaching so that progress is even better.

The school is committed to promoting equality of opportunity and fighting discrimination of any sort. Adults work together well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Basic skills are developing well and, as a result, the equality of opportunity is good. Robust policies and the effective use of modern technologies contribute to good procedures for safeguarding.

The school's contribution to community cohesion is good. The headteacher and staff team have a thorough understanding of the needs of the community. They forge good links with parents and carers through shared events such as assemblies, training opportunities and regular meetings about pupils' progress. The school plays an integral role in local events

**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

and special celebrations. The school is developing wider links through the Ethnic Cultural and Diversity services and the promotion of community cohesion is good.

The governing body is well led by an enthusiastic and knowledgeable chair. There are good procedures which enable it to play a prominent role in monitoring, supporting and challenging the school. It has effective procedures to ensure that resources are deployed well to meet its agreed priorities. As a result, the school gives good value for money overall.

*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: 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>2</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>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

Children start school with skills which are generally well below those typical for their age. They are particularly low in their communication, language and literacy development. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. The proportion of children attaining the expectations for their age increases at a good rate across the Early Years Foundation Stage but by the start of Year 1 their attainment is below average.

There are very good induction systems to support children and to quickly settle them in to the Nursery class. Links with parents and carers are excellent and contribute to the smooth start children make. The 'stay and read', 'stay and sing' and many other initiatives help parents and carers to support their children's learning. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good overall. There are excellent systems to share information on children's progress with parents and carers. Fun and imaginative programmes help children make good progress in early reading and writing. The learning journeys and other records of children's work are engaging for parents, carers and children.

**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

There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contribute well to all areas of learning. The school makes good use of a large area and stimulating resources to provide children with different outdoor experiences. Occasionally, however, opportunities are missed to engage children in activities to promote children's number and problem-solving skills outdoors. Children and staff make good use of a wide range of ICT resources to develop basic skills and learn more about the world around them. The Early Years Foundation Stage leader and staff know the strengths and weaknesses of provision very well and take effective steps to set priorities for future action. As a result, the Early Years Foundation Stage is well placed to continue to improve.

*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

Almost a quarter of parents and carers responded to the questionnaire. Almost all parents and carers are supportive of the school. They feel that their children enjoy school and make good progress. One comment reflects the views of the large majority of parents and carers: 'The headteacher and staff have always been very supportive and happy to discuss our child's progress with them. They suggest lot of ideas for extra help at home which boosts their confidence.' The views of the parents and carers are reflected in the findings of the inspection because virtually all aspects of its work, including the leadership and management are good.

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

Ofsted invited all the registered parents and carers of pupils registered at Maltby Manor 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 388 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	64	22	29	4	5	0	0
The school keeps my child safe	50	66	25	33	0	0	0	0
My school informs me about my child's progress	44	58	30	39	2	3	0	0
My child is making enough progress at this school	43	57	28	37	4	5	1	1
The teaching is good at this school	45	59	27	36	2	3	0	0
The school helps me to support my child's learning	41	54	32	42	3	4	0	0
The school helps my child to have a healthy lifestyle	41	54	32	42	2	3	1	1
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)	34	45	32	42	3	4	0	0
The school meets my child's particular needs	42	55	28	37	5	7	0	0
The school deals effectively with unacceptable behaviour	34	45	37	49	3	4	2	3
The school takes account of my suggestions and concerns	31	41	38	50	3	4	1	1
The school is led and managed effectively	34	45	34	45	3	4	2	3
Overall, I am happy with my child's experience at this school	46	61	26	34	3	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



18 May 2011

Dear Pupils

**Inspection of Maltby Manor Primary School, Rotherham, S66 8JN**

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons and at playtime.

These are some of the things we found out about your school.

- You go to a good school.
- The headteacher and staff lead the school well.
- You feel safe and have a good understanding safe internet use.
- You take your responsibilities seriously as members of the school council, reading buddies and play leaders.
- You enjoy your lessons and teachers give you practical and fun things to learn about. You take pride in your work and reach average standards.
- In a very few lessons some of you who find work easy do not make as much progress as you could. They do not always make sure you follow the guidance they give in their marking and feedback.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure all lessons and the use of marking helps you make the best progress you can
- help you improve your handwriting.

You can help by always trying your very best and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**