

Maltby Manor Primary School

Davy Drive, Maltby, Rotherham, South Yorkshire, S66 8JN

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement, the quality of teaching, and the behaviour and safety of pupils have declined significantly since the previous inspection because the effectiveness of leadership and management is inadequate.
- Achievement is inadequate. Pupils make slow progress from the end Key Stage 1 to the end of Key Stage 2. Attainment in English and mathematics at the end of Year 6 is below average.
- Teaching over time in Key Stage 2, especially in mathematics, is inadequate. Work is often too easy and does not provide sufficient challenge, especially for the most able pupils.
- Teachers do not make sure pupils present their work carefully in mathematics. This leads pupils to make unnecessary mistakes.
- Support staff do not always have the skills to pick up pupils' errors in their work.
- Marking does not show pupils how to improve their work and they do not have opportunity to reflect and act on any comments made.
- Pupils' behaviour, and the school's work to keep pupils safe and secure, are inadequate. Bullying does occur in the form of name-calling and it can also be physical.
- Attendance has declined since the previous inspection and is below average.
- Leaders have not done enough to check on the quality of teaching. Systems to provide teachers with feedback to help them improve their teaching have only just been set up.
- The roles of the middle leaders are not clearly defined. Currently, they are not playing a full part in driving forward school improvement.
- Governors' skills in understanding data in order to challenge and hold leaders to account are underdeveloped.

The school has the following strengths

- Teaching is usually good in the Early Years Foundation Stage and Key Stage 1.
- The transition process from Early Years into Year 1 is well organised.
- Pupils who have additional complex learning needs are supported well by all the adults in the nurture room and make good progress.
- The improving curriculum is helping pupils to improve their writing skills.

Information about this inspection

- Inspectors observed 16 parts of lessons, seven of which were observed jointly with the headteacher and deputy headteacher.
- Inspectors listened to pupils read in Years 1, 2 and 6.
- Meetings were held with key staff, three members of the governing body and a representative of the local authority.
- Inspectors looked at a range of evidence including the school’s improvement plan, minutes of meetings of the governing body, data relating to pupils’ progress, and the school’s documentation relating to safeguarding.
- The inspectors took into account the 70 responses to the online questionnaire (Parent View). Inspectors also spoke to parents at the start of the school day. Also, 32 responses from the staff questionnaires were analysed.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a larger than average-sized primary school.
- Almost all pupils are of a White British heritage.
- Since the previous inspection, there have been many changes to the teaching staff and there have been many changes to the senior leadership team. The school has had three different deputy headteachers during this period.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. The pupil premium is extra funding for those pupils known to be eligible for free school meals, those from service families, and those looked after by the local authority.
- The proportion of pupils with special educational needs supported through school action is above average. The proportion supported by school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently good so that pupils make at least good progress in order to raise achievement in mathematics and English, by ensuring that:
 - any inadequate teaching is eliminated
 - work given to all pupils provides appropriate levels of challenge, particularly for the most able, and engages their interests so that they do not drift off task
 - teachers' marking clearly shows pupils how to improve their work and pupils are given sufficient opportunity to respond and act on the comments given
 - teachers insist that pupils present their work carefully and accurately in mathematics and provide them with opportunities to solve real-life problems
 - teaching assistants have the skills needed to fully support their pupils so they can do more to help them with any errors or misunderstandings.
- Improve pupils' behaviour and safety by:
 - ensuring that all procedures to ensure that the school site is fully secure at all times, and to keep pupils safe when they are at school, are rigorous, effective and regularly checked
 - establishing stronger partnerships with parents to improve pupils' attendance
 - ensuring that all incidents of bullying are tackled swiftly and effectively.
- Improve the effectiveness of leadership and management, including governance, by:
 - making sure that the impact of any advice or recommendations given to teachers to improve their practice is regularly monitored and followed up in a timely manner

- developing the role of the middle leaders so they can help to drive improvements in their areas of responsibility
- ensuring that governors have the necessary skills to understand the data about the school's performance so they can hold school leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

Inspection judgements

The achievement of pupils is inadequate

- Standards in Key Stage 2 have declined since the previous inspection and in 2013 were below average in English and mathematics at the end of Year 6. In recent years, pupils' progress across Key Stage 2 from their broadly average starting points at the end of Key Stage 1 has been too slow. Consequently, their achievement is inadequate. The school is not ensuring that all pupils have an equal chance of achieving their potential.
- Over time, pupils have made better progress in Key Stage 1 than in Key Stage 2. Prior to 2013, pupils reached broadly average standards in reading, writing and mathematics by the end of Year 2, although standards suddenly declined in 2013. However, inspection evidence indicates that the progress and attainment of pupils currently is looking stronger this year.
- The in-school attainment gap between those eligible for the pupil premium funding and the others in the school has narrowed in a couple of year groups but is still wide in most classes. In the national Key Stage 2 tests in 2013, those known to be eligible for free school meals were about four terms behind other pupils in English grammar, punctuation and spelling, nearly five terms behind in reading, three terms behind in writing and just over two terms behind in mathematics.
- Not enough pupils make the progress expected of them in mathematics by the time they reach the end of Key Stage 2. This is because all pupils are taught the same skills in mathematics, regardless of their ability, in some classes in Key Stage 2. As a result some pupils do not have enough opportunities to acquire new skills in this subject or to push on in their learning at a more ambitious rate.
- The proportions of pupils reaching Level 5 in reading, writing and mathematics are below average. Currently, in some classes throughout the school, the most able pupils are not always given the appropriate levels of challenge to extend their thinking skills. Consequently, these pupils make inadequate progress in these situations.
- Standards in writing at the end of Key Stage 1 have declined over the past three years and, in the most recent Year 2 assessments were below average, although current work shows more promise. At the end of Key Stage 2, attainment in writing has been below average for the past two years, although standards rose in 2013. Displays around the school shows pupils can, and do, produce good-quality written work. However, work in pupils' books shows that the quality of written work and teachers' expectations of how they present it varies considerably between different classes.
- Disabled pupils and those with special educational needs make progress that is similar to other pupils in the school. Those pupils who are supported in the nurture room make good progress from their individual starting points because the adults plan well and cater for their complex needs.
- School leaders have recently introduced new initiatives to encourage pupils to enjoy reading. These include: rewarding pupils with a new book when they have collected 12 stamps for reading a number of books; and the introduction of a reading session on Friday afternoons for the last 15 minutes of the day when parents are welcomed into the school to read with their children. However, it is too soon to see the impact of these new strategies.
- Children join the Early Years Foundation Stage with skills that are mostly well below that typical for their age. They make good progress relative to their starting points because teaching is good in this phase and the learning environment stimulates pupils' thinking and imagination. Even so, many pupils still start Year 1 with a below average level of attainment.

The quality of teaching is inadequate

- Over time, teaching is inadequate. It has not been strong enough to help pupils make good progress and achieve well; this is mainly in Key Stage 2 and particularly, in mathematics.
- The high turnover of staff has led to some inconsistent practice in the past. Staffing is now more stable but, even so, the overall quality of teaching is still not strong enough and some inadequate teaching remains. This is preventing pupils from achieving well.
- In some classes, teaching does not provide enough challenge to stretch the thinking of the most able pupils and this limits their progress. This was observed in a Key Stage 1 science lesson, for example, where the most able pupils had to decide which objects were alive, dead or were never alive. They did this very easily and then spent the rest of their time colouring objects rather than being challenged to think further or learn more.
- Mathematics is not taught well in some classes in Key Stage 2. Teachers do not always ensure that the work given to pupils in mathematics matches their ability. In a Year 4 mathematics lesson, for example, all pupils were given the same worksheet, which was to subtract two and three digit numbers. Many pupils could do this easily and, as a result, they did not make any progress.
- Pupils have some opportunities to apply their mathematical skills and to investigate their ideas and questions in mathematics, often using real-life events and contexts. This is not yet embedded practice so it is too soon to see the impact of this.
- In some classes in Key Stage 2, pupils do not present their work carefully or accurately in their mathematics' books. This often causes them to make mistakes in their calculations because the digits are not carefully set out and this leads to confusion about place value.
- Pupils' work is marked regularly and teachers give them plenty of positive praise. However, there is not enough guidance given to pupils that shows them how they can improve their work. In addition, pupils are not given time to respond and act on any comments made.
- Teaching assistants are deployed well in the Early Years Foundation Stage to support children's learning. However, further up the school in Key Stage 2, this support is not so effective. Support staff do not always have the skills to pick-up pupils' errors in mathematics or to help pupils accurately pronounce the sounds that letters make.
- Teaching in the Early Years Foundation Stage is good. Teachers' planning incorporates the different needs and interests of all children. For example, children made sugar mice in the Nursery because they were fascinated by the mouse in the nursery rhyme 'Hickory Dickory Dock'.
- The sounds letters make (phonics) is taught well in the Early Years Foundation Stage. When children read in a group session, much emphasis is placed on getting them to use and develop their phonic skills by working out unfamiliar words. They enjoy doing this and concentrate for a long time making good progress in their reading.
- Teaching in Key Stage 1 is usually good and there is some strong practice, particularly in Year 1 where the use of stimulating resources and well-chosen activities help children to learn about the world around them by, for example, looking at frog spawn and insects, or by exploring a jungle scene. All of this helps to stimulate pupils' curiosity and thinking.

The behaviour and safety of pupils are inadequate

- The school's work to keep pupils safe and secure is inadequate. The school's actions to ensure that pupils are kept safe and secure at all times lack rigour. Some of the risk assessment procedures are not thorough enough, which places pupils at considerable risk.
- Most pupils say that they feel safe and that they enjoy school most days, but a few pupils are not confident that all of the adults will deal with their problems well enough. Some parents do not feel that the school does enough to keep their children safe.

- The behaviour of pupils is inadequate. Almost half the parents who responded to the online questionnaire do not feel that pupils' behaviour is good. Where teaching does not engage learning well enough, pupils drift off task. When they become disengaged in their learning, some pupils cause low-level disruption in the classroom, which interferes with learning.
- Pupils understand and know what is meant by bullying. They say that name-calling does happen and can give examples. School documentation confirms that racist name-calling and fighting has been reported and some parents have concerns about the way the school deals with bullying. While the school keeps records of incidents, leaders do not do enough to analyse patterns and seek solutions.
- Nonetheless, behaviour in the Early Years Foundation Stage is good. Children play well together and share their resources and learning spaces well together. The atmosphere in the dining hall where pupils have their lunch is settled. During wet weather lunch times, children have a range of activities to help keep them occupied. The cloakroom area is usually kept tidy throughout the day.
- Since the previous inspection, attendance has dropped and is below the national average; particularly for certain groups of pupils, such as girls and those who are known to be eligible for free school meals.

The leadership and management are inadequate

- Since the previous inspection, leaders have failed to ensure that the quality of teaching remains good and have not prevented the decline in pupils' achievement and behaviour. Leaders have not taken appropriate actions to ensure that the site is fully secure at all times so that all pupils are kept safe. Leadership and management are inadequate.
- The middle leadership roles within the school are not clearly defined. This is because there has not been a stable senior leadership team for a long enough period of time until this academic year. Leadership in mathematics is not well organised and this is a key reason why leaders have failed to address the decline in attainment and the quality of teaching.
- All teachers have performance-management targets that are linked to the school's plan for improvement and to pupils' progress. Teachers do go and see good practice in other schools. However it is too soon to see the impact of this. Leaders have collated all the information from the different checks made on the quality of teaching. Teachers are now given advice about how to improve their practice, but again, this is a fairly recent action taken by leaders so it is too soon to see any long-term benefits.
- The curriculum is beginning to improve pupils' writing in most classes because they get the chance to write for lots of different reasons. Planned topics such as the Second World War in Year 6 and the Jungle in Key Stage 1 capture pupils' interests. However, there are not yet enough opportunities for pupils to apply their basic skills, especially their mathematical skills, or to solve real-life problems. Pupils' spiritual, moral, social and cultural development is adequately promoted through its displays, assemblies and team days where, for example, they experience African drumming or learn about different Patron Saints.
- Well thought-out plans are in place to spend the primary sport funding to improve the skills and confidence of staff in this area. The Year 6 pupils are training to be sports leaders and this is already beginning to get pupils more active at lunchtimes. Plans are in place to establish a buddy system to reinforce provision and support for vulnerable or isolated pupils so that they have other pupils to socialise with at lunchtime.
- Responses from the online parent questionnaire show that the school has not established strong relationships with some parents. Just under half of the parents who responded would not recommend the school to another parent.
- The local authority undertook a review of the school in November 2013 and categorised it as a school causing concern. As a result it provides them with a helpful package of support which includes working with governors.

■ Newly qualified teachers should not be appointed.

■ **The governance of the school:**

- Since September 2013, there has been a change to the leadership of the governing body. The new Chair of the Governing Body has been instrumental in making key changes such as re-constituting the governing body.
- Governors have attended specific training delivered by the local authority and this has helped them to develop a better understanding of the school's data. However, governors' involvement in analysing the school's performance is still in the early stages of development. Until recently, governors have been very reliant on the information given to them by the headteacher. They asked some challenging questions but did not effectively hold leaders to account.
- A full external review was undertaken by the local authority and action plans are now in place to make improvements so that all governors have a full understanding of their roles and have the skills to sufficiently challenge and hold leaders to account. Four new committees are now in operation. One of these includes pupil support, which looks specifically at the pastoral support for pupils.
- Governors are clear about how the pupil premium funding is spent and how it is impacting on those pupils in receipt of it. They understand how progression in the teachers' salary is linked to performance. The performance management of the headteacher is in place but it too soon to see its impact.
- Governors have not ensured that safeguarding procedures meet statutory requirements.

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	132765
Local authority	Rotherham
Inspection number	440886

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Jamie Maddison
Headteacher	Amanda Richards
Date of previous school inspection	17 May 2011
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