

Manorfield Primary School

Inspection report

Unique reference number	100920
Local authority	Tower Hamlets
Inspection number	376483
Inspection dates	1–2 February 2012
Lead inspector	Joanna Toulson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	624
Appropriate authority	The governing body
Chair	Marlene Robottom
Headteacher	Marcus Earnshaw
Date of previous school inspection	28–29 April 2009
School address	Wyvis Street London E14 6QD
Telephone number	020 7987 1623
Fax number	020 7987 3476
Email address	bursar@manorfield.towerhamlets.sch.uk

Age group	3–11
Inspection date(s)	1–2 February 2012
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Introduction

Inspection team

Joanna Toulson

Additional inspector

Anthony Byrne

Additional inspector

Maura Docherty

Additional inspector

Julie Sacket

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 30 lessons, observed 12 hours and 45 minutes of teaching and observed 24 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including the school improvement plan, self-evaluation reports, data relating to pupils' progress and attainment, documentation relating to safeguarding, lesson plans and pupils' work. The questionnaires returned by pupils, staff and 147 parents and carers were also scrutinised.

Information about the school

Manorfield Primary School is larger than the average primary school and the number of pupils is increasing as the school moves to having three classes in each year group. It currently has four classes in Year 1. Recent refurbishment and new buildings are now complete, with no classes now in temporary accommodation. The proportion of pupils from minority ethnic groups is very high. The largest ethnic group is of Bangladeshi heritage and the next largest group White British. The proportion of pupils known to be eligible for free school meals is more than twice the national average. The proportion of disabled pupils and those with special educational needs is also higher than the national average. Most of these difficulties relate to speech, language and communication needs. The school meets the current floor standard set by the government for pupils' performance.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

Key findings

In accordance with section 13 (3) of the Education Act 2005, 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.

- Achievement is inadequate because learning and progress in mathematics and writing are inadequate. The achievement of White British pupils and the more-able pupils in mathematics is particularly low. The exception to this picture is the good achievement of children in the Early Years Foundation Stage.
- Teaching is inadequate overall because too much is inadequate or satisfactory and is not accelerating pupils’ progress sufficiently rapidly. Teachers have low expectations of how hard the pupils can work and do not challenge all pupils sufficiently.
- The behaviour and safety of pupils are satisfactory. The school is a harmonious community in which pupils feel safe. Teachers have a consistent approach to behaviour management and this is ensuring that where pupils do display challenging behaviour, it is well managed.
- The leadership and management of the school are inadequate. There has been insufficient progress since the previous inspection. The lack of rigorous monitoring of teaching, together with good quality support to improve teachers’ practice, is hindering the improvements to teaching that are needed.
- The curriculum is providing pupils with enriching experiences, for example visits around London and musical and artistic opportunities, which effectively support pupils’ spiritual, moral, social and cultural development. However, the lack of emphasis on developing pupils’ basic skills means that it is failing to meet their needs.

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- The newly appointed governing body is beginning to hold the school's leaders to account and has high aspirations for the school. However, it is too soon to evaluate the impact of their work on securing improvement.

What does the school need to do to improve further?

- Improve pupils' achievement in writing and mathematics by:
 - providing frequent, good opportunities for pupils to practise and develop their skills in these two areas
 - supporting pupils' learning in mathematics by using practical resources when needed
 - ensuring that the curriculum promotes the acquisition of good basic literacy and numeracy skills for all groups of pupils.
- Take urgent action to improve the quality of teaching and learning so that all teaching is satisfactory or better and a substantial proportion is good by:
 - ensuring teachers have high expectations of how hard pupils should work in lessons
 - matching activities to the needs of individual pupils so that all are challenged well, particularly the most able
 - ensuring marking is regular and frequent and gives clear guidance to pupils about how to improve
 - focusing sharply on improving pupils' reading in Year 3, and giving better support to those whose attainment was low at the end of Year 2
 - providing pupils with clear targets for their next steps in learning.
- Take swift steps to improve the quality of leadership and management by:
 - providing a clear structure of leadership for senior and middle leaders, with clear roles and responsibilities
 - implementing a rigorous programme of monitoring and evaluation of teaching that is followed up with high quality support for all staff.

Main report

Achievement of pupils

While most parents and carers who returned the questionnaire said that they feel that their children make good progress, the inspection evidence does not support this view.

There has been a steady decline in the attainment of pupils in mathematics by the end of Year 6 over the last three years, and it is low for the current Year 6 pupils. Learning and progress in mathematics are poor, particularly for White British pupils. Although the proportion of pupils achieving the higher levels in mathematics at the

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end of Year 6 is improving, there are still too many more-able pupils who do not make the progress they should. Pupils' attainment in reading at the end of Key Stage 1 is low and teaching is not good enough in Year 3, nor is additional support given quickly enough to accelerate their progress and close the gap as they begin Key Stage 2. The school's focus on improving the teaching of reading is, however, resulting in better progress in Years 5 and 6 so that attainment in reading by the end of Year 6 is broadly in line with the national average.

Inadequate learning and progress lead to underachievement in writing. Pupils have too few opportunities to develop their writing skills. For example, pupils spend too long drawing and talking before beginning to write. Also, teachers' expectations about how hard pupils should work are too low, and this is too often seen in lessons where pupils do not complete enough work. In some lessons progress is faster because the level of challenge is high for all pupils. For example, in an outstanding English lesson in Year 6, the activities and support were planned carefully for the different ability groups who were writing a dialogue for a class novel. However, in too many lessons, pupils make insufficient progress because their work is not well matched to their ability. For example, in mathematics lessons observed, all pupils were given the same task, which slowed the pace of learning for the more-able pupils while some pupils found the task too difficult.

The school makes good use of external professionals to support pupils with language and communication difficulties and this, together with satisfactory support from a large team of teaching assistants, results in disabled pupils and those with special educational needs making satisfactory progress overall. Learning and progress are good in the Early Years Foundation Stage because adults use assessment information well to plan activities that match the needs of individual children. A clear focus on developing children's vocabulary supports the good progress of all children, and especially those who are new to learning English. As a result, while pupils arrive in the Nursery with skills and understanding that are much lower than expected for their age, their skills at the start of Year 1 are much improved, although they are still below average.

Quality of teaching

Teaching is inadequate because it is failing to promote consistently satisfactory or better progress for pupils. Most parents and carers who returned the questionnaires said that their children are taught well and pupils agree, but the inspection found that this is not the case. Their work shows that pupils have too few opportunities to practise their basic skills. In mathematics, progress is hindered because opportunities are lost to support pupils' learning by using practical resources. Pupils with poor reading skills say that they often cannot read the instructions for their activities in class. While some teachers mark pupils' books regularly, this is not consistent and inspectors found too many books that had not been marked at all. As a result, misconceptions in mathematics and in spelling and grammar are often not corrected. The lack of targets that give pupils clear next steps in their learning also hinders pupils' progress.

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The recently introduced curriculum is engaging pupils' interests and there are frequent opportunities for pupils to explore its creative aspects, for example by working with artists and learning African drumming. This is contributing well to pupils' spiritual, moral, social and cultural development, as illustrated in a successful singing assembly where pupils sang well and with enthusiasm. Teachers have created a bright, well-ordered and engaging learning environment with displays that celebrate pupils' work and provide learning prompts to which pupils refer while working. There is some good use of 'talking partners' to involve all pupils in the learning, and in the best lessons, teachers support pupils' language development well by exploring the meaning of words and providing key vocabulary to those with special educational needs and those who speak English as an additional language.

Behaviour and safety of pupils

The behaviour and safety of pupils at the school are satisfactory. Pupils feel safe. They are polite to adults and work cooperatively with each other. Most pupils say that behaviour is good although a small minority say it is only good sometimes. Parents and carers who returned the questionnaire say that behaviour is good. Improving behaviour has been a key focus for the school. The consistent approach to managing behaviour and the use of rewards is understood by pupils and teachers, and is contributing to the improvements in behaviour over time. The occasional challenging behaviour of a few pupils is well managed.

Behaviour is satisfactory rather than good because pupils are often passive in their learning and where learning is not well organised, teachers have to remind pupils frequently to concentrate on their work. Pupils say that bullying is rare and dealt with well by teachers. They speak knowledgeably about different types of bullying and the need to be kind to each other. The school is successfully improving attendance and this is now in line with the national average, although a number of parents and carers persist in taking children on extended holidays overseas.

Leadership and management

The quality of leadership and management is inadequate. Key areas are less effective now than they were at the time of the previous inspection. Insufficient monitoring means that leaders have an inaccurate view of the quality of teaching. Support is beginning to be given to middle leaders but a lack of clear direction from senior leaders has hindered their ability to monitor standards in their areas. Termly assessments and meetings about pupils' progress give the school pertinent information about how well pupils are doing, but teachers are not sufficiently supported in their professional development to be able to bring about the acceleration in pupils' progress that is needed. As a result, the school's promotion of equality of opportunity is inadequate. This is seen, for example, in the inadequate achievement of White British pupils in mathematics and of more-able pupils. All of this means that the school has an inadequate capacity to improve.

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The curriculum promotes pupils' spiritual, moral, social and cultural development well through a wide range of visits and after-school clubs. However, it does not meet the needs of pupils as there is too little emphasis on the development of basic skills in writing and mathematics. Although a recommendation in the previous report was that leaders should monitor new initiatives carefully, the school has not monitored the impact of the revised curriculum on pupils' achievement. The governing body is beginning to challenge the school to improve. It has, for example, set high standards for pupils' performance and established procedures by which the headteacher reports on progress towards achieving them. Safeguarding procedures meet current statutory requirements.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

Inspection of Manorfield Primary School, London E14 6QD

Thank you for making us so welcome and contributing to the inspection when we visited your school recently. We enjoyed talking to you and finding out about life at Manorfield Primary School. I especially enjoyed listening to some of you read and hearing about how you learn your mathematics. You told us, both in discussion and through your questionnaires, that you enjoy school and feel safe. You say you are happy to come to school. However, you are not doing as well as you should, and are not making fast enough progress in your writing and mathematics. We have put the school into 'special measures'. This means that we think your school needs more help to get better and inspectors will visit again soon to check on its progress.

We have asked governors, senior leaders and the staff to make sure that:

- you always work hard in all your lessons
- you have lots of opportunities to practise and develop your skills in English and mathematics, for example, your multiplication tables and writing rules
- anyone who is having trouble learning to read is quickly helped to catch up when they start Key Stage 2
- your work challenges you but is not too easy or too hard and is marked so you know how to improve and how well you are doing
- you are given targets to work towards that include 'next steps' in your learning
- teachers are given regular help to get even better at what they do.

You can all help by always working hard and letting your teacher know if your work is too easy or too difficult for you. Also, make sure you keep on attending school every day except when you are ill. I wish you all the best for the future.

Yours sincerely

Joanna Toulson
Lead inspector

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