

Manor Primary School, Ivybridge

Inspection report

Unique Reference Number	113255
Local Authority	Devon
Inspection number	357300
Inspection dates	11–12 October 2010
Reporting inspector	Ronald Hall

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Jonathan Downes
Headteacher	Ian Hemelik
Date of previous school inspection	5 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons, observing 9 teachers. Inspectors held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including: assessment and tracking data; samples of the monitoring of teaching and learning; school planning; and the school development plan. Inspectors also scrutinised documents regarding safeguarding. Questionnaires returned from 80 parents and carers, 11 staff and 129 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rates of progress and attainment of all pupils and, particularly, the middle-attaining pupils.
- The extent of progress made to improve achievement in mathematics and writing.
- How well matched the recently revised curriculum is to the needs and abilities of all pupils and how effectively it develops their personal and academic development.

Information about the school

This is an average-sized primary school where most pupils are of White British heritage. The number of pupils with special educational needs and/or disabilities has risen markedly over the years and is well above average overall. The school has a specialist communication and interactive resource base (CAIRB) on site, catering for a number of pupils on the autistic spectrum. When these pupils can cope in the main school setting and/or no longer need specialist provision, many move into mainstream classes to complete their primary education. The proportion of pupils known to be eligible for free school meals is above average. The school has a number of awards reflecting its commitment to healthy lifestyles and physical education. There is a privately run pre-school within the grounds of the school.

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

Manor Primary provides pupils with a good standard of education and is a happy, friendly school. Staff understand and care for pupils exceptionally well. Pastoral care is an undoubted strength and is central to pupils' and parents' and carers' confidence in the school. Pupils generally make good progress from their low starting points; attainment is broadly average, but improving, especially in Key Stage 2. The school has made good progress since the previous inspection, especially in improving achievement in mathematics. School records and inspection evidence show that middle-attaining pupils do not always make the same progress as their peers. This is due to some inconsistency in teaching, where planning is not always sufficiently focused in order to meet pupils' needs and there is a lack of clarity about what lessons are intended to achieve.

Children get off to a good start in the Reception class and make sound progress from starting points which are generally below age-related expectations. Good progress in their personal, social and emotional development underpins the strong relationships and high levels of respect and consideration which are common throughout the school. This is reinforced and enhanced by the exceptional parental links the school has built up.

The school has excellent links with local community groups and outside agencies to support and enhance learning. Provision for those with special educational needs and/or disabilities is very strong. New initiatives, for example in developing the curriculum, show signs of success, especially in mathematics and increasingly in writing, and provide the foundation for mostly good outcomes in achievement and personal development. Pupils' capability in writing remains a relative weakness but improvement strategies are beginning to show signs of impact.

Monitoring by senior leaders has improved the quality of teaching and learning, but there is still some inconsistency. Leaders and managers have a clear and accurate view of the school's strengths and weaknesses through effective self-evaluation procedures, and there is a strong determination to bring about improvement by all levels of management. The governing body challenges the school effectively and is at the heart of driving improvement. Reports at governing body meetings are cross-referenced with regular formal and informal observations of the school at work. This ensures that the governing body has a clear and accurate picture of the school. Owing to the positive vision and strong drive from leaders and the governing body, together with a track record of good progress since the previous inspection, the school's capacity for sustained improvement is judged to be good.

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What does the school need to do to improve further?

- Raise attainment, particularly for those in the middle-attaining groups, by ensuring that strategies to improve writing have greater impact across all subjects.
- Improve the consistency of teaching across the school by ensuring that planning is focused on meeting the needs of all pupils and relates directly to what pupils specifically need to learn.

Outcomes for individuals and groups of pupils

2

Analysis of pupils' work shows that most pupils are stretched and achieve challenging targets. There are positive signs of improvements for all pupils, and the progress of those with special educational needs and/or disabilities is at least good and, in some cases, better. Pupils in the CAIRB also make at least good progress from their very low starting points. Good use of collaborative work was seen during the inspection both to enhance learning and to encourage pupils of different abilities to strive to achieve their best. Pupils are enthusiastic and almost all report that they enjoy learning. Year 3/4 pupils were observed eagerly exploring length concepts, taking great pride in measuring accurately at various levels, and demonstrating excellent interpersonal and social skills in partner work.

Pupils behave very well, feel safe and eagerly express pride in their school. They particularly like the creative curriculum and the variety of visits and visitors used to enhance their learning. Pupils have a positive work ethos and excellent moral and social skills, and the effect of this can be seen in all they do and the way they behave. The way the school fosters personal development helps pupils to grow as sensible, caring and exceptionally health-conscious young people, a feature recognised in the awards which the school has received from national bodies. Even the very youngest children were more than capable of explaining how to stay healthy and fit. The school council and the numerous opportunities pupils have to take responsibilities, such as acting as monitors and playground friends, successfully encourages an outstanding sense of community spirit. Pupils enjoy active learning and thrive on practical elements. Pupils have a good appreciation of local lifestyles, faiths and customs, but they have yet to develop an in-depth knowledge and understanding of the diversity in the United Kingdom and world in which they live.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

The profile of pupils' achievement since the previous inspection indicates that teaching has improved significantly and is now generally good, although some inconsistency across the school persists. Recent changes in the curriculum and better use of assessment to create targets for pupils to improve their work are having positive effects, including better progress in mathematics and greater pupil enjoyment of learning. Notably strong features in teaching include the use of self-assessment by pupils as well as staff, the excellent relationships between adults and pupils, and the use of interactive whiteboards. In a successful lesson on language structure, pupils made good progress because of the relevant activities presented by the teacher and high staff expectations about work and behaviour. The teaching of writing has improved recently with greater opportunities for pupils to engage in extended writing tasks, but this has not yet had a full impact upon pupils' achievement and is uneven in quality across different subjects.

Curriculum provision is good with all subjects covered in sufficient depth and breadth. The curriculum is constantly modified to suit the needs and abilities of all pupils. A strength of provision is the wealth of extra-curricular opportunities, particularly in music and sporting activities, made available through excellent partnerships with a local cluster of schools. Residential visits are used very effectively to enhance pupils' understanding of the wider community and are selected with this purpose in mind.

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Outstanding care, guidance and support are firmly established within the vision for the school and contribute strongly to good or better outcomes for pupils' personal development. They are founded on the staff's thorough knowledge of the pupils and excellent relationships between adults and pupils. Pupils know they will be listened to and their views considered. There is an ethos of trust enabling pupils to make mistakes and learn from them in a positive manner. This makes an excellent contribution to the school's happy atmosphere. Those pupils with special educational needs and/or difficulties are extremely well supported both in classes and in the CAIRB so they feel secure and make at least good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides clear educational direction, drive and vision for the school. He has improved monitoring systems, especially with regard to the quality of teaching and learning. There are robust systems of assessment which seek to draw pupils in as partners in gauging their own progress. Teachers generally use assessment data to inform planning to ensure an accurate match to the needs and ability of pupils. However, this is not always consistent, leading to a slowing of progress at times.

Leaders and managers at all levels monitor teaching and learning, planning and the use of assessment rigorously, resulting in clear and robust plans for development. These have ensured a rise in achievement in mathematics and gradual improvements in writing. The leadership team at all levels shares responsibility for the development and improvement of the school. Information is used effectively by the team to ensure good self-evaluation, which ensures that leaders know the school's strengths and weaknesses. The governing body robustly holds the school to account and gives support. It also ensures that systems and procedures to promote equal opportunities and to tackle discrimination are in place and that any issues are addressed quickly. Safeguarding arrangements have been a central focus of the development plan, successfully meeting requirements and underpinning pupils' strong confidence in feeling safe.

The school has outstanding partnerships with parents and carers and outside agencies to support learning, starting from the excellent relationships built up during the Early Years Foundation Stage and extending throughout the whole school. The management of pupils with special educational needs and/or disabilities is good, helping them to make good or better progress from, in many cases, very low starting points. This is especially so for those pupils in the resource base. The school's good contribution to community cohesion is clearly evident both in its impact upon pupils' social and cultural development and in

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how well it supports and serves the local and wider communities. Secure plans, underpinned by good evaluation procedures, indicate that the school is well placed to improve further in this area.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

A feature of the good teaching in the Early Years Foundation Stage is the excellent relationships both between adults and children and between children and their peers. Staff work very well together and involve both parents and carers and children in all aspects of learning. The provision is bright, informative and well resourced. Daily safety checks ensure the children's health, welfare and safety are paramount. The outdoor provision is good, although not directly linked to the classroom. Activities mirror and enhance indoor themes. Excellent relationships with parents and carers underpin the school's good induction and care procedures. Staff know children well and make sure learning is fun. As a result of good leadership and management, children make excellent progress in personal, social and emotional development, fitting in well with the school's ethos of being considerate, including sharing and being prepared to listen to others.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the care provided, and feel staff are very approachable and provide a good education for their children. Parents and carers feel all children are seen as individuals. They consider that their children are very happy in school. One parent commented, 'The teachers really get to know the children in their class well and have a positive relationship with them.' Another commented, 'I have had two children at the school and they have had a positive and productive experience. The teaching has been excellent.' A small number of parents and carers identified concerns about the mixed-age classes and the effect on pupils' learning but during this inspection inspectors found that mixed classes were not inhibiting pupils' learning. Other parents and carers mentioned the lack of support for higher-attaining pupils but inspectors found that extra sessions were provided, for example at weekends, as well as visits to local universities and secondary schools to help enhance their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 222 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	61	30	38	0	0	0	0
The school keeps my child safe	47	59	33	41	0	0	0	0
My school informs me about my child's progress	38	48	41	51	0	0	0	0
My child is making enough progress at this school	45	56	30	38	3	4	0	0
The teaching is good at this school	53	66	23	29	3	4	0	0
The school helps me to support my child's learning	44	55	33	41	3	4	0	0
The school helps my child to have a healthy lifestyle	39	49	41	51	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)	40	50	35	44	1	1	0	0
The school meets my child's particular needs	44	55	33	41	1	1	0	0
The school deals effectively with unacceptable behaviour	34	43	38	48	5	6	0	0
The school takes account of my suggestions and concerns	40	50	32	40	5	6	0	0
The school is led and managed effectively	54	68	22	28	3	4	0	0
Overall, I am happy with my child's experience at this school	52	65	25	31	1	1	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



13 October 2010

Dear Pupils

Inspection of Manor Primary School, Ivybridge, PL21 9BG

Thank you for your help and warm welcome when we visited your school. We agree with you that your school is good. We were particularly impressed with the way you all get on with each other and help make the school a very happy place.

You are being successfully helped to grow up as sensible, healthy, considerate young people who behave well. You make good progress in your learning. Staff take very good care of you and make sure you are treated fairly.

Your headteacher and other leaders are improving your school well. Those of you who sometimes find work difficult are given good support to help you make good progress. The curriculum is good and has a good range of activities to do after school. There are also many visits and visitors to the school which all help you learn.

In order to be even better, the school needs to make sure you all do as well as you can, and particularly those of you who are about average in ability. To do this, we have asked that staff make sure that your writing continues to improve across all subjects. Also, we have asked that teachers focus more consistently on what each individual pupil needs to learn when they plan lessons.

We wish you all well for the future. All of you should keep trying hard in lessons.

Yours sincerely

Ronald Hall
Lead inspector

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