

Manor Way Primary School

Inspection report

Unique Reference Number	103816
Local Authority	Dudley
Inspection number	355467
Inspection dates	17–18 February 2011
Reporting inspector	Michael Farrell

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	193
Appropriate authority	The governing body
Chair	Anthony Potter
Headteacher	Caroline Phipps
Date of previous school inspection	19 May 2008
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Introduction

This inspection was carried out by three additional inspectors. Eleven lessons and an assembly were observed and nine teachers seen. Meetings were held with parents, pupils, the Chair of the Governing Body and members of staff. Inspectors observed the school's work, and looked at a range of evidence including school development planning, curriculum planning, evidence of the school's contact with parents and carers, records for pupils with special educational needs and/or disabilities, and data on pupils' progress. The team scrutinised 103 parental questionnaires.

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

- Inspectors analysed the extent to which literacy is developed across the curriculum and the impact on pupils' progress in writing, including for different groups.
- The effectiveness of the school's procedures for identifying and assessing pupils with special educational needs and/or disabilities was checked.
- Parents' and carers' appraisal of how well their views are taken into account and the effectiveness of the school's response were examined.
- In the Early Years Foundation Stage, the team analysed boys' progress in communication, language and literacy and how effective the provision is in improving this; and the progress and participation of the small number of girls.

Information about the school

This is a slightly smaller than average primary school. A few pupils are from ethnic minority groups; the majority are of White British origin and a very few pupils have English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than average. The proportion of pupils identified as having special educational needs and/or disabilities is close to the national average but the proportion with a statement of special educational needs is above average. At the time of the inspection, the school was without a special educational needs co-ordinator and without a teacher in charge of the Early Years Foundation Stage and Key Stage 1. Both roles were being covered by senior staff until appointments could be made. The school's awards include an ICTmark and Artsmark gold. A pre-school group and Activity Club, not managed by the governing body, are based in the school building. This facility was inspected by other inspectors at the same time as the whole school inspection but is the subject of a separate report.

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 Way Primary School is a good school. It is well led and managed so that, since the previous inspection, it has improved in almost every aspect. School self-evaluation is accurate and, consequently, the school knows its strengths and weaknesses well. For example, teaching is carefully monitored so that improvements are encouraged and supported. All this gives the school a good capacity to improve further. The school accurately identifies pupils who have special educational needs and/or disabilities and ensures they receive good support precisely matched to the level at which they are working so that they make good progress and participate fully. The school rightly proposes to more regularly review the 'register' of special educational needs to ensure pupils no longer requiring support are removed. There are warm relationships between adults and pupils, and teachers use questioning well to extend pupils' learning. Teaching assistants contribute well, especially when working with individual pupils and small groups. Behaviour is well managed and pupils feel greatly valued. Work is pitched at the right level. Sometimes the teachers' introductions to the lesson are too long and, at these times, teaching assistants are not always effectively deployed, slowing the pace of the lesson. The curriculum provides a good range of activities that are well planned so activities lead to good progress. The curriculum engages pupils' interests and motivates them well. Literacy is carefully planned across the curriculum so that pupils' writing, including that for different groups, develops well. Pupils are well cared for and supported so that they feel safe and confident in the welcoming environment. Pupils whose circumstances make them vulnerable, and their families, are well supported. The school's effective system for tracking pupils' progress enables support to be given promptly.

Pupils feel safe, and develop well. Their attendance is above average and recently has improved further. Spiritual, moral, social and cultural development is good because the school places considerable emphasis on this in the curriculum and in its respectful ethos. Pupils' behaviour in lessons and around school is good and sometimes outstanding. In the Early Years Foundation Stage, outcomes are good because of the good provision and good leadership and management. Boys and girls progress well in developing communication, language and literacy skills because the provision promotes these well. The small number of girls in this phase perform at least as well as boys. Pupils in Key Stages 1 and 2 make good progress and learn and achieve well so that they attain at the national average by the time they leave. Despite numerous improvements, and evidence of the school's efforts to support and respond to parents and carers, a minority hold negative perceptions, including about the extent to which they feel their views are taken into account. The school is keen to improve this situation.

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What does the school need to do to improve further?

- Strengthen links with parents and carers including by arranging a series of opportunities for small groups of parents and carers to express their views and for the school to demonstrate it takes these into account.
 - Raise standards by improving teaching so that lesson introductions are not too long and, during this time, teaching assistants are effectively deployed.

Outcomes for individuals and groups of pupils

2

When they enter school in the Early Years Foundation Stage, children's skills are below those expected. As they pass through school they make good progress and achieve well. In Key Stage 1, achievement is good, with reading being the strongest area. In Key Stage 2, pupils continue to achieve well. Different groups make similarly good progress, including boys and girls, and pupils from minority ethnic backgrounds. Pupils with special educational needs and/or disabilities make good progress because of the well-focused individual support they receive and the way the school ensures they are part of its community. Although some older pupils, in their questionnaire responses, indicated they did not enjoy school, the evidence from lesson observations and from discussions with pupils shows they enjoy school considerably. In a good lesson about using the senses, younger pupils learned and achieved well, because they enjoyed the lesson and were keen to have their say and did so with confidence. The teacher skilfully extended the pupils' vocabulary by asking questions that made them think more. Pupils identified the senses, the organs of sense and described various stimuli to the senses vividly. In a good lesson on developing a balanced argument, older pupils made good progress and achieved well because the teacher made the point of the lesson very clear to them and work was pitched accurately at the different levels at which pupils were working. Pupils were able to develop their writing well in producing thoughtful and reasoned work. They were highly motivated, so behaviour was excellent in this lesson.

Pupils feel safe at all times of the day and in all parts of the school, and know they can go to trusted adults if they have any concerns. They behave well in all lessons and at lunch and break times. They are courteous and considerate of others. Pupils are aware of healthy eating and usually act accordingly. They recognise the importance of exercise, which they enjoy. They are sensitive to the feelings of others and of the importance of emotional health. Pupils contribute well to the school community, including the school council, and feel considerable pride in the school and their achievements, as indicated in an excellent 'praise assembly'. In the local and wider community, too, they do their part. For example, they raise funds for world charities and take part in local sporting, learning and creative activities. Pupils' attendance is above average and this, along with their good progress in basic skills, contributes to their economic and work-related skills being well developed. Spiritual, moral, social and cultural development is good. Many opportunities are taken to raise pupils' self-esteem, so they understand right and wrong well according to their different ages. Even the youngest children can readily give examples ('When you put your hand up it is right; when you call out it is wrong'). Pupils are keenly interested in other cultures because the school effectively promotes and values this.

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Please turn to the glossary for a description of the grades and inspection terms

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	2
The extent to which pupils contribute to the school and wider community	2
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?

Teaching supports pupils' good progress and achievement because lessons are interesting, relationships between children and adults are warm and caring, and work is pitched at the right level. Teachers are skilled in using questions and comments to clarify pupils' ideas and encourage them to think more. Assessment is well used to inform subsequent lessons so that pupils' learning is constantly being moved forward. Teaching assistants offer good support to individual children and when they are working in small groups.

The curriculum is well planned to ensure learning progresses systematically and that pupils experience a broad range of activities. The pupils feel the curriculum is shaped for them so they are well motivated by their tasks. Well established provision promotes pupils' mental and emotional health effectively and has a strong positive impact on their well-being. The curriculum is inclusive, with much emphasis on meeting the needs of individuals, including those with a statement of special educational needs. Good links with a local secondary school boosts achievement in physical education. The school has correctly identified provision for gifted and talented pupils as an area for development.

Provision for pupils whose circumstances make them vulnerable and their families is good. Pastoral support for pupils identified as having special educational needs and/or disabilities is good, resulting in these pupils making good progress. The good provision to promote attendance leads to above average and improving attendance. A nurture group and work

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with partners who support learning effectively help to remove barriers to learning. Documentation and record keeping are in good order.

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	2

How effective are leadership and management?

Teaching is regularly monitored and this has led to improvement since the previous inspection. School development planning provides a clear sense of direction and staff are ambitious to do their best to raise standards. Governance is good. The governing body has a range of skills and experience and use them to good effect to challenge and support the school well. The effectiveness of the school's engagement of parents and carers is satisfactory. The school does a great deal to support parents and carers and to ensure they are informed about their children's progress, for example through reports, diaries, meetings and other communications. Yet the perception of a minority of parents and carers is negative in several areas. Partnerships contribute well to academic progress and pupils' well-being and several partners were very keen to meet inspectors to say how much they value their links with the school. Work with the local Children's Centre is at an early stage of development. Because the school works very hard to treat each pupil as an individual, pupils feel valued, all make similarly good progress, and they know any kind of discrimination will be dealt with effectively.

Safeguarding procedures are clear and closely followed and the governing body takes its responsibilities in this area seriously. Risk assessments are carefully carried out and are of good quality. This leads to the pupils feeling safe and secure while at school. The school has a clear understanding of its population of pupils and plans for community cohesion well. As a result, there is a strong sense of community in the school and good awareness of the wider community. In line with the good outcomes for pupils, the school provides good value for money.

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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	3
The effectiveness of partnerships in promoting learning and well-being	2
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

Children in this phase make good progress and learn and achieve well. This is because teaching is well planned and leads to activities which interest and stimulate the children. In a good lesson where the teacher read a storybook that had been brought in by a child, the children made good progress. This was because they were captivated by the story and behaved very well. Also, the teacher helped the children to develop their language by questioning and her own example. Indoor provision and good resources all contribute positively to children's progress and well-being. Outdoor provision has been improved but still constrains some physical activities because it is not a very large area. Adults support children's learning well and ensure they are safe. Leadership and management focus well on improving standards and this has led to continuous improvements in developing the facilities and improving children's progress. There is good teamwork among staff, and strengths and areas for development are accurately identified. Partnership with the Children's Centre is in the early stages of development and its full benefits and impact are not evident. The interim management arrangements while the school appoints a suitable new leader of this phase are working well.

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	2

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Stage	
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Views of parents and carers

Just over half of parents and carers (103 of 193) returned questionnaires, a relatively high response. Most parents and carers were in agreement with all aspects. Among the stronger positive views was that teaching was good. Among areas attracting a larger minority of negative responses were behaviour, leadership and management and meeting children's particular needs. Inspectors found no evidence to support these views. For example, behaviour observed in lessons at break times and at lunchtimes was good and sometimes excellent. Staff have high expectations of behaviour and encourage good behaviour by being consistent in their management of it. A minority of parents and carers also gave negative responses about whether the school took their views into account. There is evidence of the school's efforts to keep parents and carers informed, for example of their children's progress, and other examples of support to parents and carers. Nevertheless, the perception is one that the school wishes to try to improve. To this extent, inspectors agree that the school can do more to ensure that parents are confident the school takes their views into account. At a meeting with a group of parents, largely positive views were expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Way 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	37	50	49	9	9	2	2
The school keeps my child safe	40	39	52	50	8	8	1	1
My school informs me about my child's progress	29	28	53	51	15	15	4	4
My child is making enough progress at this school	28	27	53	51	15	15	3	3
The teaching is good at this school	27	26	61	59	10	10	1	1
The school helps me to support my child's learning	24	23	62	60	13	13	3	3
The school helps my child to have a healthy lifestyle	30	29	62	60	7	7	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)	30	29	51	50	12	12	1	1
The school meets my child's particular needs	23	22	56	54	12	12	6	6
The school deals effectively with unacceptable behaviour	23	22	39	38	27	26	8	8
The school takes account of my suggestions and concerns	22	21	52	50	15	15	7	7
The school is led and managed effectively	22	21	33	32	23	22	16	16
Overall, I am happy with my child's experience at this school	31	30	49	48	14	14	4	4

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

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">■ 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.



21 February 2011

Dear Pupils

Inspection of Manor Way Primary School, Halesowen, B63 3HA

Thank you for making my colleagues and me so welcome when we inspected your school recently. We were interested in what you told us, for example all the activities you enjoyed. This is what we found.

Manor Way is a good school. It is well led and managed. Teaching, the activities and the work the school provides and the way the school cares for you are all good. In your survey, some of the older pupils said they thought behaviour was not good. But when we spoke to you and when we observed lessons and looked at how you behave around the school, we found that your behaviour is good and sometimes excellent. You are very polite and caring. You do well in your learning and progress and you develop well as people. The very young children do well because of the good things that are provided for them.

There are two things the school could do better so I have asked the staff to:

- make sure your parents and carers feel their views are taken into account more
- make sure the beginning of lessons when the teacher is explaining things to you are shorter and your teaching assistants have clear things to do in this part of the lesson.

I am sure you will help with this by continuing to try hard in your lessons.

It was a great pleasure to meet you all.

Yours sincerely

Michael Farrell
Lead Inspector

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