

# Manor Oak Primary School

## Inspection report

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<b>Unique Reference Number</b>	132063
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	360357
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	Lindsey Diamond

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Chapman
<b>Headteacher</b>	Yvonne Marsh
<b>Date of previous school inspection</b>	14 November 2007
<b>School address</b>	Sweeps Lane St Mary Cray Orpington BR5 3PE
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## Introduction

This inspection was carried out by three additional inspectors. In total, 15 lessons were observed taught by 12 teachers. Meetings were held with the Chair of the Governing Body, a local authority representative, and senior and middle managers. The team observed the school's work, and looked at the school's data on attainment, learning and progress for all year groups. The school's development plan, self-evaluation documentation and lesson plans were also scrutinised. The inspection team analysed 52 questionnaires completed by parents and carers, as well as talking informally to groups of parents and carers. Additionally, 142 questionnaires completed by pupils, and 32 completed by staff were analysed. The school's safeguarding procedures were investigated and evaluated.

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

- How well all children, especially those of lower ability and those with special educational needs and/or disabilities, learn and make progress in reading, writing and mathematics throughout the school.
- How well the curriculum allows pupils to make choices in their learning.
- The use of assessment, tracking and target setting as a tool to support learning to ensure all learners' needs are well met.
- The impact of leaders and managers, at all levels, on driving improvements across the school, including efforts to raise attendance.

## Information about the school

Manor Oak is a smaller-than-average primary school. Most pupils attend from the immediate area, although some do come from further afield. The proportion of pupils with special educational needs and/or disabilities varies significantly because of the mobility of the school population. At the time of the inspection, the proportion of pupils with special educational needs and/or disabilities needs was above average. The proportion of pupils known to be eligible for free school meals is significantly higher than the national average. Almost half the pupils come from a wide range of minority ethnic groups, although a lower proportion than is found nationally speaks English as an additional language. Just over 15% of the school's population are from Traveller heritages. A high proportion of pupils enters or leaves the school at times other than the normal entry and exit points. There is before- and after-school provision on the site as well as a children's centre, but neither of these is managed by the governing body and they were not reported on as part of this inspection. The executive headteacher of Manor Oak School also fulfils this role at another local primary 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?****3****The school's capacity for sustained improvement****2**

## Main findings

Manor Oak Primary is a satisfactory school with many good features. Attainment is low but it is improving quickly as a result of good teaching. Rates of progress for the vast majority of pupils are good, and are outstanding for a few pupils. Most pupils enter the school with knowledge and skills significantly below those expected for their age. The school then works effectively to ensure that all pupils, including those with special educational needs and/or disabilities, are carefully tracked. The impact of interventions and support is good and monitored well. As a result of these positive features, an increasing proportion of pupils are reaching the national average expected by the end of Year 6. Leaders are sharply focused on accelerating all pupils' progress but there is still more to do to ensure that attainment continues to rise and improvement is sustained. ♦♦

The school ethos is friendly and welcoming, with good care, guidance and support. This results in positive relationships and pupils making good gains in their personal development. Pupils enjoy school and are eager to talk about their learning. Their behaviour is good, both around the school and in the majority of lessons. Many strengths in teaching lead to good learning ensuring that, most of the time, pupils of all abilities are engaged and challenged in the tasks that they are undertaking. Challenge in learning is supported in the best lessons by good use of teaching assistants, although this is not consistent across the school. Pupils' learning is supported well through an interesting and engaging curriculum with links between subjects, which help to make learning relevant and interesting in most lessons. ♦

Attendance is low but improving rapidly, as a result of good leadership and the focus on this. The majority of pupils have above average attendance, but the overall figure is adversely affected by a minority of parents and carers who persistently fail to send their children to school. The school is working very closely with these parents and carers and with outside agencies, such as Traveller Support and the Education Welfare Service, to encourage regular attendance. This remains a priority for the school.

Since the last inspection, senior leaders have developed effective systems for tracking pupils' progress. This is leading to far more effective early support for any pupils who are lagging behind or not making the progress that they are capable of. Teachers use this information well to plan pupils' learning over the term so that they make good progress which is securely and rapidly improving. Teachers assess learning very well through questioning and marking but sometimes miss opportunities to record pupils' progress in lessons so that planning can be adapted suitably for the next day. Leaders are focused on developing this approach to raise the attainment of a higher number of pupils.

The leadership team is ambitious for all pupils to do as well as possible. The good development plans reflect this and illustrate effective self-evaluation. The school is well

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supported in its efforts by a proactive Chair of the Governing Body although the governing body as a whole has a less-developed role in providing challenge to the school. A clearly structured action plan is in place to improve this and has begun, but there is still more to do.

Since the last inspection, learning and progress have improved from satisfactory and are now consistently good and sometimes outstanding. The strength of the school's leadership, with its focus on pupil outcomes, combined with its clear ability to self-evaluate accurately and then respond swiftly and effectively when change is needed, ensures that the school has good capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve attendance to 95% by building further on the improvements already made to target the minority of parents and carers who persistently fail to send their children to school regularly and on time.
- Ensure that governors are proactive in seeking information so that they can hold the school to account in all aspects of its work by:
  - ensuring governors are well trained
  - ensuring that the committee structure allows all aspects of the school's work to be appropriately monitored
  - regularly requesting data on attainment and learning and progress and challenging any areas of concern.
- Improve attainment so that a higher percentage of pupils reach national expectations for their age by:
  - further improving the pace of already good teaching in order to ensure outstanding learning for targeted pupils
  - making better use of other adults in the classroom
  - introducing a whole-school method of recording daily learning in order to strengthen lesson planning

### **Outcomes for individuals and groups of pupils**

3

Pupils' attainment when they start Year 1 is very low. Work seen in lessons and in samples of pupils' previous written work match the school's data. This information confirms that over a longer period of time, pupils' progress is good and sometimes outstanding. However, a significant number are still attaining below their peers nationally by the time they move on to secondary school. Attainment is improving strongly due to good learning; as such, pupils' achievement is satisfactory.

In all lessons seen, pupils applied themselves well and tried hard. In a mixed Year 1, 2, 3 and 4 literacy class, pupils were fully engaged and responded to helpful guidance and reminders from the teacher, such as how to sit and how to listen 'because it helps with your writing.' In a Year 3 mathematics lesson, learning progressed rapidly for the majority

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because of the clear questioning from the teacher. This helped to identify any misconceptions, address them quickly and move pupils on to new learning. The pace of learning for children with special educational needs and/or disabilities is good. Those who find aspects of learning challenging are determined to do their best. Other identifiable groups, including minority ethnic groups and Travellers also make good progress.

Pupils report that they enjoy school and feel safe. This is confirmed by parents, carers and the school council. As well as enjoying regular physical activity within the school day, their skills and enthusiasm are promoted well through the range of clubs on offer, which are popular and well attended. Pupils demonstrated a good understanding of healthy lifestyles, including the negative impact of drugs, smoking and alcohol. They are well informed about internet and e-safety and are clear about strategies for reporting concerns if they feel unsafe. Behaviour is good. There is a strong sense of community within the school and the school contributes to looking after the local community with projects such as litter picking.

Pupils are rapidly improving their skills, including their levels of attainment and attendance, for the next stage of their education. As such, their economic well-being is promoted satisfactorily.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teaching is good and some outstanding lessons were seen during the inspection. Pupils are taught key skills that effectively support independent learning. Where teaching is most effective, teachers carefully check pupils' understanding of new learning at key points in the lesson before moving on at a good pace to introduce further concepts. Learning is securely planned for the next day based on these assessments. This practice is inconsistent across the school. The school uses a wide range of effective assessment systems, including clear questioning and marking as a tool for learning. All pupils have English and mathematics targets for learning and the large majority of pupils know them and use them well to assess their own learning. Opportunities are missed by teachers to make better use of teaching assistants in helping to record what pupils know and understand so that any gaps can be planned for in future lessons.

The curriculum provides a suitable and exciting range of opportunities to engage learners. The whole school works in 'Success For All' (SFA) groups for the first session of every day. In these, classes are determined by learning needs in literacy, rather than year groups and therefore may include children from three or four classes. Teaching in these sessions is very focused and the pace of learning is consistently good. Pupils enjoy learning in this way, with one child reporting that 'everyone can help each other because we are all working at the same level', while another said, 'I am getting a lot better at reading because of SFA. There are clear links between subjects, enabling learners to apply skills more freely across the curriculum. The curriculum is further enhanced by specialist physical education and music teaching. Before and after-school provision is organised well and take up is high.

Staff know the pupils well and ensure that all pupils, including the potentially vulnerable, are fully catered for. Pupils have a clear view of whom they can turn to if they have concerns, and have confidence that the systems in place will be effective in supporting them. The school effectively supports all pupils and removes barriers that prevent them from learning. Provision for pupils with special educational needs and/or disabilities is well developed.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The executive headteacher has an extremely clear vision for the school and is determined to take the school forward. She is well supported by the head of school and a strong team of middle leaders. Their accurate view of teaching is used to sharpen provision and target

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the most important areas for improvement. Tracking of achievement over time is thorough and senior leaders are extremely rigorous in their analysis of data. They quickly identify any dips and swiftly put sensible strategies and interventions in place to promote improvement. The impact of this is seen in pupils' good learning and progress across the curriculum. Leaders are working hard to accelerate learning still further in order to raise levels of attainment.

The leadership team is supported in its efforts by a dedicated Chair of the Governing Body and satisfactory governance. The governing body fulfils its statutory duties, but is limited in its effectiveness by having two committees that meet infrequently; governor training is underdeveloped. As a result, members of the governing body are not fully and systematically involved in monitoring the school's work and holding school leaders to account.

The school promotes equalities and tackles discrimination well. This is supported by the high levels of respect that pupils show for one another, clearly demonstrating the good set of values and principles that the school promotes and the absence of any form of discrimination. The school works hard to develop links with parents and carers and provides a wide range of opportunities for them to become involved in their children's learning, such as sitting in on classes and attending training sessions. More and more parents and carers are taking the school up on these opportunities, as well as attending informal events such as coffee mornings. Good partnership links have been established with community services such as the police and health agencies that meet with pupils, parents and carers. Partnerships that support teachers and learners such as Traveller Support and the Educational Psychology Service are also well developed. The school has a good relationship with other provision that shares the site and is able to take advantage of the facilities of the children's centre and after-school club. All safeguarding procedures are in place, although the school is aware that more regular reviews of these systems are needed in order to ensure that practice is good rather than satisfactory.

Community cohesion is satisfactory. Pupils have a very strong sense of being members of their school and local community, but their understanding of the national and global community is less well developed.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good transition arrangements are in place to support children and their families in their move from home into the Nursery and then into Reception. This is supported by the views of parents and carers. ♦ One parent or carer reported, 'My son has settled in very quickly' and another said that their Nursery child 'cannot wait for the school day to begin'. Once in school, good relationships are quickly formed with adults and these help children to settle into routines and behave well. The pace of learning during children's time in Early Years Foundation Stage is good overall, with some children making outstanding progress from very low starting points. Despite this, most children leave Reception with knowledge and skills below national expectations for their age. Children are aware of good learning skills such as 'listening' and 'looking at the teacher' and they are well motivated and capable of engaging in activities independently, as well as with the support of an adult. They are encouraged to use appropriate vocabulary for the tasks that they are undertaking and even the very youngest, for example, are able to describe objects in terms such as 'big', 'small', 'heavy' and 'light'. One Reception child, when asked what they were doing reported, 'I am learning today' and, along with others, was able to describe the task. Children know how to keep safe and to practise healthy lifestyles.

The carefully planned indoor and outdoor learning environments in both classes give children the opportunity to explore and develop their skills in all aspects of the curriculum. Staff are very aware of interests as well as learning needs of the children and plan accordingly. Comprehensive assessment systems further contribute to ensuring that children engage in all areas of learning at a level that meets their needs. The curriculum is well organised in order to ensure that opportunities are given to work together as a class group, while allowing children enough opportunities to learn by exploring and discovering for themselves.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Less than a quarter of parents and carers responded to the questionnaire, which is lower than the average return rate. The results are very supportive of the school and the way it operates. As one parent or carer commented, in relation to the staff team, 'They are totally committed to see all children succeed', while another refers to the way that 'Teachers work as a team'. Inspection findings endorse these views. There were few concerns in the comments received. The ones that were expressed referred to individual rather than generic problems.

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

Ofsted invited all the registered parents and carers of pupils registered at Manor Oak 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 52 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	28	54	24	46	0	0	0	0
The school keeps my child safe	31	60	17	33	4	8	0	0
My school informs me about my child's progress	31	60	19	37	1	2	0	0
My child is making enough progress at this school	28	54	24	46	0	0	0	0
The teaching is good at this school	32	62	20	38	0	0	0	0
The school helps me to support my child's learning	28	54	22	42	1	2	0	0
The school helps my child to have a healthy lifestyle	16	31	34	65	2	4	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)	16	31	28	54	3	6	0	0
The school meets my child's particular needs	21	40	26	50	2	4	0	0
The school deals effectively with unacceptable behaviour	18	35	30	58	4	8	0	0
The school takes account of my suggestions and concerns	22	42	25	48	2	4	0	0
The school is led and managed effectively	28	54	22	42	2	4	0	0
Overall, I am happy with my child's experience at this school	31	60	21	40	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 March 211

Dear Pupils

**Inspection of Manor Oak Primary School, Orpington BR5 3PE**

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers, and seeing you at work and play. We read the 'pupil surveys' with interest. You and your parents and carers told us that most of you very much enjoy school. We found that your school is satisfactory, and that there are many good things.

These are the things we found that your school does especially well.

- You get off to a good start in Nursery and Reception.
- You make good progress from Year 1 to Year 6.
- Your behaviour is good in class and around the school.
- You have a clear understanding of how to keep safe and who to turn to if you need help.
- Your headteacher and senior managers know exactly how they want the school to improve.
- Staff work hard to make your learning interesting.
- A wide range of clubs and extra activities is offered to you, both before and after school.

We have asked your staff and governors to work on these three key areas that will make your school even better.

- Make sure that you all come to school regularly enough to give you the best opportunity to reach the levels of learning you will need for the future.
- Make teaching even better by measuring your learning more carefully and using all adults to help with this at every stage of the lesson.
- Ensure that governors are very clear about what is going on in your school so that they can help even more with improving your school.

I wish you every success for the future.

Yours sincerely

Lindsey Diamond

Lead inspector

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