

Lee Manor Primary School

Inspection report

Unique Reference Number	100693
Local Authority	Lewisham
Inspection number	376439
Inspection dates	19–20 September 2011
Reporting inspector	Janet Simms

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	490
Appropriate authority	The governing body
Chair	Spyros Elia
Headteacher	Vicki Paterson
Date of previous school inspection	11–12 February 2009
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 24 lessons or parts of lessons with 16 teachers, some of which were observed jointly with the associate headteacher. Inspectors held discussions with senior and middle leaders and other staff, with representatives of the local authority and from the partner schools and with a member of the governing body. Inspectors talked to four groups of pupils formally and with many others in lessons and around the school. They observed pupils at play and at lunchtime, attended the breakfast club and an assembly, and observed other activities. The inspection team scrutinised school documentation, including governing body minutes, school development plans, progress tracking records, documents relating to safeguarding and attendance data. They analysed 283 parents' and carers' questionnaires and others from staff and pupils.

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

- The impact of recent changes in the school on the capacity to bring about improvement in pupils' attainment and achievement.
- The effectiveness of linking the outcomes of monitoring into effective planning for improvement.
- The improvement in provision and pupils' progress, particularly in mathematics.

Information about the school

This is a larger-than-average primary school which includes Nursery provision. Breakfast and after-school clubs are managed by the governing body. The proportion of pupils known to be eligible for free school meals is above average and the percentage of pupils entering and leaving the school at different points in the year is higher than usual. The number of pupils with special educational needs and/or disabilities has been rising and is above average.

The school was placed in a category of concern by the local education authority early in 2010, since when it has been receiving support. At the start of September 2011, it merged into partnership with a federation of two other local schools. An executive headteacher, who is also the executive headteacher of the federation, and an associate headteacher were appointed. They took up their posts two weeks before the inspection. The very new Chair of the Governing Body, who is also the chair of the federation's governing body, was elected two days before the inspection.

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

3

Main findings

This is a satisfactory school with some good features. It is improving rapidly because of the positive impact of strong partnerships with the local authority and, more recently, through very effective working links with its partner schools. Lee Manor retains many strengths from its last inspection, particularly those related to pupils' personal development. The pupils' personal development results from good pastoral care, guidance and support, which focus strongly on individual needs. Attainment is broadly average and is rising. Pupils' feel safe and their own very positive attitudes and good behaviour contribute significantly to learning in lessons.

In an extremely short time, the effective new leadership has made significant improvements to many aspects of school life and to the rigour with which provision and outcomes are evaluated. Those improvements, together with improving academic achievement among older year groups in particular, have significantly strengthened the school's capacity to sustain the current momentum of accelerated progress. Self-evaluation is now sharp and accurate. The school's recent track record of declining attainment and achievement has reversed. In 2010, Year 6 achievement was weak. Attainment fell further in 2011, despite strong support from the local authority, falling below the government's minimum 'floor' targets. Performance in mathematics was particularly poor. However, current Year 6 pupils are on track to do significantly better, meeting or exceeding individual levels expected, including their attainment in mathematics. Pupils in other Key Stage 2 years show considerably accelerated progress also. The development of skills to prepare pupils for the next phase of education is satisfactory, but is improving as standards rise. Progress in Key Stage 1 and the Reception Year is satisfactory, but senior staff recognise that the quality of provision in these years needs most improvement.

The capacity to sustain improvement is satisfactory rather than good because the leadership has not been in place long enough to demonstrate fully the impact of its work. However, new senior leaders have monitored provision and outcomes rigorously, analysing swiftly and incisively the school's strengths and areas for development, particularly in teaching. Measures taken already have had an immediate and positive impact. Year 6 pupils speak appreciatively of improvements in behaviour, for instance, with a new calmer atmosphere in the school. Leaders recognise the inconsistent quality of provision, accurately identifying weaker teaching, and are strongly determined to eliminate it. Staff recognise that 'satisfactory is not good enough' and are already forging good liaisons with partners in other schools, welcoming the sharing of ideas and coaching opportunities now

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arising. The good teaching observed in the inspection enables pupils to progress at a faster rate than before and allows them to enjoy active, well-planned learning opportunities. Less-effective lessons show pupils behaving well despite dull, sometimes inadequate teaching which places insufficient focus on their learning. Such lessons give them little opportunity for active contributions and leave many unclear about what they are learning or why. Older pupils receive adequate information about how to improve their writing and reading, but little useful guidance beyond, with younger ones getting very little. Changes are planned for the curriculum, which currently offers adequate-but-unexciting experiences which do not link areas of learning together well enough to make things understandable for many pupils. Parents and carers value the school's music provision and staff are keen to enhance any such strengths, as they contribute well to pupils' good spiritual, moral, social and cultural development. Safeguarding procedures are secure.

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?

- Maintain the increased momentum of pupils' progress by improving the quality of teaching across the school, but particularly in the Reception Year and Key Stage 1, by:
 - making sure that all staff place a strong focus on pupils' learning, clarifying the planned learning objectives for each lesson
 - ensuring pupils understand the objectives and, from a young age, get accustomed to assessing their own progress towards the objectives
 - making certain that staff provide high-quality information about how pupils can improve their work and achieve their longer-term targets
 - planning for the specific needs of individuals and groups in all classes
 - providing professional development for staff so that they employ an extended and varied range of teaching approaches consistently to engage pupils in learning
 - ensuring that all monitoring and evaluation of teaching are focused firmly on their impact on pupils' progress, holding staff to account for the pupils' achievement.

- Improve the curriculum so that learning in different subjects is linked together and is interesting and engaging for pupils of all abilities.

Outcomes for individuals and groups of pupils

3

Children start school with skills that are below the levels expected for their age. Pupils of all abilities, including those who enter other than at the usual points, make satisfactory progress. Strong personal development and examples of improved

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academic achievement, especially among older year groups, testify to the success of recent interventions. Pupils like being at school, know how to keep healthy and fit and enjoy good relationships with adults. Behaviour is good, attendance is above average and pupils make satisfactory contributions to the school community through the school council and to the locality through music festivals, for example. A discussion with Year 6 pupils revealed their good personal attributes as they spoke eloquently about the positive impact of recent changes. In a good Year 6 English lesson, perceptive planning linked together history and literacy learning well in pupils’ project on the Second World War. They made good progress working in pairs, using laptops effectively to research information for biographies of key characters such as Stalin and de Gaulle. Such links are too infrequent, so in Year 2 English lessons, pupils’ learning was weaker because they were inadequately engaged or interested, and because teachers used a limited range of teaching approaches. Nonetheless, they sat patiently, but inactively, listening to teachers for much too long. Examples of good planning to meet the needs of different groups were seen, for instance in a Year 4 literacy lesson as pupils wrote poems using similes. That practice is inconsistent, though, with some lessons, for example a Year 6 mathematics lesson, lacking such planning. That omission led to inadequate learning about multiplication. The use of new additional staffing is speeding up overall progress in Year 6 and, where two teachers worked together more effectively in a similar mathematics lesson, the achievement of different groups was satisfactory. Pupils with special educational needs and/or disabilities make satisfactory progress along with their peers because of effective support by teaching assistants.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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

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How effective is the provision?

Senior staff recognise the inconsistencies in teaching and have taken immediate action to address weaknesses. The action includes the appointment of helpful additional staff and good new links with the two strong partner schools' personnel and expertise. The whole partnership and the staff at Lee Manor are responding effectively to the urgent need for improvement, most showing strong determination to strengthen all aspects of provision. Through support from the local authority, achievement was improving already, but it is accelerating rapidly this term because of improved leadership, management and monitoring. Staff appreciate the clarity of higher expectations, which will hold them fully accountable for the academic and personal achievements of their pupils. Strong pastoral care has been maintained, with effective support for potentially vulnerable pupils, enabling them to progress as well as others.

Because of higher expectations, staff are increasingly aware of the need to focus on improving the academic progress of all groups in lessons. Learning intentions are not always explained clearly. Sometimes, pupils do not understand why they are doing things and so cannot assess their own progress towards meeting lesson aims. Many are unclear whether they are improving or not, though good examples of this exist because some staff provide detailed information. In a good Year 4 mathematics lesson about addition and 'rounding numbers up or down', for instance, the teacher checked learning constantly and amended planning accordingly. Focus on improving curriculum provision in mathematics is well under way and senior staff are planning an improved overall curriculum. Current provision does not always stimulate good learning for all pupils because teachers do not always make links between areas of learning clear enough. Well-attended breakfast and after-school clubs provide a safe, enjoyable haven for many pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Very newly appointed leaders have rapidly exerted a strong influence which has raised expectations and set a clear agenda for school improvement. They are ably supported by other senior staff. Many parents, carers, staff and pupils alike point to evidence of the early positive impact of a new drive and ambition to improve the school. All recognise, realistically, that after only two weeks, it is too early for the

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improvement to be fully evident in outcomes. The governing body is in a phase of transition, with a new Chair and other imminent changes offering restructuring opportunities which have led to a timely resolution to improve the way the school is governed.

Using strong relationships with its partners, the school has halted the decline in attainment and monitors pupils’ progress very carefully. Improvements in procedures for the monitoring of teaching are now in place. Previously, monitoring was insufficiently focused on pupils’ achievement. Timely new staff training to increase the range of teaching approaches and to hold staff accountable for pupils’ progress has started to impact on some practice and understanding, but this process has begun only recently. Leaders are committed to including all pupils equally in all aspects of school life, inside and beyond the curriculum. They have reduced examples of inequality, for instance in access to music provision, and have taken measures to eliminate differences in progress between one class, or one year group, and another. Secure safeguarding procedures mean that pupils feel protected and they report that instances of bullying are fewer than previously. The school’s contribution to community cohesion is satisfactory, but staff acknowledge the need to extend its influence into the wider community at national and global levels.

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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into the Nursery because transition from the home is strong and staff provide a good balance of interesting, well-resourced indoor and outdoor activities. Children progress well in all areas of learning because of good provision and management in the Nursery. Children’s knowledge and understanding of the world develops particularly effectively in this year group. Growing their own

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tomatoes, sunflowers etc., helps them understand key elements of growth and they were delighted to explain their good 'scarecrow' displays. Children behave well, sharing toys and equipment harmoniously and safely and learning good healthy habits. In the Reception Year, children settle well and provision and outcomes are satisfactory, but neither are monitored as well as in the Nursery and children make less progress overall. Relationships are good and children are happy, but some areas of learning are underdeveloped. In early literacy and numeracy, some children lack confidence and children from all groups are sometimes not learning usefully throughout lessons. Planning to promote equally effective learning for different groups, such as children from the school's own Nursery, those entering from other settings, or from home, is underdeveloped. Senior staff and the phase leader recognise that those are aspects that need development to ensure equality of provision and of outcomes between the two year groups.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A higher-than-average percentage of parents and carers responded to the questionnaire. Most are very satisfied with the school's provision and outcomes for their children, but recognise that new senior staff have not yet been in post long enough for them to comment properly on the recent changes. The highest proportion of concern related to previous management of unacceptable behaviour, an area which the inspection team investigated in some depth. They read parents' and carers' often detailed comments and attachments and judged that the majority of concern related to a minority of pupils in one particular class in one year group last year. Inspectors talked to senior staff at length and are confident that new leaders appreciate that the matter is not resolved fully to parents' and carers' satisfaction, but that they have taken strong and robust action to improve the situation for the group concerned. Staff are keeping lines of communication open with parents and carers affected and are monitoring this matter constantly. That applies also to some bullying, which a few parents and carers mentioned, and which is also being dealt with firmly. Discussion with pupils confirmed that they had no specific concerns about behaviour disrupting current learning. Lesson observations, also, identified no such behaviour. Indeed in all year groups, pupils' good behaviour contributes significantly to their learning and staff expectations of behaviour are rising. Year 6 pupils commented particularly on recent improvements in behaviour. Senior staff are very aware of other areas where a small minority of parents and carers express the concerns highlighted by the responses below and are establishing measures to secure improvements.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lee 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 283 completed questionnaires by the end of the on-site inspection. In total, there are 490 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	155	58	100	37	11	4	0	0
The school keeps my child safe	125	46	129	48	11	4	2	1
The school informs me about my child’s progress	76	28	146	54	29	11	4	1
My child is making enough progress at this school	58	22	146	54	36	13	11	4
The teaching is good at this school	79	29	154	57	19	7	2	1
The school helps me to support my child’s learning	62	23	144	54	40	15	5	2
The school helps my child to have a healthy lifestyle	68	25	162	60	21	8	4	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)	69	26	140	52	18	7	3	1
The school meets my child’s particular needs	54	20	149	55	37	14	4	1
The school deals effectively with unacceptable behaviour	50	19	113	42	43	16	34	13
The school takes account of my suggestions and concerns	49	18	152	57	35	13	4	1
The school is led and managed effectively	49	18	136	51	29	11	10	4
Overall, I am happy with my child’s experience at this school	83	31	147	55	24	9	4	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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 September 2011

Dear Pupils

Inspection of Lee Manor Primary School, Lewisham SE13 5LS

Thank you for your kind welcome when we came to your school for the inspection and to some of you for taking the time to talk to us. This letter tells you what we found out.

We found that yours is a satisfactory school, with some good things about it. We were particularly pleased to find that your personal development is good. It is good because adults in the school look after you well and take care to make sure you are safe and healthy. You like coming to school and your attendance is good, so you develop characteristics that will help your learning as you move ahead in your education. Although recently results have fallen, especially in mathematics, we found that those of you in school currently are progressing much better, so your attainment is on track to be higher by the time you leave the school. We found teaching to be satisfactory, with learning in some lessons much better than in others. Adults, especially your new headteachers, know that and we have asked them to make sure that all of your learning is equally good. We found that progress is better for older pupils than for some younger ones, so we have asked the school to change that. We have also asked adults to make clearer to you what you are supposed to be learning in lessons and to make sure that you know how to improve your work. We have asked the school to improve the variety of ways in which you learn and things you learn about to make your learning even more interesting and enjoyable.

We were very pleased to know that older pupils can already see improvements in the school since the summer, for instance, in better behaviour. We agree that the school is improving quickly, partly because of its good links with your new partner schools, where everyone is helping each other. We think that your own attitudes are good, so you can help adults to improve the school even more.

Thank you again for your welcome.

Yours sincerely

Janet Simms
Lead inspector (on behalf of the inspection team)

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