

Manor Park Primary School

Inspection report

Unique reference number	103545
Local authority	Birmingham
Inspection number	376929
Inspection dates	18–19 June 2012
Lead inspector	Derek Watts

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	The governing body
Chair	Hafiz Mohammed
Headteacher	Jason Smith
Date of previous school inspection	18–19 September 2008
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Age group	3–11
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Introduction

Inspection team

Derek Watts	Additional Inspector
Linda Phillips	Additional Inspector
Michael Lafford	Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 24 lessons, taught by 16 different teachers. They held discussions with the headteacher, other staff, members of the governing body, pupils, parents and carers. Pupils were heard reading. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspectors analysed 82 questionnaires completed by parents and carers as well as 150 from pupils and 24 from staff.

Information about the school

Manor Park is a larger than the average-sized primary school. Pupils come from a range of ethnic backgrounds with Pakistani, Bangladeshi and Caribbean being the largest groups. Over half of the pupils speak English as an additional language. The overall proportion of disabled pupils and those with special educational needs is above average, but the proportion of pupils supported by school action plus or with a statement of special educational needs is average. A much higher than average proportion of pupils are known to be eligible for free school meals. A well above average proportion of pupils join and leave the school outside the start of the usual admission year.

The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. The school's before-school club is managed by the governing body and was included as part of 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Manor Park Primary is a satisfactory school. It has made considerable improvements in recent years. It is not yet a good school because of inconsistencies in achievement and in teaching, particularly in mathematics. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory and improving. Children in the Early Years Foundation Stage make good progress from low starting points. Pupils make steady progress through Key Stages 1 and 2. The progress of last year's Year 6 in English was particularly strong. Attainment by the end of Year 6 is below average in English and mathematics but the gaps to reach average are narrowing. The high number of pupils joining and leaving the school has an adverse impact on attainment. Action is being taken to raise achievement in mathematics, which has trailed behind English.
- Teaching is satisfactory. There are examples of good practice but there is not enough good or better teaching. Explanations and questioning promote learning and engage pupils well. Strategies to develop pupils' speaking and listening skills are good. Assessment information is usually used well to plan and match tasks to pupils' different abilities. Learning slows when time is not maximised and tasks are not sufficiently challenging and engaging for pupils.
- Pupils enjoy school and show positive attitudes to learning. Their behaviour is good in lessons and around the school. Pupils are courteous, friendly and respect others. Attendance has improved from low to above average levels.
- The headteacher provides considerable vision and direction. He is well supported by key leaders and staff in raising achievement. The school knows its strengths and has taken effective action to raise achievement and improve the performance of teachers. There have been good improvements to attendance, behaviour and to provision in the Early Years Foundation Stage.

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What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment, especially in mathematics, to at least average levels by the end of Year 6 by:
 - extending the good practice where pupils use and apply numeracy skills to solve problems
 - increasing opportunities for pupils to apply numeracy skills in other subjects.
- Raise achievement by increasing the proportion of good and outstanding teaching across the school, ensuring that in all classes:
 - planned activities are challenging, engaging and well matched to pupils' different abilities.
 - lessons are well structured so that time is used effectively to maximise pupils' learning.

Main report

Achievement of pupils

Pupils' achievement is satisfactory overall. Recent improvements to the Early Years Foundation Stage mean that children make good progress. Pupils' achievement in Key Stages 1 and 2 is improving but there are variations in performance. Attainment by the end of Year 6 was extremely low three years ago but is moving closer to the national average. The vast majority of parents and carers who returned the questionnaire stated that their children are making good progress. However, the variation in progress between classes means that achievement is not yet good.

Children enter the Nursery with knowledge, understanding and skills much lower than is typical for their age. They make good progress in most areas of learning because of good teaching and the interesting learning activities provided. Good progress is made in speaking and listening because adults promote these skills well. Children enjoy books and stories. Children's engagement in learning is good, for example when they operated model machinery in the building area and constructed a secure wall of bricks. In the Reception year, children gained a good knowledge of 'super-hero' characters through a range of learning experiences.

The school has firmly focused on improving pupils' skills in English. In Key Stages 1 and 2, pupils often make good progress in speaking and listening in lessons because of the frequent opportunities for discussion. For example, pupils in Year 2 retold the story of the Great Fire of London with good questioning by the teacher. After hearing the sound effects of a burning fire and viewing and smelling ashes, they described clearly what they heard and smelt using newly acquired vocabulary. This activity generated good ideas for writing.

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Progress in reading is satisfactory. Pupils in Years 1 and 2 showed an enthusiasm for books when reading and talking to the inspectors. They possessed a clear knowledge of letter sounds but had difficulty with 'tricky words'. Few pupils attain the higher levels in reading. Attainment is low in the current Year 2 and below average in Year 6.

Much work has been done to improve pupils' writing. Pupils write for a range of purposes. Grammar, punctuation and spelling are improving. An average proportion of Year 6 pupils attained the higher Level 5 in English last year. Most pupils take pride in their writing but not all in Year 6 write with a fluent and joined hand. There are good examples of pupils' applying their writing skills across the curriculum. In Year 6, for example, pupils in the role of a Second World War evacuee wrote moving letters home describing their new experiences.

The school is striving to raise achievement in mathematics, which has trailed behind that in English. In a successful Year 4 lesson, pupils made good progress in using the 24 hour clock. They acquired a good understanding of a local bus timetable and applied new learning well to solving travel problems. The good practice of pupils' applying numeracy skills to solve problems in mathematics and in other subjects is not consistent across all classes.

Pupils who speak English as an additional language make sound progress. Those at an early stage of learning English make rapid progress, particularly in the Early Years Foundation Stage. Disabled pupils and those who have special educational needs make progress similar to their peers in each class. Pupils who are eligible for free school meals make similar progress to others in the school.

Quality of teaching

Teaching continues to improve but is not consistently good. Most teachers promote spiritual, moral, social and cultural development well. They create a positive atmosphere for learning. Qualities such as cooperation, consideration and respect are effectively fostered. The inspection questionnaire showed that almost all parents and carers feel their children are well taught. Pupils agreed, saying, 'Teachers make lessons fun'.

In the Early Years Foundation Stage, there is an effective balance of adult-led activities and those chosen by the children. Children have good opportunities to explore and learn independently. All adults promote children's language skills effectively through prompting and questioning. The improved facilities and resources are used well to promote learning.

Most lessons in Key Stages 1 and 2 have a clear purpose, and so pupils know what they are expected to learn. The teaching of basic skills is satisfactory overall. Speaking skills are promoted well. There is an appropriate and regular programme for the teaching of phonics (letters and the sounds they make). In most lessons, teaching assistants provide good support for those who need it. The marking of

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pupils' work has improved, particularly in writing. Teachers provide constructive comments help pupils improve.

In the best lessons, teachers' secure subject knowledge and enthusiasm inspired and motivated the pupils. High expectations of learning and challenging questioning and tasks engaged the pupils and sustained their interest. Pupils were productive and made good gains in their learning. In a good English lesson in Year 5, the interactive whiteboard was used well in presenting the story of Theseus and the Minotaur. Pupils listened carefully to the teacher's clear explanations. They responded enthusiastically to well-focused questions which checked their understanding. Pupils discussed the story in pairs and effectively shared their ideas and opinions. Reading materials and writing tasks were well matched to pupils' different abilities and needs. Pupils were challenged and engaged. They made good progress in identifying the key characters and features of the story.

Where teaching was less effective, tasks were not well tailored to pupils' different needs so they are not sufficiently challenged, including disabled pupils and those who have special educational needs. Weaknesses in the planning and structure of the lesson resulted in precious learning time being lost. Very occasionally, expectations of what pupils can achieve are not high enough and there are weaknesses in the teacher's subject knowledge.

Behaviour and safety of pupils

Since the previous inspection, behaviour and safety have improved from satisfactory to good. The youngest children in the Early Years Foundation Stage feel safe and behave well. In Key Stages 1 and 2, behaviour is good in lessons and around the school. Records of incidents show that behaviour is typically good. Pupils say that they enjoy school and they demonstrate positive attitudes to learning. Exemplary attitudes and behaviour were seen in classes in Years 4 and 5. In these lessons, pupils' enthusiasm and their very positive behaviour contributed to the good rate of learning.

All parents and carers who completed the questionnaire believe that their children feel safe at school and that they are well looked after. Pupils confirmed that they feel safe and are very well looked after by staff. All parents and carers stated that behaviour in the school is good and most believe that bullying is dealt with effectively. Pupils say that behaviour is good and they show a good understanding of different forms of bullying, including persistent name-calling. They know the steps to take to prevent bullying. A few parents and carers expressed concerns about disruption to learning in lessons. The school has clear and effective procedures for dealing with misbehaviour should it occur. There have been no exclusions during the last year. Highly effective action has been taken to raise attendance from low to above-average levels.

Leadership and management

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The headteacher and staff are firmly focused on raising achievement and improving all aspects of the school. The school's reputation within the community has grown in recent years. Key leaders are effectively involved in monitoring and improving their areas of responsibility. The steady improvement in achievement and the good improvements to attendance, pupil behaviour and to the Early Years Foundation Stage demonstrate a good capacity to improve. There are clear procedures for the monitoring and development of teaching but practice is not yet consistently good. New teachers receive effective mentoring and support. Professional development and training are well linked to the school's improvement priorities.

Leaders and staff are developing a creative curriculum. Steps are being taken to strengthen provision in reading and mathematics. There are some good links between subjects which add relevance to pupils' learning. Pupils welcome and benefit from the well-organised before-school club.

Discrimination is very effectively tackled. Equality of opportunity is promoted satisfactorily and is not better because of variation in pupils' progress. Pupils' spiritual, moral, social and cultural development is promoted successfully. Within the school's positive ethos, pupils show considerable care and respect for others. Different cultures and faiths are valued.

The engagement with parents and carers has improved considerably. The survey indicates that parents and carers are pleased with the care and education provided for their children. They appreciate the school's efforts in helping them to support their children's learning.

Members of the governing body are enthusiastic, supportive and show a good understanding of the school's performance. They provide constructive challenge to senior leaders. Good attention is given to safeguarding and all requirements are met.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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



20 June 2012

Dear Pupils

Inspection of Manor Park Primary School, Birmingham, B6 5UQ

Thank you so much for welcoming us into your school, giving us your views and showing us your work. Yours is a satisfactory school. It is making good improvements. These are the main strengths:

- You enjoy school and have positive attitudes to learning.
- Attendance is above average
- Children in Nursery and Reception classes make good progress.
- Your achievement is getting better because of improvements to teaching and behaviour.
- You get on well with others and behaviour is good in lessons and around the school.
- You feel safe at school because teachers and other adults take very good care of you.
- The school is well led by your headteacher and he is well supported by other senior staff and governors.

We have given your school two key points for improvement.

- We want you to reach higher standards by the end of Year 6, especially in mathematics. We have asked that you are given even more chances to use and apply your numeracy skills to solve problems in mathematics and in other subjects.
- In some lessons, tasks should be more carefully matched to your needs so that you are fully challenged and engaged. Learning and lessons should always move along at a quick pace.

We hope you will all continue to work hard and we wish you every success for the future.

Yours sincerely

Derek Watts
Lead inspector

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