

Manor Primary School

Briar Avenue, Streetly, Sutton Coldfield, B74 3HX

Inspection dates 11–12 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The majority of pupils learn well across all subjects and make good progress during their time in the school.
- The school has maintained high standards of attainment and pupils consistently leave the school with above average results in reading, writing and mathematics.
- Children make a good start in Nursery and Reception, where they are encouraged to enjoy their learning.
- The majority of the teaching is good or outstanding across the school. In English especially, interesting and stimulating learning activities capture pupils' interest and pupils are enthusiastic about their learning.
- Behaviour, both in and out of lessons, is exemplary. Pupils are courteous and respectful to their peers, teachers and visitors.
- Disabled pupils and those who have special educational needs make outstanding progress as a result of high-quality provision.
- Inspirational leadership by the headteacher, supported by leaders throughout the school, creates a positive climate for learning where all staff and pupils strive to achieve their best.
- Leaders and governors know the strengths of the school, and how to use these to continually improve aspects of school life.

It is not yet an outstanding school because:

- High ability pupils do not make as much progress in mathematics as they do in English.
- In some mathematics lessons, learning activities do not allow the most able pupils to build on what they have learned before.

Information about this inspection

- Inspectors observed 13 lessons, of which three were joint observations with the headteacher. In addition, inspectors made a number of other short visits to lessons.
- Discussions regarding various aspects of the school’s work were held with the headteacher, middle leaders, the Chair of the Governing Body, and a representative of the local authority.
- Pupils were asked for their views through informal and formal discussion.
- Inspectors looked at a range of documents, including the school’s data on the progress of current pupils, attendance and behaviour records, performance management information, safeguarding information and a range of pupils’ work.
- Inspectors took account of 63 responses to the online questionnaire (Parent View), and letters from parents to the inspection team.
- The school meets the current government floor standards.

Inspection team

Clare Saunders, Lead inspector	Additional inspector
Paul Delbridge-Smith	Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The percentage of pupils known to be eligible for the pupil premium is lower than that found nationally.
- The proportion of pupils who are disabled or have special educational needs, including those supported through school action, school action plus or with a statement of special educational needs, is lower than the national average.

What does the school need to do to improve further?

- Enable the higher ability pupils across the school to achieve their full potential in mathematics by:
 - ensuring the accurate and continuous assessment of pupil progress in mathematics lessons is used to set challenging targets for the most able pupils
 - reviewing the mathematics curriculum to include learning tasks set within a real-life context and so that pupils, particularly the most able, can develop their knowledge of problem solving activities and build on their prior learning.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage at a standard of development appropriate to their age and, as a result of good teaching, they make good progress during Nursery and Reception.
- Pupils continue to make good gains in their knowledge and understanding throughout their time at the school in a wide range of subjects. As a result, the standards of attainment of pupils at the end of Key Stage 1 and Key Stage 2 are consistently above the national average.
- Disabled pupils and those with special educational needs make excellent progress in English and mathematics in all year groups.
- Pupils of all abilities make good progress in English, with a higher proportion than nationally making more than expected progress in reading and writing by the end of Key Stage 2.
- Pupils use their highly-developed reading and writing skills in many subjects. They particularly enjoy reading, and are encouraged to use the well-stocked library to continue to develop their good reading habits.
- Most pupils make good progress in mathematics over time. However, higher ability pupils do not make as much progress in mathematics as they do in English, particularly in Key Stage 2. This means some pupils who achieve well at the end of Key Stage 1 do not attain as highly as they are capable of at the end of Key Stage 2.
- In most lessons, pupils readily demonstrate the skills needed to learn independently of the teacher. They readily question each other and enjoy approaching their learning either on their own or as part of a team.
- The school uses the pupil premium effectively to support the achievement of pupils known to be eligible for free school meals.

The quality of teaching is good

- Teaching across the curriculum is usually good, with some outstanding practice. Teachers regularly demonstrate the features referred to in the Teachers' Standards.
- The teaching of phonics (letters and the sounds they make) to help pupils read is well established throughout the Early Years Foundation Stage and Key Stage 1. This, along with high-quality teaching in English, is a particular strength and consequently pupils leave the school with high standards of literacy.
- In mathematics, pupils have the best learning experiences when lessons involve solving problems that pupils find easy to relate to. However, learning activities occasionally lack variety and a relevant context, or enable pupils to build on what they already know. As a result, pupils, particularly the most able, do not always make the progress that they are capable of.
- In most lessons the pace of learning is brisk and purposeful, and teachers use information about individual pupils to ensure that each pupil is challenged in their learning. For example, in one English lesson, the teacher, having tailored the learning activities to meet the various needs of the pupils, then questioned each pupil to establish their understanding of writing for suspense and adapted the task accordingly.
- Pupils make the most rapid progress where tasks allow them to lead their own learning. This is most evident in English lessons. In some mathematics lessons the activities do not allow pupils to suggest the method by which to approach a problem, and this limits the progress made by high ability pupils.
- Pupils value the regular setting of meaningful homework. The marking of this and of other work contributes greatly to the good progress of pupils in a range of subjects. Marking praises pupils' effort and attainment, and encourages pupils to respond to written

comments.

- The school has recently introduced target cards for pupils. These make it clear to the pupils where they need to improve in order to progress to the next National Curriculum level. Pupils value these and are able to articulate what they need to do in order to improve in mathematics and English.
- Pupils enjoy being able to talk to their teachers about the targets they are aiming for. Teachers are building up an accurate picture of what level pupils are working at on a day-to-day basis.
- The school has high expectations for the presentation of pupils' work which is demonstrated across a range of subjects. Handwriting across the school is a particular strength.
- Sharply-focused support for a range of individual needs results in outstanding progress for disabled pupils and those who have special educational needs.

The behaviour and safety of pupils are outstanding

- Pupils are consistently respectful of each other and are courteous and considerate to each other as individuals. Exemplary manners are displayed by pupils to each other and to adults in all aspects of school life. This contributes to a very safe, caring, supportive and nurturing environment.
- Pupils are fully aware of what would constitute bullying, including prejudice-based and cyber bullying, and they are adamant that bullying does not exist in the school as it would not be tolerated.
- Excellent attitudes to learning are shown by pupils in lessons. They embrace opportunities to work independently, and with each other, and show confidence in tackling challenging learning activities. They are able to reflect and articulate where they have strengths in their learning and where they need to improve.
- Pupils take responsibility for their own behaviour and their influence on the behaviour of others. They are supported in this by the school's consistently high expectations of behaviour in and outside of lessons. New pupils to the school are quickly integrated and understand the very high standards of behaviour that are expected.
- There are many opportunities for pupils to take on positions of responsibility and to contribute to school life. For example, Year 5 pupils carry out litter picking, there is a very active school council, older pupils support younger pupils at playtimes, and Year 6 pupils take on a range of jobs to ensure the smooth running of assemblies.
- Pupils have an excellent understanding of how to keep themselves safe, including e-safety.
- There are many opportunities provided by the school to extend pupils' excellent spiritual, social, moral and cultural education. For example, whole school assemblies reinforce spiritual development.
- The views expressed by pupils are supported by parents' overwhelmingly positive opinions.

The leadership and management are good

- Leaders at all levels, in response to the inspirational leadership of the headteacher, share a vision for the pupils to achieve as highly as they can.
- Leaders have an accurate awareness of the school's strengths and areas for improvement, which are reflected in detailed development plans. Leaders have recognised the need to increase the rate of progress for the more able pupils in mathematics.
- Leaders consistently maintain good or better teaching through an effective system for managing teachers' performance. The school allocates its professional development budget effectively and this supports improvements to teaching across the school. As a result, the majority of pupils achieve well.

- Leaders have systems in place for tracking the rate of pupil progress throughout the school. These are accurate for aspects of English. Assessments in mathematics have, until recently, focused on end of year achievement which has not facilitated the setting of challenging targets for more able pupils during the school year.
 - The broad and balanced curriculum meets the needs of the majority of pupils. It effectively promotes good achievement in literacy for all pupils across all subjects. The school's policy for literacy is consistently applied and leads to high standards of attainment in English across the school.
 - In mathematics the curriculum does not consistently allow for the most able pupils to achieve their full potential.
 - The school has strong partnerships with parents. The views expressed by parents during the inspection were overwhelmingly positive and very supportive of the school.
 - The local authority provides effective 'light touch' support for this good school.
 - **The governance of the school:**
 - the governing body demonstrates a clear understanding of the strengths of the school and where it needs to improve further
 - supports the headteacher in strategic planning and is passionate in its contribution to school leaders' quest for further improvement
 - is aware of the need to extend members' understanding of school data to set challenging targets for more able pupils in mathematics.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104210
Local authority	Walsall
Inspection number	402936

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	311
Appropriate authority	The governing body
Chair	Audrey Slater
Headteacher	Karen Tomkins
Date of previous school inspection	20 May 2008
Telephone number	0121 3531738
Fax number	0121 5809650
Email address	postbox@manor.walsall.sch.uk

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