

Manor School

Chamberlayne Road, London NW10 3NT

Inspection dates

5–6 December 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	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 because:

- The majority of pupils make at least good progress and the number making outstanding progress is increasing year on year.
- Children in the Early Years Foundation Stage and in Key Stage 1 do particularly well in both their learning and their personal development.
- Most pupils make good progress in their verbal communication and in mastering the early stages of reading and writing. Some children read successfully throughout the school.
- Teaching is good throughout the school and some teaching is outstanding. Through detailed tracking of the pupils' performance, teachers ensure that lessons are, almost always, adapted well to the pupils' learning needs.
- The pupils enjoy school greatly. Their behaviour is excellent and their attendance high. Adults manage the pupils' behaviour well and this contributes effectively to the school's calm, friendly and safe atmosphere.
- The headteacher has led the school well, with effective support from other senior leaders, including governors.
- Leaders have a good grasp of the school's strengths and areas for development through rigorous and detailed monitoring. The school is now improving rapidly.

It is not yet an outstanding school because

- In a few lessons, teachers do not plan what the pupils will learn in sufficient detail and activities are not adapted clearly enough for the differing needs of each pupil, for example those of higher ability.
- There are occasional inconsistencies in the use of assessment systems and this sometimes leads to less-focused learning targets. Consequently, pupils are sometimes not aware of how to improve their work.

Information about this inspection

- Inspectors observed 18 lessons, all of which were joint observations with the headteacher or deputy headteacher.
- Meetings were held with senior and middle leaders, staff and pupils, the chair of governors, and a representative of the local authority.
- Inspectors took account of the school's recent questionnaire to parents and the seven responses to the on-line questionnaire (Parent View), as well as 36 responses to the staff questionnaire.
- The inspection team observed the school's work and looked at a range of documentation, including the school's development planning and evaluation of its own success and performance. Inspectors scrutinised the records of pupils' achievement, safeguarding, and personal development, as well as attendance figures. Recent evaluative reports by the local authority, as well as minutes of governing body proceedings, were also looked at.

Inspection team

Melvyn Blackband	Lead inspector	Additional inspector
Jackie Blount		Additional inspector

Full report

Information about this school

- All pupils have a statement of special educational needs for severe learning difficulties.
- More than half of the pupils have additional autistic spectrum disorders.
- A very high proportion of pupils are from ethnic groups other than White British and almost half are at the early stages of learning English.
- Over half the pupils are entitled to the pupil premium funding, which is significantly higher than the national average.
- About a quarter of pupils are girls.
- The school does not use alternative provision.
- The current headteacher and deputy headteacher were appointed in September 2010. Since the previous inspection, the school has experienced changes in both staffing and leadership.

What does the school need to do to improve further?

- Leaders should make sure that existing assessment systems are consistently used fully by teaching staff, so that:
 - staff record all the small steps in progress which pupils make, through detailed marking and annotation of the pupils' work and through appropriate verbal and written feedback to them where this is appropriate, so that pupils are fully aware of how to improve their work
 - ensure that the information recorded is used by teachers to take full account of the abilities and learning needs of each pupil, including those of higher ability.
- Leaders should ensure consistency in planning lessons so that:
 - activities for each pupil are clearly adapted to build on their learning in relevant small steps
 - teachers and classroom support staff have a clear understanding of how to work with and support each child to make sure that each pupil's potential for learning is maximised.

Inspection judgements

The achievement of pupils is good

- The majority of pupils make good progress and an increasing number, particularly in the Early Years Foundation Stage and in Key Stage 1, make outstanding progress. This is because of skilled teaching and a curriculum, which is adapted to their needs very well. This results in the pupils achieving well in their communication and in their personal development.
- The teaching of communication is a strength of the school, supported very well by the experienced team of speech therapists. As a result, pupils with additional needs, such as autism and those with English as an additional language, make good progress. The pupils from ethnic groups other than White British and those in receipt of the pupil premium perform at similar levels to other children. Pupil premium funding is used appropriately to provide a high degree of speech therapy provision. This intervention has successfully narrowed the gap in communication skills for pupils receiving the funding.
- The pupils in the Early Years Foundation Stage make often outstanding progress in their learning to understand and respond to adults through the excellent communication strategies, which gives the children confidence to express themselves. This is accompanied by very good progress in their self-help skills and personal development.
- Pupils in Key Stage 1 maintain this momentum and often make outstanding progress because teachers maintain the emphasis on communication through the very effective use of symbols and pictures. In Key Stage 2, pupils make good progress overall, but sometimes the higher-ability pupils are not stretched as they could be. Most of the pupils, however, make at least good progress in communication and in the early stages of literacy and numeracy. A few children begin reading in the Reception Year, whereas some other pupils gain reading skills as they move through the school. In the best teaching, pupils make excellent progress because of the quality of the recording of each small step in their development, which teachers build on consistently. Occasionally, there is not the same attention to detail and, in these instances, the pace of pupils' learning and their progress slows.
- All pupils make excellent progress in their personal development. Teachers and speech therapists assess their communication needs carefully and provide tailored activities to promote each pupil's language and, thus, self-confidence. Pupils make every effort to communicate, usually using symbols and signs until their language has developed sufficiently. Some of the older pupils become proficient in spoken and in written language and this equips them well for their next school.

The quality of teaching is good

- The quality of teaching, over time and since the previous inspection, has been good overall and is improving, notably in the Early Years Foundation Stage and in Key Stage 1. Standards continue to rise because of rigorous and constructive monitoring by senior staff and because of the many opportunities provided for staff to undergo training to enhance their skills.
- Teachers and other staff work well together and they maintain excellent relationships with the pupils. Each pupil receives a high degree of individual teaching and support, which promotes their communication and gives them the confidence to try new things.
- The pupils with autism are taught effectively in most cases. There is consistent use of behavioural procedures and of aids to communication, such as picture cards and symbols. For instance, each pupil has the use of a range of pictures and symbols of different food to help them decide and communicate their choice for school dinner. Pupils with autism, as a result, are relaxed and happy and able to communicate without frustration or confusion.
- Teachers have a very good understanding of their pupils' abilities and, in most cases, adapt learning successfully to enable the pupils to consolidate what they have learned previously and to take their learning on in small steps. The new learning is recorded in detail to inform later

planning. As a result, most pupils make good progress. On a few occasions, teachers do not complete this recording in as great detail and the activities given to pupils are, therefore, not geared as precisely to their individual needs.

- Teachers' planning is, in the main, of high quality, but where detailed recording is not in place, planned activities are not focused as sharply as they should be. The next learning step is not clear enough and progress slows. As a consequence of this, pupils are unsure how best to make their work better and support staff do not have sufficient, clear detail to work as effectively as they could with individual children. Teaching in the Early Years Foundation Stage and in Key Stage 1 is good and often outstanding. Adults get to know their pupils' abilities quickly and skilfully promote the pupils' communication and independence skills. Teachers use the curriculum very well to stimulate the children and prepare them for the next stage in their education.

The behaviour and safety of pupils are outstanding

- Behaviour throughout the school is excellent. Pupils are almost always happy and relaxed and see the school as a safe and friendly haven. This is confirmed overwhelmingly by parents and carers and by staff. The pupils report they are friends with everybody.
- Where behaviour occasionally becomes challenging because a child is frustrated or does not understand what to do, it is dealt with sensitively, consistently and with great compassion for the pupil's feelings. As a result, incidents are very few and resolved quickly and classrooms are quiet and harmonious places. Relationships are outstanding and this is reflected in the pupils' excellent attitudes to their learning and in their high levels of attendance.
- The pupils' personal development is at the heart of the school's work. Pupils make excellent progress in learning to think about others and to consider their feelings and they are shown very effectively how they should behave through the consistently good adult models. They exist together very sociably and with real friendships.
- Bullying is not evidently an issue at the school. There are no exclusions and very few sanctions need to be employed. Behaviour management procedures are reviewed regularly and staff made aware continually of best practices. The school maintains very good records of incidents. Some pupils, as part of their provision, have detailed care and behaviour management plans. The plans are monitored carefully and pupils, in almost all cases, make very good progress in meeting their targets.
- The care and safeguarding of the pupils are outstanding. Each pupil is known to adults and classroom staff take the utmost care of the children. Parents and carers, rightly, have every confidence that their children are happy and safe and, without exception amongst those who made their views known, would recommend the school to other parents. Safeguarding arrangements, including the vetting of staff and child protection arrangements, are secure and of high quality.

The leadership and management are good

- The experience and expertise of the headteacher, supported effectively by the deputy and the assistant headteacher, has enabled her to drive improvements despite the changes in staffing. The improvements are evident in teaching, in the monitoring of pupils' progress, and in achievement. The headteacher has established a further tier of responsible staff, who are proving successful in looking at standards of pupils' achievement and the curriculum in well-defined areas of the school.
- The school's leaders keep a careful watch on the pupils' performance and have established

detailed and robust tracking procedures to monitor progress.

- Teachers' work is monitored rigorously. There are regular classroom observations and reviews of planning and assessment and the curriculum and these are considered in detail, along with the rate of pupils' achievement, in comprehensive management interviews to evaluate the performance of teachers. Nevertheless, there are times when teaching staff do not make best use of the existing tracking procedures and this sometimes leads to weaknesses in teachers' planning. Nationally expected standards of teachers' work are securely employed as a benchmark of performance and this practice results in challenging targets for all staff.
- The school evaluates its own work thoroughly and accurately and operates from specific action plans to drive improvement. Staff, overwhelmingly, support the plans and appreciate the constructive monitoring of their work and the many opportunities to experience further training. The school acknowledges there is a remaining need to develop skill levels in some areas.
- The curriculum is good. It is based on integrated topics and has a clear emphasis on basic skills of communication, literacy and numeracy. The pupils experience a broad and balanced programme which enables them to see links between subjects and which consistently provides them with opportunities to extend and apply their language skills across a range of topics.
- Teachers adapt the curriculum well on most occasions to the pupils' individual needs. Pupils make excellent progress in personal development through specific lessons and also, through their curriculum programmes, form a gradual understanding of the lives of others and through the many trips and visits, including residential experiences, from which they benefit.
- The school has a good track record of maintaining the quality of provision and has consolidated good standards of teaching, with just a few inconsistencies remaining. The pupils' progress continues to improve overall. The school monitors its own performance rigorously and strives for improvement. The local authority maintains a light touch in relation to the school. There is a good capacity to improve further.

■ **The governance of the school is effective**

- Governors receive detailed and accurate reports from the headteacher and other staff, based on robust self-evaluation. There are appropriate sub-committees, which examine all aspects of the school's work in detail. As a result, the governing body is well informed and has a clear idea of the school's strengths and weaknesses. Governors provide a good level of challenge and support to the school. They are fully briefed on the pupils' achievements, including the progress of pupils in receipt of the pupil premium and on the use of performance management to evaluate the work of teachers. The governing body has monitored safeguarding procedures in the school rigorously and ensured that they meet statutory requirements.
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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	101582
Local authority	Brent
Inspection number	403767

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

Type of school	Special
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Paul Sommerfeld
Headteacher	Mary Adossides
Date of previous school inspection	17–18 May 2010
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