

Manor Oak Primary School

Sweeps Lane, Orpington, BR5 3PE

Inspection dates 7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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 headteacher and senior leaders provide strong leadership. Since the previous inspection, they have worked closely with staff and members of the governing body to make sure the school continues to improve.
- Pupils make good progress from their starting points and all pupils, including those in the specially resourced provision, achieve well. Attainment is broadly average by the end of Year 6.
- Teaching is good; there are examples of high-quality practice. Pupils enjoy their lessons and are keen to learn because teachers plan interesting and fun activities that capture their interest. Learning proceeds at a swift pace and pupils are very motivated to work hard.
- Pupils behave outstandingly well in lessons and around the school. They are respectful and involved with their learning. They feel extremely safe in school and have a very good knowledge of how to keep themselves safe from harm.
- Pupils' very friendly and welcoming attitudes help pupils new to the school to settle quickly. Older pupils enjoy helping the younger ones by organising games at breaktime.
- Leaders have made sure that teaching staff and additional adults receive the training necessary to secure good teaching and pupils' good achievement.

It is not yet an outstanding school because

- Although pupils write regularly and in a variety of styles in English lessons, sometimes the amount of time pupils spend writing is limited.
- Handwriting is not taught as well as it could be to encourage a neat and fluent style.

Information about this inspection

- Inspectors observed teaching and learning in all classes and undertook some joint observations with senior leaders. They visited 24 lessons.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and with a representative of the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's data showing pupils' progress.
- The school website, development plans and records relating to safeguarding pupils were also seen.
- The inspectors took account of 10 responses to the online survey (Parent View), the school's own analysis of a recent survey of parental views, and 28 responses to the staff questionnaire.

Inspection team

Madeleine Gerard, Lead inspector

Additional inspector

Kanwaljit Singh

Additional inspector

Full report

Information about this school

- Manor Oak Primary School is smaller than the average-sized primary school.
- Children in the Early Years Foundation Stage are taught in two part-time Nursery classes and one Reception class.
- The proportion of pupils from minority ethnic backgrounds is above average with small proportions of pupils from a variety of ethnic backgrounds.
- The proportion of pupils who are supported through school action is above the national average. An above-average proportion are supported at school action plus or with a statement of special educational needs. Most of these pupils appear to have speech, language and communication needs or behaviour, social and emotional difficulties.
- The school has specially resourced provision for up to eight pupils aged four to seven with behaviour, social and emotional special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government for pupils looked after by the local authority, known to be eligible for free school meals or from service families) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- An above-average proportion of pupils join and leave the school part way through their primary education.
- The school organises daily breakfast provision. Before- and after-school clubs are not managed by the school and were not part of this inspection.
- No pupils from this school attend any alternative provision.

What does the school need to do to improve further?

- Enable pupils to make even swifter gains in their writing by:
 - making sure staff systematically plan sufficient time for writing in English classes
 - making sure consistent approaches to teaching handwriting are in place to enable pupils to develop a neat and fluent style.

Inspection judgements

The achievement of pupils

is good

- Children enter the school with skills generally below those expected for their age, and with particularly weak proficiency in communication, language and literacy. All pupils make good gains as they progress through the school so that their attainment by the end of Year 6 is broadly average and improving. Increasing proportions of pupils are reaching above-average standards, particularly in reading and mathematics.
- Achievement in writing is good, although in some classes in Key Stage 1 and 2 it is not as consistently good as it could be because teachers do not always plan sufficient time in English lessons for pupils to build up their skills. Pupils' work is always careful, but their handwriting is not always fluent and neat because teachers' expectations of handwriting style are more variable.
- Children in the Nursery and Reception classes settle quickly and are happy in school. Staff make their expectations consistently clear and act as positive role models. Children quickly develop good social skills and learn to share resources. They work and play well together. For example, children playing independently in the Nursery used construction bricks to make toy mobile telephones and took turns to talk to one another on the telephones they had made.
- By the end of the Reception class, children's attainment is closer to average and has improved over recent years. Regular sessions on letter sounds in the Early Years Foundation Stage, in Years 1 and 2 as well as for pupils who may need additional support, help pupils make good progress in reading. Pupils' enjoyment of reading is encouraged through reading often together in pairs in lessons and discussing what they have read. Pupils in a Key Stage 1 English lesson worked enthusiastically together in teams to answer questions the teacher asked about the story they had read.
- Disabled pupils and those who have special educational needs make good progress because they receive extra help. Additional guidance and support are carefully planned to develop their basic literacy and numeracy skills, and help their social and emotional development.
- Pupils in the specially resourced provision make good progress in developing their literacy and numeracy skills from their starting points. Self-confidence and self-awareness grow because they benefit from lessons in basic skills in the mainstream school, as well as sessions in the specially resourced 'nurture room' led by specialist teachers and other well-trained staff.
- All pupils make similar good progress, including those from minority ethnic groups. This shows the school successfully promotes equality and tackles discrimination.
- The pupil premium is used well to raise achievement for pupils known to be eligible. Funding is used to provide additional resources and support for these pupils, and helps raise their achievement. As a result, they make good progress from their individual starting points, and the gap is closing between the average points scores in national tests for these pupils overall and those of all pupils nationally.
- Pupils who join the school part way through their primary education are made welcome as soon as they start and quickly begin to make good progress. Good relationships are fostered strongly so that pupils' caring and inclusive attitudes help new arrivals at the school to quickly feel part of the school community. The school checks how well they are doing soon after they arrive at the school and provides additional support where necessary.

The quality of teaching

is good

- Teachers and other adults create a highly stimulating learning atmosphere and establish warm relationships with pupils so that all are enthused and strive to achieve well. Teachers plan frequent work in pairs and small groups that strengthens pupils' social skills, promotes collaboration, and develops pupils' listening and speaking.
- Teachers have high expectations of what pupils can achieve and this, together with their

encouraging responses to pupils' efforts, helps to motivate them to work hard and do well.

- Teachers set short time limits for tasks so that the pace of lessons is brisk. Activities are fun and encourage pupils to challenge themselves further and make swift progress.
- Sometimes, the amount of time teachers give for written tasks is not long enough to develop pupils' writing skills as swiftly.
- Pupils' handwriting skills are not consistently promoted throughout the school. This means pupils' handwriting is not always as neat and fluent as it could be.
- Teachers make good use of a wide variety of resources to support pupils' understanding. For example, in a mathematics lesson in Key Stage 1, pupils learning to tell the time were challenged to show different times using mini clocks. They listened attentively and quickly moved the hands on the clocks to show the different times the teacher said.
- Teachers mark pupils' work regularly and provide comments on how well pupils have done and what they can do to improve. Pupils respond to teachers' comments and this helps them to make further progress.
- Staff in the Early Years Foundation Stage support children's good learning through adult-led tasks and activities for children to choose for themselves. Through questioning and discussion, adults support children's speaking and listening skills and extend their ideas. For example, children working with an adult in the Nursery used magnets to explore a selection of objects to find out which could be picked up and which could not. They thought hard to explain why they could lift up some items but not others.
- Disabled pupils and those with special educational needs benefit from sessions in small groups to boost their literacy and numeracy. They appreciate working with additional adults and teachers during lessons to help them keep up. Specialist therapists work regularly with pupils in school to promote their speaking and listening skills as well as developing their social skills.
- Pupils in the specially resourced provision receive individualised support from trained staff and therapists. These staff provide the help and guidance needed for pupils to develop both their personal and academic skills well. Pupils in a small group session in the 'nurture room' made cheese scones. They took responsibility for tidying up and washing up before working with an adult to write about what they had been doing.
- The school uses the pupil premium funding well by providing extra classes in literacy and numeracy to improve these pupils' achievement.

The behaviour and safety of pupils are outstanding

- Pupils from diverse backgrounds get on exceptionally well together. Pupils develop extremely strong friendships across a range of cultures and year groups. Their behaviour and attitudes make a very powerful contribution to their own learning in lessons and to the very friendly and calm atmosphere around the school. One pupil typically commented proudly, 'This is the best school, ever. Everyone gets treated like family here.' New pupils are made to feel very welcome when they join the school.
- Pupils respond very positively to the school's very high expectations of them in lessons and around the school. They respond to well-established routines very quickly because teachers use the same approaches throughout the school. Pupils move around the buildings extremely sensibly and are keen to be spotted doing so in order to receive a 'marvellous moving' award.
- Older pupils thoroughly enjoy helping the younger ones, for example as play leaders. Pupils in Year 6 are outstandingly confident and capable when taking responsibility for organising a wide variety of games and activities for the younger ones at lunchtime.
- In the online survey and in the school's own questionnaire, all the parents and carers who responded were confident that their child feels safe at the school.
- Anti-bullying events, visitors from the local emergency services, road and bicycle safety workshops, swimming lessons and advice on keeping safe when using computers all help pupils to develop an excellent awareness of how to keep themselves safe from harm. Pupils are extremely confident there is no bullying at the school, as the school's records also clearly show.

- Since the previous inspection, low attendance rates have increased and are now average and improving. The contest for the best class attendance each week is highly competitive and all pupils anticipate the 'attendance lottery' draw with eagerness. The school has worked extremely effectively with parents and carers to improve the attendance of pupils who were often absent.
- The breakfast provision ensures those pupils who attend enjoy a positive beginning to the school day.

The leadership and management are good

- Since the previous inspection, the headteacher, senior leaders and members of the governing body have worked successfully, and with determination, to make sure the school is constantly improving in order to raise pupils' academic achievements. All the staff work closely together as a team and the school benefits from staffing stability.
- Leaders and governors have an accurate view of the school's strengths and those aspects requiring further improvement. Well-selected professional development for teachers and additional staff have helped the school's leaders and governors to improve pupils' achievement and the school's effectiveness so that it is now good. Attendance has risen and the school has built upon pupils' good attitudes and behaviour so they are outstanding. All these strengths demonstrate the school's capacity to improve further.
- Leaders' checks on the quality of teaching are thorough. Leaders identify specific priorities for improvement, followed up through additional training that is successful in securing teaching of the same high quality. The performance of staff is managed carefully. There is a clear link between promotion and salary progression, and pupils' progress and the quality of teaching.
- Leaders have raised pupils' attainment by improving the teaching of reading, updating reading resources, training staff in the teaching of letters and the sounds they make and improving approaches to teaching mathematics.
- The curriculum to develop pupils' writing skills in English lessons is not as carefully planned to help pupils make even faster progress, raise achievement further and help pupils develop neat and fluent handwriting skills.
- A good variety of educational visits to local places of interest support pupils' learning well because they are selected to complement classwork projects. The wide range of extra-curricular clubs, including choir and reading club, successfully promote pupils' social skills and their wider interests.
- The school carefully organises activities to support pupils' spiritual, moral, social and cultural development to make sure these aspects of pupils' learning are promoted well. Charity fundraising, learning about festivals from a variety of faiths and cultures, and increasing pupils' curiosity in the world around them in the school's woodland area all help pupils to develop thoughtful, caring and tolerant attitudes.
- The local authority has provided appropriate advice, guidance and light-touch support for this good school.
- **The governance of the school:**
 - The governing body works closely with the school's leaders and takes an active interest in all the school's work. Governors make sure they attend the professional training they need to keep up to date with current developments in education and be even more effective. They receive regular evaluations of the school's performance compared with other schools nationally and consequently have a clear understanding of how well the school is doing. Governors also observe teaching together with senior leaders. They are clear about their role in performance management and take steps to ensure that teaching quality and pupils' achievement are reflected in promotion, responsibilities and salary progression. They understand the ways in which the pupil premium is being used to support pupils known to be eligible for the additional funds. They evaluate the impact of this against the results these pupils achieve compared with other pupils at the school, although they do not rigorously check that every pupil known to be eligible is benefiting individually from the additional funding and how well these pupils achieve

compared with all pupils nationally. The governing body ensures that statutory duties are met, including those related to safeguarding pupils. The school site is secure and well maintained.

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	132063
Local authority	Bromley
Inspection number	406466

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	208
Appropriate authority	The governing body
Chair	Angela Chapman
Headteacher	Yvonne Marsh
Date of previous school inspection	16–17 March 2011
Telephone number	01689 828099
Fax number	01689 828099
Email address	office@manoroak.bromley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

