

# Manorside Combined School

Evering Avenue, Parkstone, Poole, BH12 4JG

**Inspection dates** 13–14 February 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Manorside is an improving school. Since the last inspection, a range of very carefully planned changes has improved the overall quality of teaching and learning.
- As a result, pupils' progress has significantly improved. The vast majority of pupils are now making the progress expected nationally.
- Achievement is good. In last year's end of Year 6 national assessments, many pupils reached broadly average standards in reading and mathematics from their well below average starting points.
- Those pupils who are most disadvantaged, many of whom join the school at other than the usual times, make good progress.
- Most pupils behave well, feel safe in school and learn to be confident that adults will deal quickly with any incidents that may arise.
- The curriculum effectively promotes pupils' spiritual, moral, social and cultural development by offering a good range of well-planned experiences both in school and outside school.
- The headteacher gives a strong direction to the work of the school. Senior leaders are working cohesively to lift the quality of teaching to outstanding.
- Governors are very knowledgeable about the school's work. They visit regularly and monitor all aspects of its work closely. They provide effective support and hold leaders to account robustly for pupils' achievements, especially for pupils whose circumstances make them vulnerable.

### It is not yet an outstanding school because:

- Pupils' achievement is not outstanding, because there is not yet sufficient outstanding teaching. Pupils' progress in lessons slows very occasionally because teachers do not always give them sufficiently challenging activities.
- The range of equipment available to pupils, for example in the Early Years Foundation Stage, does not always provide the best possible motivation or experience.

## Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, taught by 16 teachers.
- They met with groups of pupils, members of the governing body and members of staff.
- The lead inspector held a discussion with a representative of the local authority and met with her for the feedback at the end of the inspection.
- Inspectors looked at pupils' work, and heard pupils from different year groups read.
- The views of parents and carers were sought at the start and end of the school day, and through the school's surveys. There were too few responses to the online questionnaire, Parent View, for the inspectors to consider. They also analysed the questionnaire returns from 22 members of staff.
- Documentation studied included: the school's self-evaluation; the school development plan; reports from external consultants; the school's records on pupils' attainment and progress; reports on pupils with special educational needs; and documents relating to safeguarding and child protection. Inspectors also looked at the minutes of meetings of the governing body.

## Inspection team

David Marshall, Lead inspector

Additional inspector

Victor Chaffey

Additional inspector

Deborah Wring

Additional inspector

## Full report

### Information about this school

- Manorside is a larger than average size primary school.
- Most pupils are from White British backgrounds and almost all speak English as their first language.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is well above average.
- The proportion of pupils supported through school action is well above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The number of pupils who join and leave the school at other than the usual times is very high. In the current Year 7 class only 13 of the 32 class members have been in the school since Reception; in the Year 6 class it is 10 out of 27.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in one aspect.
- No pupils at this school attend alternative off-site provision.
- There have been a large number of staff changes in the last two years. Two teachers had been in the school for just a week at the time of the inspection.
- The school has a number of awards, and in 2010, since the last inspection, was recognised as one of the 100 most improved schools in the country.

### What does the school need to do to improve further?

- Improve the quality of teaching further so that all lessons are as good as the best by:
  - ensuring planning provides work at different levels for pupils who are more able so that it is constantly challenging and exciting
  - providing stimulating and relevant resources, especially in the Early Years Foundation Stage, to engage and excite pupils further.

## Inspection judgements

### The achievement of pupils is good

- Pupils work hard and make good progress so that by the end of Year 6, those pupils who have been in the school from their Reception Year achieve standards in English and mathematics in line with, and often above, the national average.
- Children start the Early Years Foundation Stage with development levels well below those expected for their age, and often very low in their communication and language skills, and knowledge about the world around them. They make good progress during their time in the Reception classes because of good teaching and a broad range of interesting activities. Through effective questioning by teachers and teaching assistants they make especially good progress in their social and emotional development and enjoy coming to school.
- Despite this good progress many pupils enter Key Stage 1 with skills and understanding still well below expected levels for their age in their language skills. As school data predicted, despite the good teaching, results were below average in the phonics screening check for Year 1 pupils, reflecting their weakness in understanding the link between letters and sounds.
- Work seen in lessons, pupils' books and the evidence in the school's own data show that progress in Key Stages 1 and 2 has accelerated well since the previous inspection. It is getting faster each year because of better teaching and a well-planned curriculum.
- The large proportion of pupils who enter the school other than at the usual time, many in Years 5 and 6, are enabled to readily engage in their learning. They settle down rapidly and begin to fill the many gaps in their learning and develop new knowledge quickly.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support and work is set at the right level for them. Their attainment compares well with pupils in other schools who need help.
- Pupils supported by the pupil premium, including the large number known to be eligible for free school meals, achieve well. The funding is used to target identified individuals to receive in-class support. The effectiveness of this strategy is demonstrated by the good progress, measured by increased average points scores made by those pupils. In this way the school is significantly narrowing the gap in their attainment in relation to the national average.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now consistently good over time, with some examples of high-quality practice. This supports the views of the parents and carers who were interviewed. As a result, pupils are making good, and sometimes better, progress.
- Teachers routinely share the purpose of lessons with their pupils so they are clear about what they are expected to learn and how they will know if they have been successful. Teachers explain tasks very clearly and use questions well to consolidate learning and probe pupils' understanding.
- Teachers are using information about pupils' progress well for the most part to meet the needs of all their pupils. For example, in an excellent Year 4 mathematics lesson, the teacher used multiplication grids very successfully to challenge pupils with a very wide range of abilities to use multiplication of two- and three-digit numbers and to explain their reasoning.
- Very occasionally, however, this essential lesson planning for the very different needs of the pupils is less effective. There are pupils, particularly the more able, who do not always make maximum progress in lessons. This is due to a lack of challenge as the difference in what they need to accomplish is not catered for.
- Pupils say that they enjoy their lessons and that teachers make lessons interesting and fun. This was evident, for example, in an outstanding Year 7 English lesson when the teacher used the class book about 'The Thief' to deepen pupils' understanding of the use of dialogue in their

writing.

- Teachers mark pupils' work diligently and give pupils helpful advice about how to improve. There is also evidence that pupils are being provided with the opportunities to respond to this advice. There is now a consistent approach to target setting, which, as the pupils confirmed, is very effective.
- Children make a very good start to their education in the Reception classes. The on-going assessment of children's progress is a particular strength of the provision.
- Disabled pupils and those who have special educational needs are taught very effectively and they often benefit from being taught in small groups by teachers and support staff. A range of support programmes is also helping to improve the performance of pupils eligible for the pupil premium funding and to boost those who need more support to reach their full potential.

### **The behaviour and safety of pupils** are good

- Those parents and carers interviewed agreed that their children feel safe in school, that the school ensures that pupils are well behaved, and that it deals effectively with bullying. Pupils' comments, as well as school records and the inspectors' observations, confirm that their confidence is well placed.
- Pupils make significant progress in improving their behaviour and attitudes to learning. Pupils say they feel very safe and are not worried about bullying because, although it sometimes happens, teachers deal with it very effectively. Pupils know about the different forms it can take, including racist behaviour and cyber bullying.
- The school succeeds in consistently improving the behaviour of the small number of pupils for whom it is a cause for concern. However, very occasionally there are interruptions to lessons due to this behaviour, especially from pupils new to the school.
- Pupils are keen to take on responsibility, and many of them do so, for example as members of the school council. Older pupils take very good care of younger ones and go out of their way to help one another, showing their very good moral development.
- Most pupils attend regularly and behave very sensibly around the school and in lessons. They are keen to learn, relate well to their teachers and listen attentively to each other's contributions in class. There are, however, a small number of families who do not enable their children to attend regularly and this interrupts their learning.
- All staff are very experienced and dedicated to making the many new arrivals in the school welcome and able to settle immediately and enjoy their time in school. This creates a very supportive atmosphere throughout the school which the pupils appreciate.

### **The leadership and management** are good

- The very experienced headteacher is ambitious for the school and has established a culture of high expectations for staff and pupils. Through her outstanding leadership and rigorous self-evaluation she has provided leaders and governors with a clear picture of what the school does well and where further improvements are needed.
- There is a relentless focus on improving the quality of teaching so that most is good with an increasing proportion that is outstanding. Senior leaders regularly check the work of teachers and set targets for improvement. Close links between performance management and professional development ensure that all staff have opportunities for career progression and these systems ensure that only the best teaching is accepted and rewarded.
- There is an expectation that all pupils will succeed, reflecting the school's commitment to equality of opportunity. Senior leaders frequently check pupils' progress to identify those at risk of falling behind so that additional support can be provided. Consequently there are very few gaps in the progress made by different groups of pupils. Discrimination on any grounds is not tolerated.
- The role of middle leaders in checking the quality of work in their areas of responsibility is well developed. The extent to which they understand and use the school's data on pupils'

performance to set up high enough expectations and drive up standards is now consistent.

- The curriculum is good and often exciting. The range of learning opportunities has been developed well. Topics are used effectively to teach different subjects such as science, history and art. The school has continued to increase the opportunities for writing in different subjects since the monitoring inspection two years ago.
  - The range of technological and other resources, such as books in the library, is not always appropriate and up-to-date enough to contribute to pupils reinforcing their new skills and keeping their interest.
  - The school works hard to strengthen community and home links and makes very good use of external services when needed.
  - The school responds well to the light touch support provided by the local authority and will buy in additional support as necessary.
  - **The governance of the school:**
    - Governors have a good balance of professional skills that they use to monitor and challenge school leaders. They visit school regularly so they understand how well pupils achieve in comparison with other schools locally and nationally. Governors talk confidently about the quality of teaching and ensure that systems for performance management are robust, particularly in regard to the link between performance and teachers' salary progression. They ensure that the pupil premium funding is spent to provide enrichment activities for eligible pupils as well as to support them in accessing the curriculum. Governors undertake relevant training to equip them for their roles. For example, annual training on child protection procedures has enabled them to ensure that the school complies with all requirements for safeguarding pupils.
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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

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 134709 |
| <b>Local authority</b>         | Poole  |
| <b>Inspection number</b>       | 402630 |

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

|  |                               |
|--|-------------------------------|
| <b>Type of school</b>                      | Primary                       |
| <b>School category</b>                     | Community                     |
| <b>Age range of pupils</b>                 | 4–12                          |
| <b>Gender of pupils</b>                    | Mixed                         |
| <b>Number of pupils on the school roll</b> | 277                           |
| <b>Appropriate authority</b>               | The governing body            |
| <b>Chair</b>                               | Ann Harris                    |
| <b>Headteacher</b>                         | Helen Roderick                |
| <b>Date of previous school inspection</b>  | 22 September 2009             |
| <b>Telephone number</b>                    | 01202 380103                  |
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