

Manor School

Lydalls Close, Didcot, OX11 7LB

Inspection dates 28 February–1 March 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well and consequently attainment is rising as pupils move through the school. Although still average at the end of Year 6, the rising trend means that attainment is now above average by the end of Year 2.
- Teachers have good relationships with their pupils and make learning interesting by providing a wide range of activities.
- Most pupils enjoy school, feel safe and behave well. They are keen to help others and are pleased to talk about their work.
- Leaders manage the school well, despite unavoidable changes in teaching staff. They know what to do next to make the school even better. As a result, teaching and pupils' achievement are improving well.
- Members of the governing body play an important role in checking how well the school is doing and deciding what action needs to be taken next.

It is not yet an outstanding school because

- In a few lessons, teachers do not adjust work so that it is right for all groups of pupils or make sure that they work quickly and carefully.
- Disabled pupils and those with special educational needs, and pupils eligible for free school meals, do not all achieve as well as they should.

Information about this inspection

- The inspection team observed 28 lessons, eight of them jointly with the headteacher or assistant headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the local authority.
- The inspectors took into account 64 responses to the online questionnaire (Parent View) and held informal discussions with a sample of parents and carers.
- The inspectors considered the views expressed in 42 staff questionnaires.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional inspector

Louise Eaton

Additional inspector

Cliff Mainey

Additional inspector

Full report

Information about this school

- The school is a much-larger-than-average-sized primary school.
- About 10% of pupils are supported through school action. This proportion is similar to the national average. About 5% of pupils are supported at school action plus or with a statement of special educational needs, which is below average.
- Approximately a quarter of the pupils are eligible for the pupil premium (additional money provided by the government for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families). This figure has risen since the previous inspection and is broadly the national average. The school currently has no pupils who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been many changes of teaching staff since the previous inspection, including eight new teachers since September 2013, seven covering absences for maternity leave.
- The private nursery and breakfast and after-school clubs on the school site were not part of this inspection. Their latest reports can be found on the Ofsted website.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching, by:
 - ensuring expectations are always high enough for how quickly and carefully pupils should work
 - making sure that work is adjusted in all lessons to be at the right level of difficulty for all groups of pupils so that they do equally well.
- Improve the achievement of disabled pupils and/or those with special educational needs, and pupils known to be eligible for free school meals, by:
 - making sure that checks on how well pupils are doing are more frequent so that immediate changes in support can be made when required.

Inspection judgements

The achievement of pupils is good

- Skills on entry to the Early Years Foundation Stage vary between year groups, but most children were working within the levels expected for their age this year. Children make good progress in all areas of learning. Learning about letters and their sounds (phonics) has been a recent focus and consequently children are learning these much more quickly than in the past. The school is aware that when children are working independently they do not always make choices that include all areas of learning, so at times their learning is uneven.
- Attainment is broadly average by the end of Year 6 and rising across the school, so that it is now above average by the end of Year 2. Achievement is good because the proportion of pupils making or exceeding the expected progress compares favourably with other schools, especially in mathematics and writing. The school is focusing well on developing pupils' reading this year and various activities have already increased pupils' progress and enjoyment of books.
- Pupils' literacy and numeracy develops well, enabling them to use these skills to support their learning in other subjects.
- Pupils who come from service families make good progress and their attainment compares favourably with that of other pupils at the school in English, and the gap is closing in mathematics where it is slightly behind the attainment of other pupils. Pupils eligible for free school meals make similar progress to other pupils but the attainment gap is not closing. In the most recent tests, pupils were about a year behind other pupils at the school in English and mathematics as measured in their average point scores.
- Disabled pupils and those with special educational needs make good progress in improving their behaviour, but academic progress is not consistently good because a few do not do as well as they should. Additional activities and support in class is having a positive impact, but pupils' progress is not checked frequently enough to ensure that all pupils in this group do equally well.

The quality of teaching is good

- Despite the significant changes in staffing in recent years, good teaching has been secured through the senior leaders' clear guidance and successful coaching.
- In the Early Years Foundation Stage, members of staff work together well to provide direct teaching of small groups and a variety of activities for pupils to work on by themselves. For example, children enjoyed helping each other to sort real and pretend words that included the sound 'oo' and joined in with the teacher when reading sounds and doing the matching actions.
- Behaviour is managed well across the school, because teachers form good relationships with the pupils, making them keen to learn. Guidance on 'peaceful problem solving' has a positive impact on the way pupils work and play together.
- Resources such as computers are used well to make lessons interesting and teaching assistants provide well-considered support for small groups of pupils. For example, in one lesson in Year 1, the teacher and teaching assistant supported groups of pupils well as they used the computers to write lists of animals. Pupils were pleased to report that they 'enjoy using computers' and 'like getting their printouts to take home'.
- Various activities are provided for pupils to maintain their interest. For example, in Year 2, a puppet was used to make discussion about a story more interesting and, in Year 5, pupils used the computers to help draw lines of symmetry.
- Pupils have a clear understanding about what they are learning in each lesson. For example, in a design and technology lesson in Year 3, pupils were good at explaining what they had learnt about making strong structures using cylinders and triangles.
- Systems for marking pupils' work have been developed since the previous inspection and teachers use this information well to plan future activities. For example, in a Year 6 mathematics lesson for less-able pupils, good advice on how to improve their work on division ensured that

pupils knew their next steps and how to correct their mistakes.

- Occasionally, teachers do not have high enough expectations for how quickly and carefully pupils should work, resulting in a slight drop in how well pupils are learning. For example, in one lesson, the teacher talked to the class for too long, preventing pupils from getting on with their independent work.
- In a few lessons where teaching requires improvement, teachers do not provide work that is at the right level of difficulty for all ability groups in the class and, when this happens, learning slows. For example, in one mathematics lesson, a few pupils were unable to complete the investigation because it was too hard and more-able pupils found it to be too easy.

The behaviour and safety of pupils are good

- Above-average rates of attendance demonstrate pupils' enjoyment of school and their willingness to learn. As one Year 5 pupil said, 'I enjoy lessons because they are made fun and the work is challenging.' Attendance of disabled pupils and those with special educational needs, and of pupils eligible for free school meals, is improving following a special focus on encouraging good attendance. Most pupils are polite and friendly, behave well and help each other.
- A small minority of parents and carers expressed some concern over behaviour at the school, but pupils report that there has been a reduction in instances of poor behaviour in the last two years with successful systems in place to support a few pupils with specific behavioural difficulties. The pupils' view is confirmed by a scrutiny of behavioural records.
- Members of staff manage behaviour positively and the school is working well to reduce any unkind and bullying behaviour further. Most pupils, and parents and carers, already say that instances of bullying are dealt with to their satisfaction. As one pupil said, 'There was some bullying but it got stamped out.'
- Pupils feel safe at the school and know how to stay safe. One pupil reported, 'I feel safe because teachers are kind and helpful.' Pupils understand the importance of taking care when using electrical goods. For example, a child in the Early Years Foundation Stage was keen to point out why it might be unsafe to use the computer when eating a juicy pear.
- The school ensures that discrimination is eliminated and good relationships fostered through its system of monthly values.
- Pupils frequently check each other's work to spot where their partner has met their next steps for learning. They respond to suggestions made through the teachers' marking, although work can be careless at times and this is not always rectified straight away.

The leadership and management are good

- Leaders have a clear vision for the school and identify the right things to do to improve the school further. For example, a recent whole-school development has resulted in girls making better progress in mathematics.
- The school has been managed well during a difficult time in changes of staffing, and senior leaders are good role models and provide effective coaching, especially for teachers who are new to the school. Systems for managing how well teachers are doing are good, and strengths observed and pointers for development are shared clearly. There is a good match between the needs of individual teachers, the pupils and the school when setting the next steps for teachers to improve. Good training opportunities are used to enhance provision.
- Most parents and carers are pleased with the work of the school and find members of staff to be friendly. They have noted improvements to the school in the last few years. There are especially good relationships with parents and carers of children in the Early Years Foundation Stage, who appreciate the home/school scrapbooks that enable them to support their children at home and see what they have been learning at school.
- The curriculum is interesting and supports good progress and equal opportunities. Successful

links are made between subjects to make learning meaningful. For example, in a geography lesson in Year 4, pupils learnt to convert prices from rupees to pounds during a topic about food in India.

- Provision for spiritual, moral, social and cultural development has a positive impact on the pupils. Pupils work well with others and the school council is proud of their idea to have 'guardian angels' on the playground to help pupils as needed. Pupils in Year 3 were able to discuss the meaning of the word 'caring' and used drama well to demonstrate it to the class.
- Safeguarding arrangements meet requirements. All members of staff are checked for suitability for working with pupils and have been fully trained to keep pupils safe.
- The local authority provides this school with appropriate light-touch support, with additional help being available if requested by the school.
- The school has close links with three neighbouring schools and they are applying for joint academy status. They already benefit from sharing staff skills and training opportunities.
- **The governance of the school:**
 - Governance is good because members of the governing body are knowledgeable about the school, and take an active part in planning for the future and checking up on how well it is doing compared with all schools nationally. They make informed decisions on spending with an emphasis on maintaining small-class sizes. They know that pupil premium funding is being spent on a range of activities depending on pupils' needs, including one-to-one support, an additional teacher and various specific resources for mathematics. They check how well all pupils are doing thoroughly. They are aware that a few pupils are not doing as well as they should and appreciate that some pupils should be checked up on more frequently to ensure good progress. They know how well teachers are doing and how their performance is being managed. Rewards are granted for good teaching and support provided where teaching is not always good. Governors are fully trained so that they can continue to strengthen the way they support and challenge the school.

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	123082
Local authority	Oxfordshire
Inspection number	403507

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair	Ian Barnes
Headteacher	John Hawkins
Date of previous school inspection	6 May 2008
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