

The Manor CofE VC Primary School

Ruskin Avenue, Melksham, SN12 7DZ

Inspection dates 11–12 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	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.

- Pupils typically make good progress while they are at the school, particularly in their reading. As a result, standards have continued to rise at Key Stage 1 and 2 and achievement is good.
- Teaching is almost always good, and some is outstanding. Teachers and teaching assistants work very closely together, using their excellent knowledge of the pupils to make sure they are helped to learn well.
- The behaviour of almost all pupils is good. A very few pupils who find it more difficult to behave well are helped to make better choices.
- Pupils feel safe and know how to keep themselves safe in a wide range of different circumstances.
- The acting headteacher has managed the complexities of the transition to an academy and the changes in staff exceptionally well so that improvements continue.
- She has brought together an effective leadership team who are closely focused on making sure every pupil makes the best progress they can. While these leaders are new to the roles, they are already proving very effective leaders.
- Members of the governing body have an increasingly accurate view of the work of the school and are developing their own means of checking how well the school is doing, alongside the information they are given.
- Together with senior leaders, the governors make sure that all statutory requirements are met.

It is not yet an outstanding school because

- Progress in writing is not always as rapid as it is in reading. Pupils do not get enough opportunities to write for real audiences.
- The more-able pupils do not get enough opportunities to work out for themselves what they should do next. Consequently, they do not all reach the highest standards of which they are capable.

Information about this inspection

- During the inspection, inspectors observed 14 lessons taught by 11 teachers, as well as small groups of pupils taught by teaching assistants. Inspectors also observed teaching and learning in the resource unit. Some observations were done together with the acting headteacher.
- Inspectors held discussions with senior leaders and with teachers who lead aspects of the school, including English and mathematics, special educational needs and behaviour management. They also held a meeting with members of the governing body.
- Inspectors spoke to pupils in a range of different situations about their learning and behaviour, looked at the work in pupils' books and during lessons, and listened to pupils reading.
- The inspection team looked at a range of the school's documents, including a review of how well the school is doing, the systems and analysis of the progress pupils are making, and the procedures and policies to make sure pupils are kept safe.
- Inspectors considered the views of the staff at the school and spoke informally to parents and carers at the start of the school day. They also took account of the 23 responses to Parent View, the online Ofsted survey, as well as correspondence received.
- At the time of the inspection, some of the Year 3 and Year 4 pupils were away from the school on a residential trip.

Inspection team

Andrew Saunders, Lead inspector

Additional inspector

Jennifer Taylor

Additional inspector

Cliff Mainey

Additional inspector

Full report

Information about this school

- The school is of average size for a primary school and converted to become an academy in September 2012. When its predecessor school, The Manor CofE VC Primary School, was last inspected by Ofsted in 2010, it was judged to be outstanding.
- There has been an acting headteacher in place since September while the headteacher has been on secondment to lead another school. There have also been considerable changes in staffing, including a new leadership team.
- Most pupils are White British. A small proportion of pupils come from a wide range of other minority ethnic backgrounds. A very few pupils speak English as an additional language.
- The proportion of pupils supported through school action is well above average. The proportion of pupils supported at school action plus is above average. The proportion of pupils with a statement of special educational needs is high because pupils from the local authority, with autistic spectrum disorder, attend the resource unit based in the school.
- The proportion of pupils eligible for the pupil premium is above average. This includes those who are known to be eligible for free school meals, children looked after by the local authority, or pupils from service families.
- The school runs a breakfast club for pupils at the school.
- Two pupils are educated at alternative provision: one of these is at Springfield Special School, the other is currently educated at home.

What does the school need to do to improve further?

- Make sure that more pupils reach the highest standards in their work, by:
 - giving more-able pupils greater opportunities to explore and extend their learning for themselves
 - including pupils more frequently in deciding on how well they are making progress and choosing the next things they need to learn.
- Increase the rate of progress in writing across the school, to match that in reading, by:
 - enhancing pupils' speaking and listening skills, using this to develop their ideas for writing
 - giving pupils more opportunities to write for real audiences.

Inspection judgements

The achievement of pupils is good

- When they join the school, pupils have typically had skills and knowledge which are lower than might be expected for their age.
- In the Early Years Foundation Stage, children are very keen to learn because there are good resources available, teachers plan interesting things for them to do, and they are helped to learn to do things for themselves. Good progress continues through Key Stage 1 because of the good teaching. As a result, standards have been rising steadily.
- At the end of Year 6, standards of attainment have been rising quickly and, having been well below average, are now average in English and mathematics. More pupils than average reach the expected levels.
- From their particular starting points, this represents good progress. The work in pupils' books and observations of pupils' learning show that good progress is typical.
- At times, more-able pupils rely too much on the teachers to tell them what they need to do next in their learning or to decide if they have met their targets, so not enough of them reach the highest standards of attainment.
- An engaging and carefully developed approach to teaching the linking of letters and the sounds they make (phonics) has been introduced across the school. This has ensured pupils make rapid progress in their reading and enjoy a wide range of different types of books. It has not yet had time to have a full impact on the pupils' spelling.
- In the best lessons, pupils get the chance to write for real audiences, and use their speaking and listening skills to develop their ideas for the writing. However, this does not happen in all classes, and progress in writing is slower than in reading.
- Pupils with special educational needs are particularly well supported because their needs are identified very quickly and the school uses the excellent expertise it has developed to support pupils effectively. As a result, these pupils make at least good progress, and some make rapid progress. They make up ground and are well prepared for the next stage of their education.
- The pupils who are supported through the resource base benefit from excellent support of knowledgeable, caring adults. Consequently they make at least good progress, both in their learning and in managing their own needs and choices.
- Pupils who are eligible for the pupil premium, the additional government funding available to support their development, make good progress, and their average point scores are above those of similar pupils elsewhere so that there is no gap in their attainment.
- There are too few pupils educated through alternative provision to be able to comment anonymously on their progress. The school maintains contact with those responsible for these pupils, to keep up-to-date with their learning and welfare.

The quality of teaching is good

- The school's records of checks carried out by senior leaders and the work in pupils' books show that the good teaching observed by inspectors is typical. New staff have quickly become part of the strong team and understand what is expected of them to make sure learning is effective.
- Teachers make good use of the information they have about how well pupils are learning to plan lessons which challenge most pupils, although the most-able pupils need more opportunities to work on their own.
- Senior leaders provide excellent role models, and teachers work together to identify and develop the best practice in the school. Specific approaches, for example about teaching phonics, which have been discussed and agreed with teachers, are put into practice consistently so that pupils all have equal opportunities to succeed.
- All pupils are given helpful targets and comments in their books, about their work, to help them

know what they need to focus on in their learning, because there is an agreed approach to this. Pupils regularly respond to these high-quality comments. However, occasionally, pupils rely too much on the teachers to tell them what they need to do next.

- Teachers have recently reviewed the way different subjects are taught and have introduced a new approach where all year groups use the same theme to focus the work they do. This creative approach is working well and provides pupils with good opportunities to develop their skills in a range of different subjects and scenarios.
- There is a strong emphasis on using drama and role play to develop speaking and listening skills, although this has not yet had a full impact on the data, particularly in writing. Similarly, some pupils get opportunities to write for real audiences, such as an information brochure about Melksham, being compiled by children in the Reception class. However, this is not often enough the case.
- The teaching assistants are particularly well informed about the needs of the pupils they support, and work extremely hard to help pupils learn effectively. Together with the teachers, they ask probing questions to check how well pupils have understood the work they are doing. Adults use this insight to adapt their explanations and the tasks pupils have been given to do, so that all pupils keep making good progress.

The behaviour and safety of pupils are good

- Pupils enjoy being at the school and are proud of what they achieve. The new approach which has been introduced, to help pupils think about what kind of learner they are, is helping them to take more responsibility for their learning.
- Pupils say that they feel very safe at the school because the environment is well kept and security is a high priority. They know a lot about what they can do to keep themselves safe, such as when using the internet, or on the roads.
- The clubs, sports and music available after school are popular, and the singing and the choir are great strengths of the school.
- There are a very few pupils whose behaviour can be challenging. A very few parents and carers indicated they were not sure that the school deals with this as quickly as parents and carers felt they should. The well-organised environment and exceptionally well-trained and well-informed adults supporting these pupils mean they are helped to understand the consequences of their behaviour and to make better choices. These adults persistently refocus pupils' attention on what they are learning and there is minimal disruption to learning.
- The pupils are very tolerant of the needs of all the pupils at the school, so that there is no discrimination, and they help each other to remember what is expected. They get along very well during lessons and during free time. For example, when having their lunch, they sit around tables and the older pupils serve the food for younger pupils, sensibly taking account of particular preferences or how much pupils might eat. This makes an excellent contribution towards developing social skills.
- In discussions, pupils made it clear they feel that there is no bullying of any kind at their school, and that any incidents are dealt with quickly and effectively so that they can get on with their learning. They said there are plenty of adults they would trust to talk to, if they were worried. The internal security of different areas of the school helps them to feel safe. Parents and carers agreed.
- Pupils who attend the breakfast club enjoy using the resources available and can get help with their homework if they need it. Parents and carers appreciate this facility and the way their children benefit from a good start to their day.

The leadership and management are good

- The leadership of the acting headteacher has been exceptional, in tackling the considerable issues the school has faced during the transition to an academy, and developing an exciting and compelling vision for the future of the school. She has been highly successful in sharing this vision and gathering the commitment of all the staff towards making it happen because she knows the school so well, and has a relentless focus on improving the learning of the pupils.
- While other senior leaders are relatively new to their posts, they have quickly become an effective part of bringing about the key improvements. They are given the support they need to make changes where necessary, and to evaluate quickly how effective these are proving. As a result, the school demonstrates the capacity to improve further.
- The acting headteacher has ensured that the data about the performance of the pupils are accurate, and that it is used strategically to help teachers plan lessons and any support particular pupils may need. This shows the commitment of the acting headteacher and other staff to give all pupils equal opportunities.
- The use of the pupil premium is carefully evaluated to check it is effective in helping these pupils to close the gap with the other pupils.
- The topics and themes pupils study are well organised so that pupils develop the skills they need and are well prepared for the next stage of their learning. There are excellent opportunities for pupils to reflect on their work, their lives and the world around them, supporting well the spiritual, moral, social and cultural development of pupils. The opportunities such as the residential trips make a further contribution.
- When senior leaders check on the quality of teaching, teachers are given helpful feedback about what they need to do to improve, and training to help them do this.
- The accurate view that senior leaders have established about the quality of teaching is used to make sure that the performance management of teachers and adults, and the training they receive, are well focused on raising the achievement of pupils.
- Most parents and carers are very positive about their children's experience of school and particularly appreciate some of the recent improvements.
- **The governance of the school:**
 - Since the appointment of the acting headteacher, the members of the governing body have become well informed about what the data show about how well pupils are performing compared with the national picture, and the quality of teaching. Together with training they have undertaken and the information they have gathered for themselves, this has helped them to challenge the school, alongside their strong support. Governors increasingly hold the headteacher to account for the effectiveness of the improvements being put in place, and the way finances are used, including the pupil premium. In particular, they check that the quality of teaching is evaluated and that this is linked to the pay teachers are awarded. They have an increasing understanding of their responsibilities and make sure that all their statutory duties are met, including the safeguarding of all pupils.

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	138730
Local authority	Wiltshire
Inspection number	413275

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

Type of school	Academy converter
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Keith Clover
Headteacher	Kerry Haines
Date of previous school inspection	Not previously inspected
Telephone number	01225 700150
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