

Manor Primary School

Beechwood Drive, Greenfields, Beechwood, Merseyside, CH43 7ZU

Inspection dates 5–6 June 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good and has improved steadily. Pupils make good progress and this accelerates as they move into Key Stage 2.
- Disabled pupils and those with special educational needs receive effective support and make good progress.
- Teaching is good and some outstanding teaching was observed. Many lessons are practical and teachers inspire their pupils.
- Pupils' ideas are incorporated into the curriculum which ensures activities are linked closely to their likes and experiences.
- Behaviour is good. Pupils are welcoming and polite to visitors. They are very eager to share their positive views about school.
- The school cares for pupils very well and they feel safe and know how to look after themselves.
- Leadership is effective in identifying weakness and implementing change to remedy them. As a result, teaching and achievement are improving. This is a better school than it was at the time of the previous inspection.
- Governors make an effective contribution to sustaining stability in the school especially during this time of acting headships.

It is not yet an outstanding school because

- Pupils have gaps in their writing skills especially in punctuation. Handwriting is not always neat.
- In some lessons the work is not hard enough especially for the more-able pupils in Key Stage 1.
- When pupils are taught their letters and sounds in the Early Years Foundation Stage and Key Stage 1 the groups are large and work is not always set at the right level.
- The outdoor space for children in the Early Years Foundation Stage is small and not as stimulating as indoors.
- Attendance is below average.

Information about this inspection

- The inspector observed teaching in all classes. She visited 10 lessons and parts of lessons including the groups being taught their letters and sounds.
- Meetings were held with staff, a group of pupils, the Chair of the Governing Body and a representative of the local authority.
- Pupils from different classes read to the inspector.
- Pupils' books were reviewed with a focus on writing.
- The inspector scrutinised a range of documents, including the school's plans for future improvements, information about pupils' progress and safeguarding.
- Insufficient responses from parents had been made to provide information on the online questionnaire (Parent view). A few parents shared their opinions of the school with the inspector at the start of the day.
- The inspector analysed seven returns by staff to the inspection questionnaire.

Inspection team

Jennifer Platt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary.
- The number of pupils from minority ethnic groups is low and no pupils are at the early stages of speaking English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is well-above average.
- The proportion of pupils supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- Occasionally, pupils attend the local special school for varying amounts of time but remain on the role of this school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is a Health Promoting School and a Rights Respecting School.
- Several teachers are new since the previous inspection. An acting headteacher was appointed last year and is currently on maternity leave. A second acting headteacher has been in place for half of a term.

What does the school need to do to improve further?

- Improve the quality of teaching and increase the rate of pupils' progress to outstanding by:
 - closing the gaps in pupils' writing skills especially their punctuation and handwriting
 - ensuring the more-able pupils are always sufficiently challenged especially in Key Stage 1
 - ensuring that when pupils are taught their letters and sounds in groups in the Early Years Foundation Stage and Key Stage 1 the work set is always at the correct level
 - checking that the outdoor provision for children in the Early Years Foundation Stage is as rich as indoors.
- Improve pupils' attendance, especially the younger children, by impressing on parents the effect of poor attendance on pupils' progress.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery with a wide range of skills but often these are lower than is typical for their age. Overall progress in the Early Years Foundation Stage is good. Although attainment when children start in Year 1 is below average in a few aspects of children's development it is rising especially in literacy and numeracy.
- Results of the 2012 assessment in reading for Year 1 pupils were well-below average. The school has responded well with more staff training in teaching letters and sounds. Pupils' skills are improving but teaching is not yet fully effective.
- Progress from Year 1 to Year 6 is good and accelerates in Key Stage 2 where teaching is consistently good. Last year, every pupil in Year 6 made the expected progress in English and mathematics through Key Stage 2. Currently, there is an increase in the number of pupils making more than expected progress.
- Pupils leave Year 6 with standards in English and mathematics that are securely average and rising. Writing is average but not rising as fast as other subjects because pupils have gaps in their basic skills linked to previous weaker teaching.
- Data show that Year 5 pupils are working at higher levels with 64% already achieving the level expected at the end of Year 6 in reading and mathematics. Many are becoming confident mathematicians.
- More-able pupils do well in Key Stage 2 and the number of pupils working at above-average levels is increasing in mathematics and reading. This increase is less evident in Key Stage 1 and the lack of pupils achieving higher levels in Year 2 is holding down overall attainment especially in writing which is below average.
- Reading is average and rising strongly. Pupils in Year 2 read accurately although slowly and are starting to make better use of their letters and sounds to tackle new words. In Year 6, pupils read with understanding. They enjoy the time allocated to class reading. Michael Morpurgo's *War Horse* is currently capturing their attention.
- A sharp focus on the needs of disabled pupils and those with special educational needs enables them to make good progress. The few pupils who attend the local special school make good progress in overcoming their specific difficulty.
- Support for pupils known to be eligible for the pupil premium is good. Advice is given to families as well as pupils so that parents can be more supportive at home. This group includes the high proportion of pupils known to be eligible for free school meals. Attainment by the end of Year 6 in English and mathematics is in line with what is expected for their age. They make good progress similar to that of other pupils.
- The few pupils from minority ethnic groups make good progress. Their achievement reflects the school's effective promotion of equality of opportunity for all.

The quality of teaching is good

- Teaching is good and enables pupils to make good progress. Many lessons include outstanding features especially the relationships between staff and pupils. Pupils said 'teachers put fun in lessons so school is not boring'.
- It is certainly true that learning through activities is the norm rather than the exception. Introductions capture pupils' interest often using video clips, for example of the River Mersey, so that pupils are eager to learn more. Talking with a partner is a key feature in many lessons.
- Staff have good subject knowledge and in mathematics pupils are encouraged to select the method of calculation they find easiest. Practical tasks are at the forefront of lessons. Pupils collected data by measuring their jumps and timing their running and used this data in their calculations.

- Reading is taught well. The school has adjusted the teaching of letters and sounds and spelling and this is working well in Key Stage 2 where more staff are available to lead small groups. This is not the case in Key Stage 1 and the Early Years Foundation Stage when large groups mean that work is not always at the correct level.
- Teaching in the Early Years Foundation Stage shows a good understanding of the needs of these children. Enthusiasm for learning is ensured through exciting activities like the visit from the 'bug man'. Language and social skills are enhanced by role play and dressing up. Sometimes children are inactive for too long and the outdoor space is not as exciting as indoors to ensure good progress is sustained.
- Teaching of writing is interesting because tasks have a purpose, such as writing a leaflet for visitors to Liverpool and in Year 2 making posters for characters in famous traditional tales. Expectations of handwriting and punctuation are not always high enough.
- Marking is good and comments indicate how work can be improved. Assessment is not always used successfully in lessons leading to some lack of challenge especially for the more-able pupils in Key Stage 1.
- Many lessons include effective use of interactive whiteboards. In Key Stage 2, computers were used successfully to record pupils' advertisements. This effective practice is hampered by some resources not working efficiently.
- Pupils appreciate the checklists teachers use to show them what is needed to be successful. These help pupils understand how to improve.

The behaviour and safety of pupils are good

- Pupils enjoy school and identified little they would change. One pupil summed up their opinions by saying, 'I love it to be honest.'
- Behaviour is good especially at play. Pupils appreciate the luxury of large open spaces and organise many games with friends. In lessons most attend well and try hard. A few get restless when they are left alone or are not enthused by their tasks.
- Pupils identify friendship as a strength. They recognise different types of bullying and do not see it as a problem in their school. Pupils have a well-developed understanding of how to keep safe. They take on board the advice the school provides and are very clear about how to obtain help if it is needed.
- Collaboration and discussion are key features in lessons and pupils are skilful at listening to others and sharing their ideas.
- Attendance for the older pupils is average but overall is below average. The school has improved attendance with breakfast toast sessions and rewards but not all parents fulfil their role in ensuring their children attend regularly.

The leadership and management are good

- Effective leadership ensures that during the time of temporary headship the pace of change does not deteriorate. The acting headteacher and acting deputy headteacher are getting on well with the job and with support from staff and governors the school is well placed to continue improving.
- The school evaluates its performance thoroughly. Actions to resolve concerns have led to good improvement since the previous inspection. The action plan to bring about change is presented as a large diagram showing an improvement journey. Staff and governors meet regularly to check progress along the journey. Adjustments are made together ensuring changes are agreed by all and the pace of change is sustained.
- Sharper procedures to monitor pupils' progress now pinpoint where help is most needed. Success is evident in the good progress made by disabled pupils and those with special educational needs. As yet, the more-able pupils in Key Stage 1 do not always make enough

progress.

- Regular checks on the quality of teaching identify any aspects that staff need to adjust. Training and support are linked to individual need although a few aspects to improve remain.
- Regular meetings review pupils' progress and teachers must explain any lack of progress. Teachers have targets based on their performance and pupils' progress. Salary awards are linked to achievement of these targets.
- The curriculum is planned carefully and themes, such as 'Rise of the Robots', capture pupils' imagination. Pupils learn about the world from visits and visitors. They plant trees and care for the environment. These activities promote their spiritual, moral, social and cultural development. In assembly, it was a delight to see pupils of different ages grouped together to identify what they like best about school. Older ones respected the ideas of the younger ones and food was top of most lists!
- The local authority is supporting the school well during this time of change. It has a thorough understanding of the school's needs and offers effective advice.
- **The governance of the school:**
 - Governors are well informed because they visit regularly and have become more challenging. They review data about pupils' progress and ask questions such as the need to improve the teaching of letters and sounds. Finances are monitored closely including the spending of the pupil premium. This ensures these pupils benefit from the support. Governors recognise strengths in the current quality of teaching and check that only good performance leads to salary rewards. The governing body fulfils its statutory duties particularly ensuring safeguarding arrangements meet requirements.

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	105041
Local authority	Wirral
Inspection number	400046

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	99
Appropriate authority	The governing body
Chair	Alison Mountney
Headteacher	Neil Ramshaw
Date of previous school inspection	7 April 2011
Telephone number	0151 677 3152
Fax number	0151 678 3297
Email address	schooloffice@manor.wirral.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

