

Manor Primary School

Downsview Crescent, Uckfield, East Sussex, TN22 1UB

Inspection dates 4–5 July 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.

- Teaching is consistently good and sometimes outstanding. This helps all pupils, including those who need extra help, to make good progress as they move through the school.
- Pupils achieve well, particularly at Key Stage 2, and by the end of Year 6 attainment in English and mathematics is above average.
- Children get off to a good start in the Early Years Foundation Stage as a result of good quality provision.
- Pupils' behaviour is outstanding both in lessons and around school. They are very supportive of one another and polite to adults. They feel very safe and enjoy school.
- Attendance is above average and has improved steadily.
- The curriculum is good and provides very well for pupils' spiritual, moral, social and cultural development.
- The headteacher provides strong leadership and management and her vision for improvement is shared by leaders at all levels, governors, and staff. As a result the school continues to improve, including teaching and pupils' achievement, and morale is high.
- The headteacher and senior leaders regularly check pupils' progress and very quickly give extra help to any at risk of falling behind in their learning.
- Pupils are at the centre of everything the school does. They are extremely proud of their school and all that it offers.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to raise pupils' good achievement further.
- Pupils do not make as much progress in writing at Key Stage 1 as they do in reading and mathematics.

Information about this inspection

- Inspectors observed 16 lessons or parts of lessons taught by 14 teachers, and three assemblies. Six lessons were jointly observed with the headteacher or assistant headteacher.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector talked with a representative from the local authority over the telephone.
- Inspectors talked with pupils, listened to them read and observed them at play during break and lunchtimes.
- The inspection team observed the school’s work, and looked at a number of documents, including the school’s information on pupils’ progress for the current year and previous three years, and pupils’ work. Inspectors also looked at the school’s checks on how well it is doing and school improvement documentation, planning, assessment information, documentation on the management of teachers’ performance, and school policies and records relating to behaviour, safety and attendance. The school’s safeguarding procedures were also evaluated.
- Inspectors took account of 91 responses to the online questionnaire, Parent View, and 46 replies to the staff questionnaire. The views of parents were sought at the start of the school day as they brought their children to school.

Inspection team

David Webster, Lead inspector	Additional Inspector
Carol Vant	Additional Inspector
Lee Selby	Additional Inspector

Full report

Information about this school

- Manor Primary is a larger than average-sized primary school.
- Pupils are taught throughout the school in single-age classes, including in the Early Years Foundation Stage.
- The majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in local authority care, and those with a parent in the armed forces, is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages a breakfast club and resourced provision for pupils with autistic spectrum disorder.
- There is a hearing support facility based on site which is not managed by the school.
- Nursery provision is provided on site which is not managed by the governing body and is subject to a separate inspection report.

What does the school need to do to improve further?

- Raise attainment in writing at Key Stage 1 by:
 - ensuring pupils are given plenty of challenging opportunities to use and apply writing skills in other subjects
 - ensuring pupils are given the support they need to improve their spelling, punctuation and grammar skills.
- Increase the proportion of outstanding teaching throughout the school by:
 - ensuring that questioning is used consistently well by all teachers
 - ensuring that pupils consistently reflect upon their own and others' work and are involved in setting next steps for their learning
 - increasing opportunities for pupils to develop their independent learning skills.

Inspection judgements

The achievement of pupils is good

- There has been an improvement since the previous inspection. Pupils now achieve well and make good progress. Attainment in writing and mathematics is above average and has risen considerably in Key Stage 2, particularly in the increased proportion of pupils reaching the higher levels of attainment.
- These improvements are as a result of teachers' consistent and detailed analysis of pupils' abilities, the well-tailored support provided to drive improvements in writing and mathematics and consistently good and sometimes better teaching. This means that pupils progress well, and often do better than this, from Year 2 to Year 6.
- However, at Key Stage 1 progress made is not as good in writing as in reading and mathematics, and attainment is not as high. This is because pupils are not always given sufficient challenge and support.
- Children join the Reception classes with skills that are below those expected for their age, particularly in speech and language. They make good progress and enter Year 1 with standards that are broadly average. This is because activities are planned carefully, progress is monitored accurately, and children are cared for and supported well.
- Pupils are taught phonics (letters and the sounds they make) systematically throughout the school and are encouraged to read widely and often. In 2013 the proportion of pupils attaining the expected standard in the Year 1 national screening for phonics (linking sounds and letters) was well above average due to well-planned and effective teaching of early reading skills. Years 1 to 6 pupils build successfully on their early reading skills and make good progress in reading.
- Pupils who are disabled or have special educational needs are very well supported through additional help in lessons, small groups and individually and consequently make good progress. Those who benefit from specialist support in resourced provision learn well in class, also progress at the same rate as their peers, and are well prepared for life beyond school.
- Pupil premium funding is used well to enhance the progress of those eligible through well-coordinated and focused one-to-one and small group support for individuals in literacy and numeracy. In 2012 the attainment of these pupils was below that of other pupils by about one term in English and two terms in mathematics. School records show that this gap has significantly decreased over the past year, with eligible pupils making progress in line with their peers.

The quality of teaching is good

- The quality of teaching is consistently good, with some that is even better. There is a positive climate for learning in lessons and all adults encourage pupils to do their very best. As a result all pupils, including those who need extra help, achieve well over time.
- In the best teaching, expectations are high and learning activities well planned to meet the needs of different groups of pupils. Teachers use their good subject knowledge imaginatively to engage their interest and encourage them to discuss and share their ideas. This was evident in a Year 2 mathematics lesson in which all pupils were energetically engaged in challenging activities, exploring fractions of money and clarifying and developing their thinking through discussion with their peers.
- In a Year 5 mathematics lesson imaginatively chosen practical activities, well matched to pupils' needs, resulted in all working with keen interest to make outstanding progress in learning about the probability of selecting different kinds of biscuits.
- However, at Key Stage 1 pupils are not always given challenging opportunities to use their writing skills in other subjects or supported sufficiently in improving their spelling, punctuation and grammar. As a result they make slower progress in writing than they should.
- Pupils' work is marked regularly, with examples of detailed feedback that helps pupils improve

further, and they respond well to this advice.

- Teaching is not outstanding overall because questioning is not always used to challenge all pupils to think hard and respond. Opportunities are missed to encourage them to consistently reflect on their own learning and that of their peers in order to be involved in setting the next steps for their learning. Pupils are not always given sufficient opportunities to develop their independent learning skills.
- Staff have very good relationships with pupils and manage their behaviour very effectively.
- The careful planning of lessons by teachers and the good work of well-trained and committed support staff help disabled pupils and those who have special educational needs to make at least good progress because they are given every opportunity to fully engage with learning both in class and in small groups. Support programmes are carefully matched to the needs of individual pupils who require extra help and rigorously evaluated to ensure they are effective.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary in lessons, around the school, and in the well-run breakfast club. Pupils are very considerate, well mannered and polite, and warmly welcoming towards visitors. They take great pride in their school.
- Pupils' positive attitudes make a significant contribution to the good progress they make in lessons. They are highly motivated, concentrate very well, and work supportively with each other.
- The responses to the online parent survey indicate that the vast majority of parents agree that pupils are happy, feel safe, behave well, and are well looked after at school. Staff questionnaire responses were equally positive.
- Although a small minority of parents expressed some concerns in the online questionnaire over bullying, pupils report that bullying is rare and are confident that any instances would be quickly resolved. They feel very secure and are confident that adults are always on hand to help if they have a problem.
- Pupils show an impressive awareness of risk and how to keep themselves safe in a wide range of situations from using the internet to road, rail and water safety. They have a good understanding of bullying, reflected in the writing of the anti-bullying policy by the school council.
- Pupils make an excellent contribution to the school. They comment on their learning to school leaders through Learning Evaluation Groups, and are exceptional in their support for one another, demonstrating the school's effectiveness in fostering strong and positive relationships. For example, they include those from the resourced provision very well in classroom activities, and cheerfully act as 'Buddies' to give extra support for those needing it at breaks and lunchtimes. There is an absence of discrimination. 'Everyone looks after everyone' said one girl, summing up the school motto 'Everyone matters, everyone helps, everyone succeeds'.
- The excellent pastoral system ensures that pupils are cared for well. Effective partnerships with parents and external agencies are a strong feature of the school. The school's support for pupils whose circumstances make them vulnerable is highly effective.
- Some pupils attend the before-school breakfast club. Here, they are very well supported through effective supervision and a range of activities in a caring and secure setting. Parents appreciate this provision, which prepares pupils well for the day's learning.
- Attendance is above average and has risen steadily over recent years, mirroring pupils' enjoyment of school.

The leadership and management are good

- The school is exceptionally well led by the headteacher. Since the last inspection she has been resolute in her determination to move the school forward, supported by the strong teamwork of leaders at all levels and the high quality of governance.
- Senior leaders have an accurate understanding of the school's strengths and weaknesses, and keep all aspects of its work under close scrutiny. Leaders at all levels have been instrumental in implementing and evaluating initiatives to improve the quality of education pupils receive. The response of teachers and other staff to the staff survey confirms their very high commitment to the school and their support for its drive to improve further.
- Leadership and management are not outstanding because there is not enough outstanding teaching, and progress in writing is not as strong as in reading and mathematics at Key Stage 1.
- Teaching has improved because of careful checks which have led to appropriate support and training for staff. These have included giving particular attention to ensuring that pupils' writing is strengthened at Key Stage 1, although this has not yet had a sufficient impact on achievement in writing. Teachers receive effective feedback from lesson observations in line with Teachers' Standards, which is used to set clear personal targets.
- Leaders and governors have ensured the school's strategic planning has prioritised the areas for improvement identified at the last inspection, and as a result pupils' progress and the quality of teaching have improved.
- The school plays a proactive role in the local cluster of schools, and works very effectively in partnership to ensure that the experiences of children joining the school and moving on to the next stage in their education are highly positive.
- The rich and purposeful curriculum promotes pupils' achievement, their personal well-being, and their spiritual, moral, social and cultural development well. Pupils participate enthusiastically in visits and the wide range of clubs from sport, drama and music to go-karting and debating. They welcome the opportunities for residential experience and learning from the variety of visitors who come to the school. Pupils' good understanding of right and wrong choices and of the importance of respecting cultures different from their own is high on the school's agenda. Pupils are also actively involved in fund raising for causes such as Haiti, Romania, and supporting the education of a child in Uganda.
- The school's strong inclusive ethos and practices ensure that all pupils are equally able to succeed. The inclusion team is exceptionally well organised and hard-working and leads a team of skilled professionals who keep a sharp focus on removing barriers to learning.
- The school engages well with parents. Links between home and school have been strengthened, for example by inviting parents to assemblies each Friday and working in partnership with them to extend pupils' learning through project-based activities.
- The local authority, appropriately, regards the school as requiring only light touch support, providing support only as and when required or requested.
- **The governance of the school:**
 - Governors have made sure that all required policies are in place and are up to date. They have an accurate understanding of how well the school is doing and work closely with it to make it even better. This includes effectively challenging and supporting leaders at all levels. Governors are well informed about teaching, including any underperformance. Training has ensured they understand the school's performance data and how it compares with other schools. They make regular visits to the school to check how effective school leaders' actions are and regularly seek staff views. They ensure an appropriate connection between the quality of work staff do and pay progression. The governing body ensures the school's finances are managed efficiently. This includes allocating the pupil premium to ensure it is spent in the best interest of pupils. The school's safeguarding arrangements meet all statutory 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	114437
Local authority	East Sussex
Inspection number	401435

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	397
Appropriate authority	The governing body
Chair	Mrs Kim Savage
Headteacher	Mrs Margaret Coleman
Date of previous school inspection	14 July 2010
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