

# Manorfield Primary School

**Inspection dates** 11–12 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher, very well supported by leaders at all levels and staff, is an exceptional leader. She has high expectations of staff that all pupils will achieve their full potential.
- Staff respond well to the vision of high expectations, which leads to pupils making rapid progress as they move through the school.
- The quality of leadership and management at all levels is outstanding. Leaders use robust systems to monitor teaching, and professional development is used very well to support and develop staff.
- All pupils meet the standard expected nationally, particularly in writing and mathematics. Most pupils exceed their targets, with a few excelling in mathematics.
- Highly effective teaching is a major contributory factor to pupils achieving very well. Teachers are innovative and knowledgeable.
- Pupils' behaviour and attitudes to learning are exemplary. They are keen to learn and work very well together.
- The governing body is imposing; their no-nonsense approach ensures that every aspect of the school's work is kept under review. They know the school very well.
- The school does not stand still. Improvement is not temporary; it is continuous and robust systems are used to review progress. Leaders are determined to ensure that pupils can make faster progress in their reading.

## Information about this inspection

- Inspectors visited 18 lessons, of which 13 were joint observations with the headteacher and middle staff.
- Meetings were held with senior and middle leaders, the Chair of the Governing Body, a group of pupils and a representative from the local authority.
- Inspectors scrutinised the school's recent parental survey because there were very few responses to the online questionnaire (Parent View).
- The inspection team observed the school's work, and scrutinised the school's data on pupils' achievement and the governing body minutes. They also looked at records about behaviour and attendance, and examined the way that leaders monitor and evaluate the school's work.

## Inspection team

Carmen Rodney, Lead inspector

Her Majesty's Inspector

John Laver

Additional inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is likely to be of the opinion that the school no longer requires special measures.*

### Information about this school

- Manorfield is much larger than the average-sized primary school. The school is expanding and in September 2013, there will be an additional Year 5 class. By September 2014, the school expects to have a three-form entry. The school has a nursery, with children attending the morning or afternoon sessions, and some are there all day.
- The proportion of pupils eligible for the pupil premium, which is additional funding for children in the care of the local authority, for pupils eligible for free school meals and those from service families, is much higher than that found nationally, as is the proportion of pupils who speak English as an additional language. The school serves a diverse population, with the largest ethnic groups being of Bangladeshi and White British heritage.
- The proportion of pupils requiring additional support at school action is broadly average, as is the proportion at school action plus or with a statement of special educational needs, which are mainly for specific learning and speech, language and communication difficulties.
- More pupils than average leave or join the school at other than at the usual times throughout the year.
- The school's 2012 national test results met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- When the school was inspected in February 2012, it was judged to require special measures. Inspectors made monitoring visits in November and June 2012, and in February and July 2013, to evaluate the school's progress.
- There have been a few staff changes since the previous inspection. The headteacher was initially contracted as executive headteacher in March 2012 before being appointed permanently in January 2013.

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

- Ensure that the reading initiatives already in place lead to pupils making similarly rapid progress in reading as in writing and mathematics.

## Inspection judgements

### The achievement of pupils

is outstanding

- Children enter the Nursery with levels of skills and understanding that are very low in all key areas of development, including language, literacy and personal development. An additional challenge is that a few join Reception with no pre-school experience or other year groups with little or no understanding of speaking English. Since the previous inspection, results have improved each year, culminating in the 2013 unvalidated national test results being the best the school has achieved in the last four years.
- Whereas in 2012, there were significant improvements in results, indicating average achievement in English and mathematics, the school's data and the 2013 unvalidated results show outstanding achievement. This is the case for virtually all groups of pupils, based on their very low starting points.
- The test results suggest that the majority are ahead of their peers by at least two terms in reading, writing and mathematics. Within this group, progress is rapid. Over one third of pupils are working at least five terms or more ahead of their peers. For example, progress in mathematics is rapid. For the first time in the history of the school, gifted and talented pupils exceeded the levels expected in mathematics and demonstrated good pre-GCSE skills in the subject.
- Highly effective teaching is ensuring that all groups of pupils exceed the progress expected in Years 2 and 6. Groups include those who speak English as an additional language, those eligible for the pupil premium, disabled pupils and those with special educational needs.
- Children in the Early Years Foundation Stage make rapid progress. This is based on the strong leadership of an experienced teacher and the excellent use of resources which teachers use to motivate children. Good pre-school links with children's centres, the monitoring of children's progress over time and a robust action plan contribute to all adults working productively with children. There is a sharp focus on developing phonic skills (the sounds that letters make). A significant increase in 2013 phonics screening in Year 1 shows that the large majority of pupils are achieving the required standard.
- There is a strong focus on reading. However, the school recognises that there is still more to do to accelerate achievement of all groups of pupils in reading to match their achievement in writing and mathematics.

### The quality of teaching

is outstanding

- Teaching is never less than effective in enabling pupils to learn well, and most of it is highly effective. All teachers have high expectations of their pupils. Lessons are well planned and move quickly, with pupils increasingly demonstrating a confident approach to their work.
- The teaching of writing and numeracy has been unremitting in all year groups. Displays in classrooms and around the school show a clear approach to developing pupils' writing skills. For example, the impressive display of Year 6 work on the war in Syria demonstrates excellent engagement with moral issues. Well-structured and coherent writing conveyed content, style and register to hold the reader's attention. The joint work with the *Economist* on this project critically acclaimed pupils' efforts to 'set out both sides of the argument powerfully, before coming to a clear conclusion'. Similarly, in mathematics, specialist support for pupils identified as gifted and talented is helping them to excel.

- Teachers capitalise on pupils' interests, and support is carefully targeted to meet the needs of individuals and groups.
- Teaching assistants are very well deployed in lessons. This 'vast army' of support staff makes a big difference to pupils' progress over time. They are highly skilled and their work with pupils supplements the class teacher's work very well. They question pupils effectively, provide clear explanation, and help to develop pupils' thinking.
- Highly skilled teaching is premised on teachers inspiring pupils in a classroom environment that compels them to enjoy their learning and work at full stretch. Some lessons are simply superb. For example, Year 6 pupils working on Macbeth's sanity showed original interpretation of the play as they honed in on the 'evocative use of language' to convey his mental decline. Similarly, in a Year 3 mathematics lesson, pupils took responsibility as 'table leaders'. Consequently, the class maintained a collaborative approach to learning which showed considerable gains in mathematics skills and personal development. Typically, these lessons demonstrate the key features of highly effective teaching in the school which included skilful questioning, excellent behaviour management skills and well-established routines to engage pupils.
- Marking of pupils' work is very detailed and linked to individual targets. Teachers provide a clear running and developmental commentary, and there is a meaningful dialogue between the class teacher and the pupils. Responses from pupils show good engagement with their work and understanding of what they need to do to improve further.

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

- Pupils' interests and curiosity for learning are important factors in their achievement. They are positive and are not easily deflected when, for example, there might be a slight distraction from a pupil with specific learning difficulties. Rather, they remain focused.
- Behaviour is exemplary in lessons. Relationships are positive; pupils bask in the friendly ethos and expressed confidence in the support available from staff if problems arise. For example, pupils are very knowledgeable about the different forms of bullying and recognise that they can always turn to an adult to deal with 'silly behaviour such as name-calling'.
- Pupils feel safe in their school and, because they are proud of it, would recommend it to others. They enjoy knowing that their teachers and support staff are visible and watching throughout the day. Very good social skills contribute to pupils behaving responsibly and maturely when leading, for example, assembly, or acting as buddies.
- Attendance is in line with the national average for primary schools. This is a marked improvement since the previous inspection and is a result of the school working closely with external agencies and the local authority to discourage extended holidays abroad.

### **The leadership and management** are outstanding

- The headteacher leads determinedly and decisively. Progress has been remarkable because the vision for school improvement is clear, and plans to ensure pupils achieve better in their personal and academic achievement are well considered.
- The leadership team, including a vibrant group of highly skilled middle leaders, work together very well on the common goal of high achievement for all pupils. Distributive leadership is very much a key feature of the school's work and has contributed to leaders

succeeding against all odds within a short time.

- The school has been transformed. There is a deep culture of learning and staff morale is high. It is also successful because it has recruited strong teachers and dedicated support staff.
  - At the heart of this rapid improvement is the emphasis that leaders place on professional development, accountability and use of targets. First, from the outset, leaders introduced, and continue to use, rigorous systems to check how well pupils are doing. The performance of all staff is highly effective. Everyone is accountable for pupils' progress, and holding extra responsibilities is therefore conditional. Accountability comes from the governing body, through to class teachers. Highly effective levels of line management ensure that all aspects of teaching are monitored, including checking pupils' books and the progress data against their targets.
  - Second, leaders provide extra support for teachers requiring guidance. Training and development are very well linked to the needs of individuals and groups of teachers.
  - Third, progress data on how well pupils are achieving are kept under review so that rapid support can be provided quickly and all can have equal access to support. For example, targeted support for Year 6 pupils with specific learning difficulties led to all making similar progress to their peers.
  - Teachers and teaching assistants are highly responsive to the coaching and training provided. Expectations are consistently high; there is a clear understanding of what constitutes good practice, and because there are robust line management systems to hold each member of staff to account for pupils' progress, nothing is left to chance.
  - The school uses the additional funding it receives to support pupils eligible for the pupil premium very well. For example, in 2013, over half of the pupils in Year 6 reached higher than expected levels in reading, writing and, particularly, in mathematics.
  - The curriculum is kept under review and, as a result, the International Primary Curriculum is being introduced in September 2013. Preliminary work is well linked to planned themes and topics that include strong literacy and numeracy links.
  - Pupils are offered memorable opportunities through the specialist teaching in physical education, weekly music lessons and art. These subjects enable pupils to showcase excellent creative skills when, for example, designing and filming animation shows in art. High expectations of what pupils can achieve are seen in the increased practical activities in science and the use of literary texts normally reserved for secondary schools. Special projects on apartheid, links with a range of schools, and enrichment activities provide memorable events. These include, for example, artistes teaching African drumming; learning Latin and the art of debating; participating in debate at the University of Cambridge; taking part in residential outdoor centres; and developing the school garden as part of their learning outside the classroom. The school is particularly attentive to pupils' spiritual needs; for example, there was good support and provision for all observing Ramadan. All of this, and much more, such as the school's values (respectful, curious, empathetic and purposeful), serves to broaden all aspects of pupils' personal development: spiritual, moral, social and cultural.
  - Well-developed partnership work with the local schools provides opportunities for the school to share expertise. The partnership work is used to develop good practice as well as draw on specialist support for gifted and talented pupils in mathematics. There is also well-
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developed partnership work with parents and carers, and a range of agencies to support pupils with special educational needs.

- The local authority provides light-touch support, and withdrew most of its support at the early start of the Spring term 2013 because of the school's well-developed capacity to sustain improvement.

■ **The governance of the school:**

- The governing body is very experienced and uses its expertise, training and links to support the school very well. For example, organised visits to the world of business and finance are used to encourage pupils to aim high. Governors' knowledge of education is enabling them to provide robust support and when holding the school to account. They adopt a forensic approach when questioning leaders about results and the achievement of different groups of pupils. They check regularly on the school's progress, including the teaching; the use of pupil premium; the recruitment of staff; the performance of teachers; and on the behaviour and safety of pupils. Safeguarding requirements are fully met. The headteacher and middle leaders keep them well informed about their work. In turn, they ensure that the Equality Act 2010 is fully met and no child or group is discriminated against because of their gender, ability, special educational needs or ethnicity.
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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 pupil's 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 pupil's 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>	100920
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	420392

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	647
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dame Marlene Robottom
<b>Headteacher</b>	Wendy Hick
<b>Date of previous school inspection</b>	1–2 February 2012
<b>Telephone number</b>	020 7987 1623
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