

Manorcroft Primary School

Wesley Drive, Egham, TW20 9LX

Inspection dates 25–26 September 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.

- Pupils' attainment is well above national levels in Year 6, with an increasing number working at above average Levels 5 and 6 in English and mathematics.
- Most pupils, including those who are more-able, are making good progress in reading, writing and mathematics from their different starting points.
- Pupils benefit from teaching which is typically good, with an increasing proportion that is outstanding.
- Staff and pupils share a strong belief in the values of their school. They are proud to be part of it.
- Pupils' behaviour is good, both in lessons and around the school. Pupils feel extremely safe in school and are nurtured well.
- Pupils are happy at school. Warm and trusting relationships underpin their enjoyment of learning.
- The leadership team has managed the school successfully during a period of transition, with many staff changes, ensuring that standards and teaching have continued to improve. They are strongly supported by a knowledgeable and highly effective governing body.
- The rich and stimulating curriculum provides engaging experiences for pupils, and together with the programme of visits, including residential visits, special events and the broad range of extra-curricular activities, promotes pupils' spiritual, moral, social and cultural development extremely well.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is rapid and sustained across all year groups.
- Pupils' progress in Years 3 and 4 has been inconsistent.
- Subject leaders are not always fully involved in checking the quality of teaching, pupils' assessments and tracking pupils' progress.
- Teachers' comments in marking do not always show pupils how they can improve their work.

Information about this inspection

- Inspectors observed 23 lessons involving 14 teachers; five lessons were observed jointly with school leaders.
- The inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at documentation including: improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of pupils’ work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Account was taken of the 78 responses to the online questionnaire (Parent View) and the views expressed by those parents and carers who spoke with inspectors at the start of the school day or wrote letters.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Bimla Thakur

Additional Inspector

Carolyn Steer

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils come from a White British background. Increasing proportions come from minority ethnic groups, the largest of which are from Asian and East European backgrounds.
- Around one in 20 of pupils are disabled or have special educational needs supported through school action, which is below average. Around one in 12 of pupils are supported at school action plus or with a statement of special educational needs which is above average.
- Around one in six pupils are supported by the pupil premium (additional government funding for specific groups of pupils, including those known to be eligible for free school meals) which is average.
- The Early Years Foundation Stage is made up of two full-time Reception classes.
- The school shares its site with Manorcroft Nursery, a private provider, which is subject to separate inspecting and reporting arrangements.
- After-school care is provided by Koosa Kids Club, a private provider, which is subject to separate inspecting and reporting arrangements.
- There have been many staff changes since the previous inspection. In September 2013 eight teachers were new to the school, four of whom were newly qualified teachers.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make more teaching outstanding so all pupils make rapid and sustained progress, particularly in Years 3 and 4, by:
 - teachers always matching activities in lessons precisely to pupils' different abilities and needs so that learning moves at a consistently rapid pace
 - ensuring that teachers' comments in marking show pupils clearly how they can improve their work
 - fully involving all pupils in assessing their own learning.
- Further develop the roles of the leadership team, especially subject leaders, by:
 - giving them more opportunities to check on the consistency of teaching and learning and monitor school improvements
 - strengthening links and communication with parents and carers to allow them to be fully involved in their children's learning.

Inspection judgements

The achievement of pupils is good

- Children join the Reception classes with skills typical for their age. They are well taught and make good progress. Results in 2013 show that the majority of children are now above expected levels when they start Year 1.
- Since the last inspection, pupils' attainment, as measured by national tests at the end of Year 6, has typically been above average. In 2012 the proportion of pupils attaining the expected Level 4 in English and mathematics was well above average, and an increasing number of pupils attained the higher Levels 5 and 6 and made more than expected progress. This meant that the progress made by all groups of pupils, including those who are more able, from their different starting points was good.
- The school's own data for 2013 show that attainment has improved at the end of Year 6 in reading, writing and mathematics. Increasing numbers of pupils in Year 2, including those supported by the pupil premium, are making better progress than previously to reach above average standards in reading and mathematics.
- Workbooks from last year show the pupils' good progress and their development of knowledge and skills over time across a wide range of learning activities and subjects. English and mathematical skills were developed well across all subjects and through problem solving.
- The school has worked to improve the teaching of phonics (the sounds that letters make) although there are still some inconsistencies between classes and groups taught by teaching assistants. Results in the national phonics screening check at the end of Year 1 in 2012 and 2013 were average for all groups of pupils.
- Attainment in reading is currently well above expected levels in Year 2 and in Year 6, which reflects the many opportunities pupils have to read for a variety of purposes.
- Disabled pupils and those who have special educational needs make accelerated progress due to the additional support being well organised by the special educational needs coordinators and precisely meeting their needs.
- Pupil premium funding is used effectively to provide small-group and individual support as well as enrichment opportunities. The school's own data show that the attainment of pupils supported by the pupil premium in 2013 was the equivalent of one term behind their classmates in English and in mathematics, which is an improvement on 2012 results.

The quality of teaching is good

- Teaching is typically good and there are elements of outstanding practice where pupils' next steps in learning are well met. Teachers have high expectations. Reading, mathematics and writing are taught effectively.
- Teachers plan imaginative activities that excite and motivate pupils to succeed. For example, during the inspection, Year 6 pupils undertook research in science using tablet computers to explore the classification of animals which allowed much discussion and good learning.
- The proportion of good and outstanding teaching is increasing well but needs to advance further to overcome previous slower progress in some year groups.
- In the better lessons, relationships are strong and teachers and teaching assistants question pupils effectively securing good understanding. Good links are made with previous work and other subjects. Pupils have good opportunities to discuss and share their ideas with each other. Pupils are fully involved in assessing their own learning and matching it to their personal targets. This strategy and the recently introduced 'building learning power' are helping pupils to develop greater independence in their learning, but are not yet consistently used in all classes.
- Where teaching is less strong, teachers underestimate what pupils can achieve and assessment information is not used to plan tasks which challenge all pupils sufficiently. This means that tasks

do not move pupils' learning forward rapidly and time is not used effectively. Some teachers who are new to the school have not yet fully implemented agreed policies, which has led to inconsistencies in expectations between classes.

- Although marking is regular, teachers' comments do not always help pupils to improve their work, particularly in mathematics.
- Pupils supported by the pupil premium receive well-managed help which enables them to progress as well as their classmates. The focus on individual needs also ensures that disabled pupils and those with special educational needs and those with English as an additional language are supported effectively and progress well.
- Evidence from last year's work shows that teaching is good in the Reception classes where adults provide interesting activities which engage children well. Adults intervene at appropriate points to enhance children's learning and regularly assess and record their progress.
- Reading is promoted well. Pupils read regularly to adults and particularly enjoy reading to the volunteers from the community who often come in to listen to the pupils read.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is consistently good, and occasionally outstanding. Pupils have a great pride in their school and they have a great desire to learn, which contributes greatly to their good achievement as they get involved quickly in the learning activities. Older pupils take their responsibilities seriously; for example, during the inspection prefects were seen organising games for younger pupils at playtimes.
- School records confirm that pupils' behaviour is good on a daily basis although it is not yet exemplary because a few pupils find it difficult to manage their own behaviour, particularly when teaching is less effective and learning slows. All pupils respond well to the school's reward systems and the 'Golden Assemblies'.
- Most parents and carers have great confidence in the care that the school provides and pupils agree that they feel happy and safe in school. Virtually all parents and carers who responded to the online questionnaire, or spoke to inspectors, judged behaviour to be good and their children to be safe in school.
- Discussions with pupils showed they understand about different types of bullying, including cyber bullying. They said that, although squabbles may sometimes arise, there is no bullying in school and that, if it were to occur, staff would deal with it immediately.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Attendance is consistently above the national average.
- Through a well-planned range of activities, including poster competitions, pupils are helped to develop strategies so that they are able to manage everyday risks for themselves, such as those associated with the internet, personal safety and roads.

The leadership and management are good

- Since the previous inspection, the governing body and the leadership team have continued to lead the school well during a period of transition with many staff changes which resulted in some slowing of progress. Regular lesson observations and a successful programme of training have ensured that most teaching is good, with an increasing proportion that is outstanding.
- The headteacher has managed the pace of change effectively so that there is a common sense of purpose and staff morale is high. The headteacher's vision for improvement is summed up for pupils in Manorcroft's values of 'care, enjoy, challenge and achieve'. There are clear and high expectations of all staff. Newly qualified teachers are well supported by their mentors. School leaders know the school's strengths and weaknesses and are well placed to improve the school further.

- The leadership team regularly checks that all pupils are on track to make good progress from their starting points. Regular pupil progress meetings ensure that teachers are accountable for the progress of pupils in their care. However many subject leaders are new to their roles and are not yet having enough opportunities to check on the quality of teaching, pupils' progress and to check that assessments are accurate.
- The performance of teachers is managed effectively. The link between salary progression and pupils' achievement is understood by staff, and more is expected of those teachers on the upper pay scale.
- The school promotes equality of opportunity and tackles discrimination well, which is reflected in the good achievement of all groups of pupils. There are no recorded incidents of harassment. Pupil premium funding is managed well so that most eligible pupils make good progress.
- Most parents and carers are pleased with the progress their children are making. However a small minority expressed concerns about the number of staff changes and the impact on their children's progress. They also felt that, on occasions, the school did not respond adequately to their concerns and would like communication to be improved. Transition into and out of the school is effective and well managed as was shown by the calm and purposeful environment in the Reception classes at such an early stage of the term.
- Topics prepare pupils well for the next stage of their schooling, and offer a good range of experiences beyond the classroom including many visits, clubs, sporting activities and performances. Outdoor learning in the spacious grounds is developed well. Teachers use modern technology in creative ways to develop learning effectively. Plans are in place to extend these opportunities further and to increase rates of participation using the primary sports funding.
- The local authority provides light touch support for school leaders and governors which has helped them to evaluate the school's performance accurately. The school works effectively with a range of schools in the local area for teachers' training and for checking the accuracy of school assessments.
- **The governance of the school:**
 - The well-trained governing body supports and monitors the work of the school effectively. Governors visit the school regularly to check on performance and they have a good understanding of the school's performance data and how the school has improved. They provide good support to leaders because they are able to ask the difficult questions about how decisions will have an impact on pupils' learning. They have a good understanding of how well pupils at Manorcroft are achieving compared with pupils nationally. They know that progress of pupils in some years is inconsistent and are taking steps to remedy it. This has led to good decisions being made on the rewards that teachers receive, the allocation of the school's finances and the pupil premium, which it monitors effectively. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet the regulatory 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	124953
Local authority	Surrey
Inspection number	426613

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	413
Appropriate authority	The governing body
Chair	Mike Curling
Headteacher	Elaine Lorentzen
Date of previous school inspection	18–19 September 2008
Telephone number	01784 432155
Fax number	01784 430140
Email address	info@manorcroft.surrey.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

