

Manor Primary School

Manor Way, Ivybridge, Devon, PL2 9BG

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although teaching is often good or better, there are weaknesses in the quality of teaching in some lessons. Some teachers are not sufficiently planning activities that challenge pupils and enable them to aspire to the best levels of work.
- The pace of some lessons is too slow and teachers do not always use questions effectively enough to establish pupils' understanding or to deepen their thinking.
- There are still too few pupils making good progress, particularly those pupils eligible for the pupil premium and some disabled pupils and those who have special educational needs.
- Levels of attainment have started to rise across the school but there are still weaknesses in standards in mathematics in Key Stage 1 and writing in Key Stage 2.

The school has the following strengths

- The headteacher has raised the expectations of staff and pupils for what can be achieved. Together the headteacher and the deputy headteacher have improved teaching and raised achievement well.
- Teaching and pupils' achievement have both improved across the school, particularly in the Early Years Foundation Stage and in the teaching of phonics (the sounds that letters make). Some teaching is now outstanding.
- The provision for pupils in the specially resourced base is very strong.
- The school promotes pupils' spiritual, moral social and cultural development well. They behave well. They get on well with each other. They are keen to succeed in their work and respond well to challenge.
- The school continues to provide high levels of care and support for all pupils, particularly those who have complex needs and face challenges in their lives.

Information about this inspection

- The inspectors observed 16 lessons taught by 12 teachers. Many of the lessons were observations shared with the headteacher and the deputy headteacher. Observations were also made of a variety of sessions led by teaching assistants supporting disabled pupils and those with special educational needs.
- The inspectors held a meeting with three members of the governing body and with groups of pupils. A telephone conversation was held with a representative from the local authority. In addition to a number of meetings with members of staff, 26 staff questionnaires were taken into account.
- The views of parents were collected from brief informal meetings at the start and the end of the school day. Account was also taken of a telephone message, three letters to the inspectors along with 40 responses to the Ofsted online questionnaire Parent View.
- The inspectors reviewed a range of documentation including the school self-evaluation, the school improvement plan, the school's analysis of pupils' progress, teachers' lesson plans, leaders' monitoring records and reports made on the school, pupils' work and the record of checks made on staff suitability to work with children.
- A brief observation was made of the school's breakfast club held on site.

Inspection team

Hazel Callaghan, Lead inspector	Additional Inspector
Roger Thurlbeck	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school. Almost all the pupils are of White British heritage. Pupils are taught in 10 classes, most with two year groups of children.
- The school has specially resourced provision for pupils with special educational needs in the form of a specialist communication and interactive resource base (CAIRB), catering for up to eight pupils with statements of special educational needs (not necessarily diagnosed as being on the autistic spectrum). There are currently five pupils taught each day in the base who also attend lessons in main stream classes.
- The proportion of pupils with a statement of special educational needs is significantly higher than that found nationally both in mainstream classes and in the base.
- There are very few disabled pupils but the proportion of pupils who have special educational needs supported through school action is above average. The proportion supported at school action plus is also above average. The school has an increasing number of pupils with complex needs and/or who have challenges in their lives that make them vulnerable.
- The proportion of pupils eligible for the pupil premium is broadly in line with that found nationally but there are large proportions of these pupils in some classes. The pupil premium is additional government funding provided for pupils who are known to be eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There was a co-headship arrangement at the school last year. The deputy headteacher was acting co-headteacher during this arrangement. The current headteacher took up post in September 2013.
- The school runs a breakfast club for pupils each morning in the school hall.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better by:
 - sharing the outstanding practice that already exists in the school
 - making sure activities are planned to meet the needs of pupils of all abilities and provide good levels of challenge so all can aspire to higher levels of achievement
 - developing teachers' use of questions to establish pupils' understanding and to developing their thinking.
- Increase the achievement of the pupils supported by the pupil premium and of those with special educational needs supported through school action by ensuring that their needs are accurately identified and activities successfully build on what they already know and can do.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils are consistently making expected progress in all aspects of their work but there are too few pupils making good progress in their learning and this is slowing the rise in overall attainment.
- The progress of pupils known to be eligible for the pupil premium has improved across the school and is sometimes good, but it is not yet consistent. Gaps in their attainment in English and mathematics with other pupils in the school are closing but they are not in all classes and not in all areas of their work. In the 2013 national tests eligible pupils were almost two terms behind the other pupils in reading and mathematics and over three terms behind in writing.
- Pupils with statements of special educational needs in the base make strong progress because of the very effective support they receive and the highly skilled teaching that enables them to progress in small but fundamental aspects of their learning.
- The progress of disabled pupils is good but those with special educational needs taught purely in mainstream classes is more mixed. Those with statements of special educational needs in mainstream classes and those supported at school action plus generally make expected progress and for some it is good. Whereas, although improving, the progress of pupils supported through school action is uneven and in some cases too slow to make sure they reach expected levels of attainment by the end of Year 6. This is because activities are not precisely matched to their needs.
- The school's overall performance is influenced by the proportion of pupils with statements of special educational needs in each year group, but generally attainment at the end of Year 2 and in Year 6 is broadly average. Last year, attainment in writing, particularly in grammar, punctuation and spelling was lower than expected and this has been a focus of improvement this year. Improvements in the teaching of writing are having a positive impact and pupils in Year 5 are already achieving better levels of attainment than those in Year 6 last year.
- Children start school with knowledge and skills that are often below those typical for their age. For some children it is well below, especially in their communication skills and in their early reading and writing skills. They make good progress, however, and a better than average proportion reach the levels expected in the Early Learning Goals by the end of Reception.
- Some children make outstanding progress from their low starting points because of the stimulating learning environment provided in both Reception classes. Children are excited by their activities and delight in learning new things.
- The teaching of phonics has improved. Last year, the proportion of pupils in Year 1 reaching the required standard in the national phonics check was below average, but this year it is broadly average. Pupils in Year 2 reach a good level of attainment in their phonics knowledge. This is having a positive impact on their ability to read and spell accurately.
- Progress in reading is stronger than in all other elements of learning and many pupils achieve well. The proportion of pupils exceeding expected progress in both Year 2 and in Year 6 has improved.

The quality of teaching

requires improvement

- Teaching has improved but not all teachers are effective in making sure their planning produces activities that are well matched to the range of abilities in their classes and so not all groups of pupils make consistently good progress.
- Opportunities to extend and challenge pupils of all abilities are missed in some lessons and so pupils do not consistently make good progress or reach the levels they could do.
- Pupils with special educational needs who are supported through school action are not always effectively taught because their difficulties are not consistently and accurately identified.

- The teaching in the base is highly skilled. Pupils are supported at each step, their successes celebrated and this builds their confidence and raises their self-esteem.
- Teaching in the Reception classes is good. Teachers have a good understanding of how young children learn. The steps in their learning are taken systematically in order to build confidence. Teachers provide a stimulating learning environment, particularly evident in the newly developed outside area, and a wide range of resources that stoke children's interest and their desire to experiment and explore new ideas.
- The teaching of reading is also good. Pupils use a variety of strategies to help them read new texts. Pupils are more readily reading a range of materials for interest and for research with the result that both progress and attainment in reading have risen.
- In the best lessons, where teaching is outstanding, teachers skilfully ask questions that probe pupils' knowledge and their thinking so developing greater levels of understanding.
- Teaching assistants are trained well and those working with individual pupils who have complex needs are skilful in their questioning and support. The most effective enable pupils to learn through their own efforts so consolidating their skills and knowledge.
- In all classes, relationships between the teachers, the teaching assistants and pupils are very positive. Pupils enjoy their lessons and say their teachers help them to understand new work.
- Teachers mark pupils' work thoroughly, showing them what they have done well and what can be improved. Pupils understand the process and mark each other's work using the same evaluations, which enable them to make increasingly good progress.

The behaviour and safety of pupils are good

- Pupils behave well in their classes, at break times and around the school. Pupils are polite, friendly and courteous to visitors.
- Pupils have good attitudes to learning. They often show considerable levels of concentration and attention in lessons and respect for each other's work and effort. In the vast majority of lessons observed, pupils were fully engaged and well focused on their work.
- When asked what helps you to learn, a group of pupils in Key Stage 2 explained that they need to concentrate and be engaged in their work, to work hard and to take on challenges. One said you learn through making mistakes and the others agreed. Many other pupils said they find their lessons enjoyable and they want to do well.
- This thorough engagement in their activities was also clearly evident in a Reception class when children worked in pairs counting each other's fingers to find out what happened when one is taken away. Their obvious delight when they got it right was clear to see.
- Pupils take on board what teachers write in their books and older pupils are increasingly checking their work to see if they have met their targets. They are developing good levels of confidence in their work and recognise how to make it better. They take difficulties in their stride and try again.
- Pupils say behaviour is good and any upsets are caused by frustration or minor arguments. They have no concerns over bullying because they say it is rare, especially any physical, emotional or cyber-bullying.
- Pupils say they feel very safe at school. They identify possible hazards and suggest sensible ways to keep themselves and others safe. They have a good understanding of the dangers of internet safety.
- Behaviour and safety are not yet outstanding because pupils do not focus on their tasks in all lessons especially where their activities lack challenge or they do not sufficiently understand how to be successful.
- Attendance is above average. There is rarely any persistent absenteeism.

The leadership and management are good

- The headteacher has brought an increased rigour to the checking of pupils' progress and held teachers more accountable for pupils' achievement. Comprehensive analysis of pupils' attainment is used to track their progress as individuals and as groups. This information is shared with staff so that any underachievement is identified and extra support added to accelerate learning.
- Successful systems for improving teaching led by the headteacher are having a positive impact on increasing pupils' progress across the school with most now making the expected levels of progress.
- The management of staff performance has raised expectations of pupils' progress and the teachers' part in promoting good achievement. Relationships throughout the school are highly positive.
- Improvements made in the teaching of phonics and to the provision in the Reception classes overseen by the deputy headteacher and other staff last year have led to rising standards.
- The strong teamwork of the headteacher and the deputy headteacher in improving teaching and learning, as they build upon the improvements of the previous year, gives the school strong capacity to continue to go forward.
- Helpful support from the local authority sought by the school has promoted improvement.
- Subject leaders are taking a greater part in school improvements, especially in writing.
- The school is effective in providing support for pupils with social, emotional and/or behavioural difficulties. There is an above-average proportion of pupils who have complex special educational needs, which staff work hard to meet. There is considerable skill in the base and the nurture, care and support systems provided by all staff benefit all pupils. Several parents commented on these high levels of care. 'Teachers are ready to go the extra mile' was a comment in one parent's letter.
- The breakfast club provides a secure and enjoyable start to the school day.
- The curriculum is effectively planned to provide an enjoyable range of topics and activities which enhance pupils' learning. Pupils' learning in sport is well promoted. The recent primary school sport funding is being used to employ sports specialists who work alongside staff to share their expertise and make sure improvements are sustained. An audit is being made of the reasons why some pupils do not participate in the range of after-school activities so changes can be made to increase their involvement. However, it is too soon to evaluate the full impact of these measures.
- The promotion of pupils' spiritual, moral, social and cultural development is good. There are many opportunities for pupils to work in different groups and to share activities with pupils in other schools, such as sporting events. A strong focus is put on outside activities and visits which extend pupils' experiences. The oldest pupils' re-enactment of the D-Day Landings on Slapton Sands was a memorable experience which they all enjoyed but one from which pupils also gained a real insight into the effects of war on people's lives.
- **The governance of the school:**
 - The governing body has high aspirations for the school and appointed a headteacher who it feels can lead the school to outstanding overall effectiveness.
 - The governing body has a good understanding of school data about pupils' progress and attainment and challenges the headteacher to account for pupils' achievement.
 - Governors understand what the quality of teaching is like across the school based on its impact on pupils' achievement and they are looking to the new headteacher to use performance management of staff to reward good teaching and to make improvements where required.
 - The governing body is fully involved in determining the use of the pupil-premium funding and makes a check on the impact on pupils' achievement.
 - The governing body carries out its responsibilities to ensure a safe and secure environment and all safeguarding requirements are met.

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	113255
Local authority	Devon
Inspection number	427267

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 years
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair	Emma Murray
Headteacher	Karen Dixon
Date of previous school inspection	11–12 October 2010
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