

Manor Way Primary School

Brier Mill Road, Halesowen, B63 3HA

Inspection dates 15–16 January 2014

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

- Pupils' progress has been too slow and inconsistent in recent years especially in mathematics, in Years 3 to 6. Pupils have limited understanding of how to solve everyday problems through the use of numeracy skills.
- More-able pupils are not moved on quickly enough in their learning and consequently some have not reached their full potential.
- Teaching varies, and although none is inadequate, little is outstanding in order that pupils can achieve consistently well. Teachers are not always clear how much pupils have learnt during their lessons.
- Teachers' marking of pupils' work is inconsistent. Although all work is marked regularly, some teachers do not offer clear guidance to pupils on how to improve.
- Pupils have a good knowledge of their learning targets but some of them do not know how to go about reaching them.
- A high number of staff changes, and substantial building alterations, have affected the performance of the school, although both of these problems have now stabilised.

The school has the following strengths

- The strong and insightful leadership of the headteacher and deputy headteacher has led to a number of important improvements to pupils' achievement.
- Behaviour has improved as a result of a new behaviour policy and is now good. Pupils have good attitudes to their learning, and are respectful and lively. Pupils are also safe and well cared for.
- Pupils' progress in the use of phonics (letters and the sounds they make) has improved and is now good.
- Pupils supported by pupil-premium funding make good progress in reading, writing and mathematics.
- Governors have a good knowledge of the school, challenge leaders regularly and make an effective contribution to the management of the school.
- The promotion of spiritual, moral, social and cultural development is good and is evident throughout the whole school.

Information about this inspection

- Inspectors observed 16 lessons taught by nine teachers. Five of these were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with pupils, the headteacher and deputy headteacher, members of the management team, six governors and a representative of the local authority.
- Inspectors observed the school's work. They examined the school's improvement plans and self-evaluation, checks on how well it is doing, safeguarding arrangements, health and safety records, school policies and a range of pupils' work and information about their progress.
- The inspectors took account of 35 responses to the online Parent View survey, and one letter from parents. The inspectors also examined 39 responses from parents and carers to the school's own survey of their views.
- The inspectors examined 24 questionnaires from staff.

Inspection team

Rodney Braithwaite, Lead inspector

Additional Inspector

Linda Brown

Additional Inspector

Full report

Information about this school

- Manor Way Primary School is smaller than the average-sized primary school.
- Most pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by pupil-premium funding is below average. This is additional government funding for particular groups including children in the care of the local authority, pupils known to be eligible for free school meals and children of service families. There are currently no children of service families in the school.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Since the previous inspection there have been a number of changes of staff, including the appointment of a new headteacher a year ago, a new deputy headteacher and several teachers in the autumn term.
- The school has had an extensive rebuilding programme in the last eighteen months which has caused some disruption to the day-to-day provision for pupils.
- The school belongs to the Halesowen Learning Community. This is a group of local schools who share resources, training and facilities in order to promote learning.
- There are privately managed clubs for children before and after school and during holidays on the school site. Many pupils from the school attend them, but they were not included in the inspection.

What does the school need to do to improve further?

- Improve teaching and learning so that recent improvements in pupils' attainment and progress are accelerated by:
 - giving teachers more opportunities to observe outstanding teaching in order to help them develop their own practice
 - ensuring that teachers' marking of pupils' work consistently offers clear guidelines to pupils on how they can improve, and helps them understand their next steps in learning
 - improving teachers' ability to evaluate their own practice, especially in their analysis of how much pupils have learnt by the end of a lesson.
- Increase the rate of improvement of pupils' attainment and achievement in mathematics, especially in Years 3 to 6 by:
 - enabling more-able pupils to reach the levels of which they are capable by giving them sufficiently demanding work to do
 - raising pupils' understanding throughout the school of how to apply their learning in mathematics to everyday problems they might face.

Inspection judgements

The achievement of pupils requires improvement

- Achievement is not good because over time there has been inconsistency in pupils' progress through the school, especially in mathematics. Their skills in mathematics have not been as strong as those in reading and writing for several years.
- Most children join the Reception class with levels of skills and understanding typically expected for their age. They make good progress in all their skills, because increasingly effective teaching is resulting this year in acceleration in their progress.
- In the last few years when they left at the end of Year 6 most pupils were reaching average standards in English and mathematics, but few made sufficiently good progress to reach above average levels, especially more-able pupils.
- Pupils in Year 6 in mathematics in 2013 again reached average standards, but data shows that they made limited progress in Years 3 to 6. This was because teaching was insufficiently demanding, especially in helping pupils develop numeracy skills to solve everyday problems.
- However, action taken by the current school leaders to improve writing has resulted in considerable improvement, and pupils made good progress and many reached higher levels in 2013. Although standards in reading were above average, fewer pupils than average exceeded expected progress.
- Progress across all years is becoming more consistent, and a larger number of pupils are making good progress. This is especially evident in mathematics where the leadership of the deputy headteacher, both as a teaching role model and as school leader of mathematics, is driving decisive improvement in all year groups.
- The progress made by disabled pupils and those who have special educational needs, and the small number of pupils from minority ethnic backgrounds, requires improvement. This is because it has also been inconsistent, although inspection evidence shows that the achievement of most of these pupils is rising.
- The small number of pupils who are supported by the pupil premium make good progress. They attain standards similar to and sometimes higher than other pupils in the school in English and mathematics, and higher than similar pupils nationally. This is because of the school's effective use of the additional funding to help their development through the provision of extra well-focused teaching, and one-to-one individual support based upon a good understanding of the learning needs of these pupils.
- Pupils' progress in the learning of phonics has improved from a low level in 2012, which has led to them reaching levels slightly above average in the Year 1 checks in 2013. This improving achievement was observed in several good lessons during the inspection.
- Pupils are keen readers, although few read from sources other than books. They have regular opportunities to read to adults at school, and their reading records are informative and helpful.
- Pupils are beginning to achieve well in some other subjects such as music and physical education as they are given more opportunities to learn new skills.

The quality of teaching requires improvement

- Teaching is not good because pupils have not consistently reached the levels of learning and knowledge of which they are capable. This applies particularly to the teaching of mathematics where teachers have struggled to improve the progress of pupils.
- Teachers have met with more success with their teaching of reading and writing. However the introduction of a new programme by leaders for teaching phonics in 2012 revealed low understanding by pupils, and wide gaps in teachers' knowledge. As a result of the new programme, checks on the learning of phonics show that pupils' progress and understanding have risen sharply in all years in the last twelve months.
- Following significant changes in the teaching force in the last year, teaching is now improving. This is the result of vigorous monitoring, guidance and development of skills introduced by the school's new senior leaders.
- Outstanding teaching was seen when a small group of more-able pupils in Year 6 were set complex and very challenging problems in order to calculate the cost of local road resurfacing, and also the production of a large number of cookies. The school has identified that this effective teaching of this kind is not shared enough with teachers so that more lessons are outstanding.
- Teachers are keen to increase their own skills and appreciate the guidance and performance targets they receive. However, they do not yet evaluate their own practice in sufficient detail, especially when analysing how much pupils have learnt in their lessons.
- Similarly, teachers regularly give pupils learning targets, which many know by heart. However, teachers do not explain enough to pupils why they are doing an activity, or enable them to assess how well they have learned in detail. As a result too few pupils know or understand what their next steps in learning are to reach their targets.
- By way of contrast, typically good teaching in a lesson in the Reception class showed that children knew exactly what they were doing, and why, when exploring the amounts of porridge in different bowls. Good, probing questioning and clear identification of the task by adults produced good learning.
- Teachers' marking is regular and follows a clear marking system. It is inconsistent though, because not all teachers make comments which point the way ahead for pupils' learning, and only tell pupils what they have done or offer praise.
- There have been good improvements in the tracking of pupils' progress through the introduction of new data programmes, and more incisive interpretation of the data by senior and subject leaders. This has led to the provision of much more effective support for all learning groups, and a better understanding by teachers of the progress of their pupils.
- Relationships between pupils and teachers and other adults are good. There is mutual respect which is evident in pupils' spiritual, moral, social and cultural development. When looking at a mathematics problem about a Chinese New Year code, pupils said at the end, 'we have been social, because we helped each other a lot', 'we have been doing the right thing' and 'we have tried our hardest'.

- Teachers work closely with teaching assistants, who know pupils well, support some in one-to-one learning, and are especially effective in helping disabled pupils and those who have special educational needs. This is because they have a good understanding of their personal needs and their learning targets.

The behaviour and safety of pupils are good

- The behaviour of pupils is good both in and around the school. They are friendly and cooperative and have a particularly good attitude to 'being social'. This is because teachers encourage them daily in their lessons to comment on what they have learned in their spiritual, moral, social and cultural education.
- Consequently they get obvious enjoyment out of each other's company whether working together in class, eating lunch together or at playing outside. They were observed several times helping each other.
- The school's work to keep pupils safe and secure is good. Pupils are well aware of the need to behave safely in a two-storey building where they move around frequently. Their safety has been paramount to the school during the lengthy building works in the last year.
- Pupils have enthusiastic attitudes to their learning especially in their recent lessons in physical education led by a specialist high school teacher bought in through the new sports fund. Pupils also name art, science and mathematics ('it stretches your brain') as particular favourites. Many also express pleasure with their learning in music, especially playing the guitar.
- Pupils also mention excitedly their many educational trips including to Astley Burf (Year 5 residential), Wroxeter (Romans), and Liverpool (The Titanic exhibition).
- Pupils have become much more aware of the need for them to 'do the best I can'. As a result they strive very hard to improve and make progress in their learning and personal development.
- Just occasionally behaviour slips when teachers do not make clear why pupils are involved in an activity, and a few pupils then lack urgency in attempting their tasks, or chat to each other.
- Children in the Reception class also get along well and soon learn to share and support one another. They follow adult instructions confidently and quickly and perform well-established routines safely and with understanding.
- Pupils like the consistency of the new behaviour system introduced into the school in the last term. They welcome it, can quote the reward and sanction rules verbatim, and say that behaviour has really improved as a result. The number of yellow warning cards given has fallen dramatically as the system has become settled.
- Pupils are aware of bullying in most of its different forms and know exactly what to do if it occurs. They know how to be safe online on computers and phones, and think that the blocking of sites is good as it secures their safety.
- Attendance is slightly above average and has been consistent for a number of years because of the school's rigorous attendance procedures. Pupils are also punctual to school and lessons.

The leadership and management are good

- The headteacher and deputy headteacher have led the school determinedly and with considerable success in the last year. They have focused with great rigour on the priorities for improvement, while dealing at the same time with very disruptive building alterations and a number of important changes in staff and leaders.
- Notable improvements led by senior leaders have included attainment and progress in writing, and stopping the falling trend in achievement in mathematics. This owes much to the regular checking of teaching by the headteacher and deputy headteacher to bring about improvements.
- Other successes have included the much improved behaviour of pupils, helped by the school's consistently good promotion of spiritual, moral, social and cultural development.
- School checks on pupils' progress have considerably improved and both literacy and numeracy skills are improving as a result of strong subject leadership. This is especially noteworthy in the improvement in pupils' learning of phonics.
- Shrewd use of the pupil premium has enabled eligible pupils to make progress at least as good as other pupils in the school and nationally.
- The allocation of primary school sport funding is having a positive impact, as teachers are trained to use new skills to improve pupils' health and physical well-being and their enthusiasm for sport.
- Other school leaders are making great strides in developing their management expertise and are leading a dedicated staff with good morale. The training needs of all staff including those of newly qualified teachers are a major component of the school's improvement planning.
- Teachers' targets for the performance of their pupils are closely related to the school's improvement priorities. School leaders have a realistic view of the school's work, and what needs to be done to make it better.
- School leaders promote equal opportunities and cooperation strongly. This results in no discrimination.
- The local authority has worked closely with the school in the last year and has been supportive in helping the school during its recent changes, in particular providing leadership support in a number of areas in order to promote improvement in teaching.
- The school has much improved relationships with parents since the previous inspection. There remain a small number who feel that they do not receive sufficient information from the school, which the school hopes will be solved by the new website which has just come online. The inspectors feel that the school does its best to provide regular and helpful information.
- **The governance of the school:**
 - The governing body, led by an experienced Chair, has a good knowledge of the school's strengths and improvement priorities. Governors are proud of the pupils and staff and very pleased with their choice of the school's two senior leaders and the improvements they have driven in a short time. Governors have a good record of challenge as well as support, with substantial evidence of their challenge to leaders in phonics development, homework policy,

pupil behaviour, child protection and health and safety issues with the new build. They are developing a more extended policy of staff pay based upon the performance targets set for teachers and their pupils. Governors monitor in detail the funding of the pupil premium, and ensure that it is used to support and improve pupils' progress. They also have good knowledge of the new sports funding, and how it is resulting in improvement in teachers' skills, and pupils' health and safety and physical skills. Governors make sure that school policies are regularly reviewed and that safeguarding arrangements meet government 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	103816
Local authority	Dudley
Inspection number	440354

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Anthony Potter
Headteacher	Dawn Betteridge
Date of previous school inspection	17 February 2011
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