

Manor Infants' School/Manor Longbridge

Sandringham Road, Barking, IG11 9AG

Inspection dates 1–2 May 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leaders provide outstanding leadership. This has helped to maintain high achievement across the infants' school during a period of rapid school expansion.
- The governing body is highly effective. Governors know the school well. They use their wide-ranging skills to provide outstanding support and rigorous challenge to senior leaders.
- Teaching is usually good and some is outstanding. This leads to pupils making good progress, particularly by the end of Year 2.
- Teaching is at least good and at times outstanding in the Nursery and Reception classes. As a result, children make good progress.
- Pupils behave well in and around both sites, and are courteous and polite. They are keen to learn and want to do their best. Pupils are confident they are safe in school and that adults take care of them
- The school provides a wide range of opportunities for the pupils' spiritual, moral, social and cultural development. This is based on great respect between staff and pupils. Consequently, newcomers feel quickly they are part of the school.
- Leaders and governors have successfully and quickly established a clear identity at Manor Longbridge. They have ensured successful practices at Manor Infants' are rigorously adopted at Longbridge.

It is not yet an outstanding school because

- Teachers do not always provide pupils with clear guidance on how to improve their work, particularly at Key Stage 2.
- Not all teachers provide enough challenge for the most-able pupils. This can lead to their progress slowing at times.
- Teachers do not always use effective strategies to explore what pupils understand or to extend their thinking.

Information about this inspection

- Inspectors observed 32 lessons, 10 of them jointly with the headteacher or senior leaders.
- Meetings were held with groups of pupils, school staff, members of the governing body including the Chair, and a representative from the local authority.
- Inspectors took account of the 92 responses to the online parent questionnaire (Parent View) and held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 103 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2 from both sites.

Inspection team

Martin Beale, Lead inspector	Additional Inspector
Elizabeth Cole	Additional Inspector
Fatiha Maitland	Additional Inspector
Peter Thrussell	Additional Inspector

Full report

Information about this school

- The school is much larger than most primary schools and expanding rapidly. This is because the original infant school is moving to five forms of entry with building work currently near to completion. The school also opened the Manor Longbridge site in 2011, which will eventually become a three-form entry primary school. This site currently has full year groups up to the end of Key Stage 1 and a small number of classes in Years 3 to 6.
- Most pupils are from a wide range of minority ethnic backgrounds, with the largest groups being those from Pakistani and Bangladeshi backgrounds.
- The majority of pupils speak English as an additional language, although the proportion is falling. Many are at the early stages of learning English.
- The proportion of pupils known to be eligible for funding through the pupil premium is broadly average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals. Most pupils at Key Stage 2 at the Manor Longbridge site are eligible for support.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average and rising.
- The proportion supported at school action plus or with a statement of special educational needs is above average and rising. The Manor Longbridge site has specially resourced provision for 12 pupils with autistic spectrum disorder, which has been open for two years but only full since September 2013.
- More pupils than in most other primary schools join or leave part way through their primary education. This figure is rising rapidly and very few Key Stage 2 pupils attend Manor Longbridge for four years. This is partly because many pupils enter in advance of planned arrangements for a full expansion and some leave as places have become available in schools nearer their homes.
- 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?

- Increase the proportion of outstanding teaching so that pupils make consistently rapid progress, particularly at Key Stage 2, by making sure that teachers:
 - set work that consistently challenges the most-able pupils
 - check pupils' understanding of their learning more carefully
 - challenge pupils to think more deeply
 - consistently give pupils clear guidance on how to improve their work in their marking and other oral feedback.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress. This is consistently more secure up to the end of Year 2 than across Key Stage 2.
- Results of Year 2 assessments fell slightly in 2013 to average in reading and mathematics but were still above average in writing. This fall was partly because none of the pupils at Manor Longbridge had been at the school during Nursery or Reception. Current school data show attainment has returned to above average in all subjects.
- Pupils make better progress at Key Stage 2 the longer they have been at the school. Year 6 results were broadly average in 2013 from a much smaller number of pupils than at Year 2., Few of these pupils had been at the school for long.
- Children enter the school with skills below those typical for their age. They make good progress in the Nursery and Reception classes. This is partly due to the sharp focus on developing their language skills.
- The pupils' understanding of phonics (the sounds that letters make) develops well, starting in the Nursery. Pupils accurately apply their skills when reading new and unfamiliar words and to support their spelling. Visiting authors help to raise the profile of reading and generate a love of books. This also helps to stimulate their writing, which is creative, imaginative and in a neatly joined script for many pupils.
- Pupils who speak English as an additional language make good progress. Their attainment is higher than for others in each year and higher than for similar pupils nationally. Attainment is consistently higher for pupils of Pakistani and Bangladeshi backgrounds than for others.
- The school uses the pupil premium well to increase the progress of pupils eligible for support. It funds training for staff, and small group and individual teaching. This includes booster sessions for Year 6 pupils. Year 6 test results in 2013 for eligible pupils were one year behind others in the class in mathematics and less than one term in reading and writing. These gaps have now closed and the attainment of eligible pupils in the current Year 6 is higher than for others in the class.
- Disabled pupils and those with special educational needs make good progress because they are provided with carefully tailored support and guidance. Pupils in the specially resourced provision also make good progress in relation to their starting points for similar reasons.
- Progress for some of the most-able pupils is not always as good as it could be. This is because they are not challenged consistently in all lessons. The school has identified as a priority increasing the number of pupils reaching higher levels.

The quality of teaching is good

- When at its most effective, teaching engages pupils and keeps them fully focused on their work. This is because teachers have high expectations and use interesting methods to help pupils learn.
- Teachers plan carefully together in year teams so that there is good consistency between classes while using their assessment of pupils to adjust the work they give.
- Most teachers use interesting and appropriate strategies to draw out pupils' ideas and check their understanding. For example, probing questioning by teachers and support staff in reading sessions helps pupils develop skills of comprehension and inference well.
- Teachers in the Nursery and Reception classes regularly assess each child's progress. They take their interests carefully into account when planning activities to develop the next steps in their learning. They expect children to answer questions in sentences and make sure they use vocabulary and grammar correctly. Children understand how they can get better at what they are doing through regular and clear feedback from adults and support staff.
- Teachers use assessment information well to adapt the work they provide. This is sometimes

less effective at Key Stage 2 where they do not always explore how well pupils understand new ideas or challenge them to think more deeply.

- Pupils in the specially resourced provision make good progress. This is based on strong relationships with adults sensitive to the needs of individual pupils. Teaching and work given are carefully planned to develop and consolidate skills using a variety of visual and auditory resources.
- The most-able pupils are not always sufficiently challenged. They are occasionally asked to listen to or repeat work they already securely understand.
- Pupils are generally clear about how well they are doing and the steps they should take to improve through the feedback their teachers give them both orally and in their marking. Where teachers follow school policy rigorously, pupils are given steps to take to improve their work and quickly eliminate errors. When school policy is not fully adopted, pupils are given only limited guidance, mistakes recur and so their progress slows.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils rise well to the school's expectations and the code of conduct. As a result, they are clear about what is right and wrong and how they should take responsibility for their behaviour. They are keen to live up to the school's values of understanding, tolerance, friendship and care. This is illustrated well by the way they help newcomers to settle in as quickly as possible.
- Pupils are generally keen to learn and want to do well. They learn to work well together either when discussing new ideas or sharing tasks. Attitudes to learning are more varied at Key Stage 2. This is partly because high pupil mobility means it takes time for some to understand and live up to expectations of them in class. The pupils' concentration can wander when teaching is not sufficiently stimulating or challenging.
- Pupils enjoy school and are proud of how they help to keep both sites very orderly and tidy. Attendance has started to rise as persistent absence has fallen. This is because the school follows up poor attendance rigorously and works closely with the families concerned.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements are rigorous and ensure the pupils' well-being and safety. Pupils recognise different forms of bullying, but as one accurately said, 'Bullying is not part of our school.'

The leadership and management are outstanding

- The headteacher brings clarity of thought and much energy to her leadership. She has not allowed her staff to lose sight of maintaining the highest possible standards during the school's expansion on both sites. The strong relationships seen throughout both schools emanate from the headteacher. She ensures staff and pupils treat each other with respect and dignity.
- Leaders have made sure there is great consistency to teaching between the two sites from the Nursery to Year 2. Subject leaders work very closely together to share ideas and to ensure pupils have common learning experiences. Thorough and robust monitoring of teaching, including in the well-led resourced provision, is linked closely to the pupils' progress and leads to further training for staff, although teaching in Key Stage 2 is not yet as good as that in Key Stage 1.
- The school's engagement with the local authority is close and very effective. This has supported the school well as it expands into Key Stage 2 at Manor Longbridge. It has helped the school develop a good understanding of the curriculum for pupils at this stage. Subject leadership support has helped the English leaders develop skills of monitoring and evaluation.
- The school strives with great success to reach out to and work with all parents and carers so that they can help their children more effectively, including those who find it difficult to relate to school. This includes weekly conversation classes on both sites for parents and carers with limited English and putting on mathematics courses run by a local college.

- The curriculum meets very well the interests and needs of pupils. It provides very well-planned opportunities to develop basic skills as well as creativity and imagination through topic themes. These link learning well between subjects and promote writing at every opportunity. Learning is greatly enhanced by special events such as 'science week' and by visits to places including Westminster Abbey. Pupils learn about the lives and customs of others by celebrating festivals such as Eid and Diwali, and working with an orphanage in Zambia.
- The school has allocated new sports funding effectively to engage specialist coaches to develop staff expertise, to broaden the range of clubs and to provide high-quality dance teaching. The impact is evident in the greatly increased numbers of pupils on both sites participating in clubs, and their great enjoyment of dance.
- **The governance of the school:**
 - Governors have been instrumental in supporting the building and opening of Manor Longbridge and have used the lessons learnt when planning the expansion of Manor Infants'. A major priority was to transfer the values and aims of Manor Infants' to the Manor Longbridge. This has been very successful. Their clear understanding of the school's assessment data means they have a very accurate view of its strengths and where improvement is needed. This includes the weaker achievement of pupils at Key Stage 2 in response to which they have appointed a deputy headteacher with much experience of this stage. Governors are sharply aware of the headteacher's actions to improve teaching and the close links between teachers' performance and pay progression. The governing body keeps a watchful eye on school finances. Governors are fully involved in the allocation of additional funding such as the pupil premium, and in checking its impact on the pupils' progress.

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	101193
Local authority	Barking and Dagenham
Inspection number	434594

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	1,005
Appropriate authority	The governing body
Chair	Chris Drain
Headteacher	Thelma McGorrighan
Date of previous school inspection	7 March 2008
Telephone number	020 8270 6630
Fax number	020 8270 6627
Email address	office@manor-i.bardaglea.org.uk

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