

# Manor Park Primary School

Church Lane, Aston, Birmingham, B6 5UQ

## Inspection dates

1–2 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Standards are very low, and falling, at the end of Year 6.
- Progress is inadequate in Years 1 and 2, and not good enough to improve pupils' standards sufficiently in Years 3 to 6.
- Teachers do not ensure that pupils' work is accurate, so pupils do not learn from their mistakes.
- Some tasks are too easy for pupils, so they learn nothing new.
- Many staff have low morale. They have lost confidence in the school's leaders, including governors.
- Leaders do not have an accurate picture of the quality of teaching or pupils' achievement, so teaching is not improving and standards are falling.
- Plans for improvement are not sharply focused on the school's main weaknesses.
- The governing body does not have sufficient understanding of how well pupils are doing to be able to hold other senior managers to account.
- Finances, especially the pupil premium, are poorly managed and not being used effectively to raise standards.

### The school has the following strengths

- Teaching is good in the Early Years Foundation Stage, especially in the Nursery, so children make good progress.
- Pupils who have difficulty managing their own behaviour receive good support.
- Pupils are polite and respectful. They are very welcoming of, and helpful to, pupils new to the school.
- The school ensures pupils are safe and is particularly effective at preventing bullying.

## Information about this inspection

- Inspectors observed 24 lessons, including four jointly with senior staff. In addition, an inspector listened to pupils reading and analysed the work in their books.
- Meetings were held with staff, pupils, a representative of the local authority and members of the governing body.
- There were too few responses to the online questionnaire, Parent View, to allow analysis. Inspectors spoke to parents during the inspection.
- Inspectors took account of the views of staff expressed through 50 responses to a questionnaire and meetings with individuals and groups of staff.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance; and documents relating to safeguarding.

## Inspection team

David Driscoll, Lead inspector	Additional Inspector
Stephen Matthews	Additional Inspector
Maria Rees-Johnson	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The school is much larger than the average-sized primary school. The proportion of girls on roll is much lower than the national average and falling each year.
- Pupils come from a wide range of minority ethnic backgrounds, with the largest groups being made up of pupils of Pakistani and Bangladeshi heritage. A high proportion does not speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- Over two thirds of pupils are eligible for support through the pupil premium; a very high proportion. This is additional funding for specific groups of pupils, such as children looked after by the local authority or pupils known to be eligible for free school meals.
- Many more pupils than normal join or leave the school at times other than the usual ones.
- The school failed to meet the government's current floor standard in 2013, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- A new headteacher joined the school in September 2013 and was suspended from her duties in January 2014. The school is currently led by two acting headteachers, one of whom is absent on maternity leave. An acting deputy headteacher has been appointed to cover the maternity leave and also act as the inclusion manager as the previous incumbent left after one term.

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

- Improve teaching, especially in Years 1 and 2, so that pupils make faster progress by making sure that teachers:
  - accurately identify and point out errors in pupils' work and insist that pupils correct them
  - give pupils more challenging tasks that teach them something new.
- Improve leadership and management by:
  - taking steps to address the concerns of staff, restore their confidence in senior leaders and raise their morale
  - carrying out more accurate checks on the quality of teaching and addressing the weaknesses identified
  - drawing up and implementing a sharply focused plan to improve the school's performance
  - training governors to analyse data so they are more aware of how well the school is performing and better able to challenge senior leaders
  - improving the way that school finances, especially pupil premium funds, are managed.

An external review of governance and the use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Fewer than half the pupils who left Year 6 in 2013 reached the expected standards for their age in reading, writing and mathematics. This was lower than in 2012.
- The proportion of pupils reaching the expected levels for their age has fallen every year since 2011 in reading and writing. The work in pupils' books and the school's current assessments show that standards remain very low. Standards in mathematics improved in 2013 from a very low level, but current standards suggest that results will fall again this year.
- Pupils make inadequate progress in Years 1 and 2. Pupils start Year 1 with standards that are below average, but by the end of Year 2 their standards are very low. Around a third of pupils start Year 3 not having previously reached the standards of reading expected in the end of Year 1 screening test.
- Standards in writing and mathematics are equally as low. In Year 2, pupils spend much of their time copying words. They are unable to spell simple words. Pupils confuse the letter 'e', for example, with the letter 'y', so write 'sille' instead of 'silly'. In mathematics, only the most able pupils are starting to work with three digit numbers, while the lowest attainers are still learning to count well.
- Progress is better in Years 3 to 6, but still not good enough to lift pupils' standards to a level that would prepare them well enough for secondary school. In reading, for example, pupils have not learnt to take account of context when trying to work out what a new word says, so, for example, are unable to suggest what the word 'submerged' means in 'the car drove into the lake and was submerged in water'.
- Progress varies between year groups across Years 3 to 6. In some years, such as in Year 6, pupils make good progress, but this is offset by slower progress in Year 4 for example.
- The most able pupils are sometimes given tasks that are too easy for them. In mathematics, for example, pupils carry on doing calculations when they clearly have learnt how to do them and do not always move on to more challenging work that extends their learning. This slows their progress, despite their good attitudes.
- Pupils in Years 1 and 2 do not always listen well enough to their teachers or follow instructions quickly. Attitudes improve as pupils get older and by Year 6 pupils are keen to succeed. They request extra booster lessons, for example, so that they can attempt to make up the ground lost in the past.
- There is little difference in the progress of different groups across a key stage, but there are variations between year groups and for individuals. Some pupils who are learning English for the first time, for example, receive good support in lessons and make rapid progress, but others are left to their own devices for too long and do not know what is going on in the lesson.
- Pupils who joined the school part way through Years 5 or 6 made better progress than those who had been at the school a long time. However, this picture is not consistent across year groups and in other classes as new starters do worse.
- Disabled pupils and those with special educational needs do not receive the support they need to make enough progress in Years 1 and 2. The progress they make in Years 3 to 6 is not good

enough to raise their standards to the expected level, but has improved since January 2013 as teachers plan more effectively to meet their needs.

- Pupil premium funding has been poorly used. The proportions of pupils eligible for support who reached the expected standard at the end of Years 1, 2 and 6 fell in almost all subjects tested. The gap in performance between them and others closed to almost nothing however, because the performance of the other pupils fell even further.
- Children get off to a flying start in the Nursery. They quickly learn their numbers and start to use letters. The good progress they make across the Early Years Foundation Stage means that their standards are improved from well below average on joining to below average by the time they start Year 1.

### **The quality of teaching is inadequate**

- Pupils' inadequate progress is a result of weak teaching. Pupils are not taught to be accurate in their reading and writing, especially in Years 1 and 2, and are not moved on quickly enough in their mathematics. The teaching does not build on what pupils have already learnt in the Early Years Foundation Stage.
- When teaching phonics (the link between letters and the sounds they make), teachers do not always identify or tell pupils about errors in their work. In Year 1, for example, pupils wrote 'sad' and 'sat' correctly, but when asked to write 'sack' several wrote 'sac' and some wrote nothing at all. The teacher praised those who had spelt it incorrectly and did not notice that the jump was too great for those who had special educational needs.
- The work in pupils' books shows a similar situation in Year 2. Incorrect uses of capital letters are ticked as correct and words such as 'frighter' go unnoticed. This means that pupils do not learn from their mistakes and they continue to make the same errors over and over again.
- Although teaching is better in Years 3 to 6 than in Years 1 and 2, it is not good enough to make up for the deficiencies in Years 1 and 2. Furthermore, many of the improvements in teaching are fragile and recent, so pupils' progress in the longer term in these years has been inadequate.
- Across Years 1 to 6, where teachers do identify errors in pupils' work, they rarely insist that pupils carry out corrections or respond to the extra tasks they have been set.
- Often, the work is too easy for pupils. Pupils are not moved on from two digit numbers to three digit numbers quickly enough in Year 2, for example, while in Year 6 pupils spend time matching words like 'long' and 'small' to their antonyms.
- When pupils in Years 1 and 2 find the work too easy or too hard they lose interest. They start to doodle on their whiteboards for example. By Year 6, pupils want to do well, so work well at tasks even when they find them easy. However, they become bored if they are given too long to complete a task and start to daydream.
- There is some good teaching in Years 3 to 6 that helps pupils to learn quickly. Some classes in Year 5, for example, are given demanding tasks, such as translating old English into modern day language and the books are marked accurately. In such cases pupils throw themselves into their work and concentrate for the full duration of the lesson.
- Teaching assistants are quick to move between groups and help the individuals and groups to

which they have been assigned.

- The most effective teaching is in the Nursery. Here, the lessons are planned to build on children's interests, so their imagination is captured straight away. Every opportunity is taken to help children learn to read about their favourite characters, and this is built upon well in Reception. Children are given plenty of opportunities to learn to concentrate and develop social skills through creative and imaginative activities.

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

### **requires improvement**

- The behaviour of pupils requires improvement. A small number of staff raised concerns about behaviour. In Years 1 and 2 in particular, pupils do not always focus sufficiently on their work or listen to their teacher. Their attitudes to learning improve as they move up the school, so in later years pupils work harder and complete their tasks, even when they find them easy or boring.
- Pupils behave well outside of lessons. There are few incidents of poor behaviour, and those that do take place are handled quickly and efficiently. Many of the pupils who have special educational needs have behavioural difficulties and it is a credit to the strong programme of guidance that such pupils learn to manage their own behaviour and very rarely disrupt others. As a result, there have been no exclusions since 2011.
- Pupils from all backgrounds mix and play happily together. They demonstrate a strong respect for each other's cultures and beliefs. Pupils are especially welcoming to pupils who are new to the school. They understand how scary it can be to start a new school and do all they can to help new arrivals to settle in quickly and make new friends.
- Pupils are polite and respectful towards staff and visitors.
- Attendance is average and improving every year.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school and report that there is no bad language or bullying of any kind. Staff are quick to act if there is a disagreement among pupils, so the situation is not allowed to escalate into something worse.
- Pupils are taught how to keep themselves safe in a wide range of situations. They are particularly knowledgeable about mobile phones and staying secure on the internet, as well as road safety and being aware of strangers.
- Procedures for checking the suitability of adults to work with children are comprehensive. Training is up to date for all staff, although not always recorded accurately.

### **The leadership and management**

### **are inadequate**

- Poor leadership is leading to low staff morale. The school should not appoint newly qualified teachers.
- Many staff, from all levels of responsibility, have lost confidence in, and respect for, the school's senior leaders, including the governing body. Around one in three staff who responded to the questionnaire felt that leadership and management are not good enough. Several others told inspectors that they would not put their views in writing because they were scared of being victimised if leaders found out what they had written. A culture of fear pervades the school.

- The senior leaders' evaluations of the school's performance are generous. Checks on teaching are inaccurate and inconsistent, so key weaknesses in teaching are not being identified and improved. In some cases weak teaching is praised as being good, while other teachers are given no areas to improve, even when their lessons are found to require improvement.
- The school development plan is not an effective tool to bring about the improvements needed. Leaders fail to analyse information on the school's performance in sufficient depth so the most important weaknesses, such as falling standards, are not being addressed effectively and the school is in long term decline.
- Teachers responsible for subjects are trying to do their best in difficult circumstances, although several complain of a lack of support and guidance. Standards are rising in the Early Years Foundation Stage where the leader has made sure that teaching has adapted to meet children's needs and interests.
- Physical education is thriving because the extra funds for sports have been spent well, on staff training and resources, and the impact of their use is thoroughly evaluated by the subject leader. More pupils attend after school clubs and attendance to school is improving partly as a result of pupils' keenness to take part in physical activities.
- The management of improving pupils' attitudes and behaviour is very effective. Behaviour outside of lessons is good and pupils' attitudes to learning are improved as they move through the school. There is a strong programme of personal and social education, so pupils learn to respect others. Pupils have good opportunities to take responsibility.
- The local authority' evaluation of the school is entirely accurate, but its representatives have not been allowed sufficient access to help the school improve.

#### ■ The governance of the school:

- Governors do not fulfil many of their responsibilities. They rely too heavily on senior staff to analyse results, rather than doing the job themselves, so they get the wrong idea about the school's performance. Governors believe, for example, that standards are improving when they are falling. They do not challenge leaders or hold them to account sufficiently.
- Finances are not managed or used effectively. The pupil premium funds were largely spent on building work, so the standards of eligible pupils fell rather than improved. There was still 23% of the school's budget left unallocated in February 2014, with only a few weeks of the financial year in which to spend it.
- Not all governors are aware of the concerns held by staff, despite a petition signed by 25 staff. Too little is being done to address the causes of their unease, so staff morale continues to decline.
- Governors know how teachers' performance is managed, and are aware of the procedures for rewarding good teachers and tackling underperformance through the pay structure. These procedures are used appropriately, but the performance of teachers is not well-managed because the assessment of the quality of teaching is not accurate. All requirements are met in regards to safeguarding, but the school website does not meet statutory 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

<b>Unique reference number</b>	103545
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	431118

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hafiz Mohammed
<b>Headteacher</b>	Ruth Whittaker
<b>Date of previous school inspection</b>	18 June 2012
<b>Telephone number</b>	0121 327 1023
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