

Manor Primary School

Manor Way, Ivybridge, Devon PL21 9BG

Inspection dates

23–24 February 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- The inspirational leadership of the headteacher has motivated and supported all staff and pupils to aim for excellence. This has enabled the school to improve rapidly since the last inspection to provide an outstanding quality of education for all pupils, including those who have special educational needs or disability.
- There is an expectation that all pupils can succeed and that 'there is room at the top for everyone'. No ceiling is placed on pupils' potential and any barriers to pupils' learning are tackled extremely quickly and effectively.
- Teachers make very regular checks on pupils' learning in lessons and over time. They use this information particularly well to plan lessons that move pupils' learning forwards quickly.
- Staff and pupils have embraced the 'can do' culture created by the headteacher. Exceptionally positive aspirations and values are modelled by governors, leaders, staff and pupils.
- Procedures to improve the quality of teaching are personalised and highly effective. Staff reflect on their practice and work together to improve quickly. As a result, teaching is of a consistently very high quality. Highly skilled and knowledgeable teaching assistants make a very significant contribution to pupils' learning.
- Pupils' attitude to learning is exemplary. They have embraced the idea that if they are ambitious, work hard and never give up there is no limit to what they can achieve. Occasionally in lessons pupils find it difficult to select tasks that provide an appropriate level of challenge.
- Pupils feel very safe in school and develop strong bonds of friendship. They are very proud of their achievements and their school.
- Pupils' progress is rapid from their starting points. Standards across the school in all subjects are typically average or above and improving quickly. Disadvantaged pupils and those with special educational needs make the same very fast progress as their classmates. Gaps seen in previous years between disadvantaged pupils and others have been eradicated.
- Children in Reception typically make rapid progress in all of their learning. Links with the on-site pre-school are beginning to improve children's knowledge and skills when they start school.
- Governors know the school well and have high aspirations for its continuing improvement. Very thorough procedures ensure that school leaders are held to account for the quality of teaching and pupils' performance.

Full report

What does the school need to do to improve further?

- Ensure that planned actions in the school's development plan are implemented to strengthen further:
 - pupils' ability to select tasks that provide the right level of challenge that will move their learning on in lessons
 - the links to local pre-schools to improve children's knowledge and skills on entry to school.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher, supported effectively by the deputy headteacher, has transformed the school through her uncompromising but enabling leadership and management style. The school's rapid improvement is recognised by everyone. Staff, governors and pupils talk of high aspirations for everyone and a culture of success that has been firmly established. Many parents also communicated their delight with the changes that have been made, and the very positive impact they are having on their children's motivation to learn and the progress they are making.
- Staff recognise the high-quality support they have been given to improve. Many, in their response to the staff questionnaire, included comments such as 'the ethos of challenge and excellence promoted to pupils is extended to all staff who are encouraged and motivated to succeed', and 'we have come a long way due, in the main, to the leadership and encouragement of the headteacher'. A number of staff recorded their pride at being a member of staff at Manor Primary School.
- The challenge to improve has been embraced by staff, who have welcomed the opportunity to learn from each other, including watching the headteacher and deputy headteacher teach lessons in which specific strategies and approaches that improve pupils' learning were demonstrated. They have also worked in pairs to provide day-to-day ongoing support and challenge for each other. Staff have welcomed the opportunity to attend training events and to work together to find 'a better way' so that pupils make the best possible progress, reach the best possible standards and are equipped as learners for life.
- Leaders at all levels are knowledgeable and skilled. Their evaluation of the school's strengths and weaknesses are accurate. A small number of priorities for improvement are identified each year and staff work tirelessly to ensure that they are achieved and embedded in whole-school practice. In this way key aspects of the school's work have been significantly improved, including teaching, and implementing the school-wide culture that all pupils can achieve highly.
- Staff morale is high and this, together with the significant high-quality improvements secured and sustained to date, demonstrates the school's very strong capacity to continue to improve.
- The school's aims and values promote excellence for all. Equality of opportunity is at the heart of the school's work. The high-quality provision in the Communication and Interaction Resource Base and the ease with which pupils from the base are integrated into main school activities strongly reflects the school's commitment to inclusion.
- The pupil premium grant is used exceptionally well to ensure that disadvantage is not a barrier to pupils' achievement or participation in the school's broad range of enrichment activities. The pupil premium team provide excellent support for eligible pupils. The impact of this support is clearly evident in the excellent achievement of disadvantaged pupils across the school.
- Assessment is the responsibility of all staff. They check each other's evaluations, and subject leaders moderate their decisions to ensure that they have an accurate view of pupils' attainment and the progress they are making. Checking assessments with other schools in the area helps to reinforce the accuracy of assessments made within the school.
- The school's curriculum is extremely well planned so that pupils are afforded the best possible opportunity to develop excellent skills and an in-depth knowledge and level of understanding in each subject. Teachers take pupils' interests and ideas into account when planning topics so that they have relevance and appeal to pupils. Pupils spoken to during the inspection considered that teachers make learning fun and that the topics they study are very interesting. Extensive enrichment activities bring topics to life for pupils and provide them with experiences to share. Additional after-school activities, including a very wide range of sport, allow pupils to pursue and develop their personal interests and skills.
- Excellent use is made of the PE and sport premium funding. Training for staff has helped them to improve the quality of the lessons they teach. Support staff have also been trained so they can lead play activities at lunchtime, which helps pupils to be, and enjoy being, active. Extensive opportunities are provided for pupils to experience a variety of sporting activities during and after school. The numbers of pupils involved in sport on a regular basis has grown significantly. The school is very successful in competitive sport. Funding has also helped to raise the profile of healthy eating, and cooking is a regular activity that is much enjoyed by pupils.
- The promotion of pupils' spiritual, moral, social and cultural development, together with their understanding of life in modern Britain is outstanding. It has a high priority, permeates all school activities

and underpins school policies and procedures. The values of respect and tolerance are threaded through life at the school. Pupils talk knowledgeably about different cultures and faiths and have a clear understanding of democracy and the British rule of law. They put their knowledge into practice during the elections held for school councillors and house captains.

- The local authority provided appropriate support after the previous inspection. They recognise the rapid improvement secured as a consequence of the excellent leadership and commitment of staff to improve.
- **The governance of the school**
 - Governance has strengthened significantly since the last inspection. Members of the governing body determined to improve their knowledge and skills, so that they would be sufficiently informed and involved to be able to hold leadership to account for the quality of education provided by the school. They have succeeded in achieving this aim and have the highest aspirations for pupils and staff. They robustly challenge the headteacher to explain the performance of pupils, and to improve the quality of teaching while balancing this with a good deal of constructive support.
 - Governors fully understand that teachers' performance is closely monitored and that salary increases are awarded in relation to the national teachers' standards and pupils' performance.
 - Governors understand what is going well in the school and what needs to be improved. They ensure that spending of the pupil premium and the PE and sport funding is allocated effectively to improve pupils' achievement.
 - Governors have sought out and regularly attend training. They aim to keep themselves abreast of any new initiatives and to improve their knowledge and skills in respect of their specific roles in the governing body.
- The arrangements for safeguarding are effective. Record keeping is precise and well maintained. Support for the most vulnerable pupils is very personalised and kept under constant review to ensure that it is meeting pupils' needs. Staff are very well trained and highly vigilant. Staff act as extremely positive role models for pupils. As a result pupils take care of each other and behave and interact in a very social and amicable manner. The school is alert to its responsibility with regard to dealing with extremism and terrorism. Staff are aware of their responsibilities in relation to safeguarding pupils, including the 'Prevent' duty. The school's website provides very useful information and guidance for parents.

Quality of teaching, learning and assessment is outstanding

- Teachers are committed to doing the very best they can to help pupils to achieve their potential. They have embraced the opportunity to improve their knowledge and skills and have created an open learning community in which they can support each other to achieve excellence in their practice.
- Teachers' aspirations for pupils are exceedingly high. They have developed a culture in which all pupils strive for excellence. The school's approach to teaching is focused on ensuring that pupils are equipped with effective learning skills to support outstanding progress and attainment. This approach is threaded through all lessons, which are challenging but supportive, and require pupils and teachers to reflect on what has gone well and what could be improved.
- Teachers make exceptionally good use of assessment information to plan interesting and exciting sequences of lessons that meet pupils' needs very well and that pupils find engaging and fun. There is a clear expectation in all lessons that pupils will be able to progress quickly in a range of subjects.
- During lessons teachers manage pupils' behaviour extremely well. Pupils understand what is expected of them, and because they find their learning engaging they are almost always fully focused on the task they have been given. Challenges of different levels of difficulty called 'chilli levels' provide pupils with the opportunity to choose the level they think will move their learning forwards. Pupils have become skilled at reflecting on their learning and the vast majority confidently choose a 'chilli level' that will be a challenge, but if they persevere is within their reach to achieve.
- Teachers have very good subject knowledge. They use this to very good effect when questioning pupils in lessons to help them achieve deeper levels of understanding. Teachers' questioning is very inclusive and targeted appropriately for pupils of different abilities. Pupils from the resource base who work for part of their timetable in the mainstream classes are fully included.
- The wide range of assessment activities conducted ensure that teachers are very well informed about what pupils already know and what they need to learn next. Planning is modified on a daily basis to ensure that pupils' learning will be moved on rapidly. Pupils who need additional guidance and support

receive it promptly so are helped to catch up quickly.

- Teaching assistants are an extremely effective part of the teaching team. They are well trained and very well briefed by teachers and so are able to provide pupils of different abilities with the support they need to make very good progress in lessons and over time.
- The support provided for pupils who have special educational needs or disability ensures that they are extremely well taught and supported both in the resource base and mainstream classes. The needs of individual pupils are very well understood. Teaching and the curriculum is modified to give these pupils full access and the opportunity to achieve as well as others. Lessons are fully inclusive and reflect the school's aim of 'learning together, achieving our best' to secure excellence for all.
- The teaching of English is extremely effective. Pupils learn the sounds that letters make quickly and this helps them when they are writing and reading. Exposure to a broad range of texts helps pupils to express themselves when writing and read with confidence and fluency. Pupils' pride in their work is reflected in their excellent presentation skills. Their work in books showcases their commitment to achieving as well as they possibly can. Pupils confidently use their writing skills for a range of purposes and in different subjects. For example, they write up investigations in science work, and in geography describe the process of river erosion.
- The teaching of mathematics is exceptional. Pupils have extensive opportunities to learn through practical activities and have many chances to use and apply what they know. They rise to a challenge and grapple with difficult concepts and ideas with great confidence, having no doubt that they will eventually succeed. For example, Year 5 and 6 pupils calculated the size of angles drawn on a sheet of paper using only their knowledge of the angles found in two-dimensional shapes to inform their calculations.
- Teachers' marking of pupils' work and the feedback they provide for pupils follows the agreed school policy and is very effective. Teachers identify for pupils 'what went well' and how it could be improved by providing an 'even better if' comment. Pupils respond very positively to the advice and guidance they receive and consider that it helps them to improve.
- Exceptionally good use is made of a very wide range of resources in the classroom, the extensive and well developed school grounds, the local community and places of interest further afield. Enrichment activities are rich and varied and help to broaden pupils' experiences and raise their awareness of the wider world and their aspirations for the future.
- Homework is varied and engages pupils. It supports their progress well by allowing them to practise skills, apply knowledge and also by providing them with the opportunity to be creative and carry out their own research and investigations. Teachers mark pupils' homework, following school policy which reinforces its value as an activity to support learning, and this encourages pupils to engage positively with the process.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils fully understand what it takes to be a successful learner and are confident that they have the skills to achieve extremely well at school and in the future. They have a very strong 'can do' attitude to their work and persevere even when they find things difficult. They challenge themselves to improve. The vast majority are adept at picking a 'chilli challenge' level that will help them to move on with their learning, with only a few needing additional guidance and support to make their choice.
- In lessons pupils listen carefully to the views of others and conduct themselves in a very mature manner when involved in discussions.
- Pupils report that they feel very safe at school and the vast majority of parents who responded to Parent View agree. Pupils are very clear about what to do if they are unsure about anything and would confidently talk to an adult at school if they had a worry or concern. Safety features strongly in the curriculum. This results in pupils having a very clear sense of what it is to be safe, and how to keep themselves safe in a wide range of circumstances, including when using new technologies. A skilled group of pupils, the 'Digital Champions', complement what pupils learn in lessons and contribute well to pupils' understanding of how to stay safe when using computers.
- Pupils who need additional support are cared for extremely well. Any actions taken are well documented and the school maintains very strong links with a range of outside agencies such as social care.
- Pupils are exceptionally well prepared to take their place in modern Britain. The school's curriculum places

a very strong emphasis on supporting pupils' spiritual, moral, social and cultural development, and their understanding of British values. Respect, tolerance and valuing everyone as individuals underpin the high-quality relationships evident throughout the school.

- Pupils have many opportunities to take on responsibilities at school and carry out any tasks they are given in a mature manner. They are very proud to contribute to the running of the school and to represent it in local and national sporting events.
- The extensive opportunities for taking part in sport and regular cooking activities help pupils to understand how and why they should keep themselves healthy.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils enjoy coming to school. They are confident, polite and welcoming. They have a clear understanding of what behaviour is and is not acceptable, and work hard to meet to the school's high expectations. The school is a very inclusive community and pupils' behaviour towards each other and adults is courteous and mature.
- Pupils' attendance is good and they come to lessons prepared to learn, to 'have a go' and to learn from their mistakes. In lessons pupils focus on their work, are keen to contribute and take great pride in all that they achieve. They show high levels of self-control and personal discipline, including those who find controlling their behaviour a significant challenge.
- Parents spoken to and those who responded to the questionnaire report that their children are happy at school and that they are expected to behave well.
- Pupils enjoy each other's company. They develop strong friendship bonds and excellent teamwork skills which contribute significantly to the rapid progress they make. In lessons they work together in a harmonious way, and gladly support each other to check their thinking or test out ideas.
- Pupils report that bullying is extremely rare and is dealt with swiftly and very effectively if it does occur.

Outcomes for pupils

are outstanding

- In all year groups pupils make rapid and sustained progress. Exceptional improvement since the last inspection is reflected in the 2015 national tests and teacher assessments. In Year 6 standards showed an improvement from broadly average to significantly above the national average in all subjects. Progress for almost all pupil groups was significantly higher than that found nationally in all subjects.
- The promotion of early reading skills has a high priority that is raising standards. In 2015 the proportion of pupils in Year 1 reaching expected reading standards was in line with the national average. Inspection evidence shows that currently in Year 1, the very large majority of pupils are secure in their knowledge and understanding of phonics (letters and the sounds that they make). They have built very successfully on what they learned in their Reception year. Pupils work hard to read unfamiliar words, with a high degree of success, and the very large majority read a wide variety of texts with confidence and enjoyment.
- Inspection evidence shows that pupils this year, in all year groups, are making exceptional progress. This has been secured because of the very effective action taken by leaders and staff to raise expectations and improve the quality of teaching. Pupils are enabled to make as much progress as they possibly can and to achieve highly.
- Gaps in performance between disadvantaged and other pupils at the school have been eradicated. In 2015 the attainment of both disadvantaged pupils and other pupils at the school was higher than other pupils nationally in all subjects. Twice as many pupils, including disadvantaged pupils, made better than expected progress compared to other pupils nationally. Current school data indicates that disadvantaged pupils in all year groups are continuing to do as well, and in some cases better than, their peers. The impact of the team of higher-level teaching assistants, who have worked with disadvantaged pupils to help them overcome difficulties with their knowledge and skills, has been outstanding.
- Pupils who have special educational needs or disability in both the resource base and mainstream classes make outstanding progress from their starting points. They achieve extremely well as a result of the support they receive, which is bespoke and highly effective in ensuring that pupils overcome any barriers to their learning. Parents of pupils with special educational needs expressed their pleasure at the support their children receive, which allows them to make excellent progress and be fully included in the life of

the school.

- The most-able pupils at the school are challenged to excel. They make excellent progress and in all year groups are developing mastery and depth of learning in different subjects.
- The school's outstanding, comprehensive and detailed procedures for assessing pupils' knowledge and skills allow any pupils at risk of falling behind to be identified very quickly. As soon as a pupil is identified a plan is devised and implemented to help them to catch up. The speedy response of the school is ensuring that the vast majority of pupils are kept on track with their learning.
- The school keeps a very close watch on pupils' personal, social and emotional development. Pupils experiencing difficulties in these aspects and whose ability to learn well is being inhibited as a result are supported through a range of additional programmes and activities. This helps them to interact productively with others and to make much better progress in their learning.

Early years provision

is outstanding

- Outstanding leadership of the early years ensures that children get off to a flying start. There is a sharp focus on continuous improvement to ensure that the provision best meets the needs of children and that parents are fully informed and included in their child's learning journey.
- Strong links with the on-site pre-school and other groups in the locality means that the transition process for children moving into the Reception class is very smooth. Involvement with the on-site pre-school is increasing and is helping to secure improvements aimed at helping children to be better prepared for starting school. As a result of the analysis of assessment information there is a particular focus currently on lifting children's personal, social and emotional development, their speaking and writing skills and their understanding of number.
- Staff check children's learning very frequently. This information is used very well to plan a well organised and imaginative curriculum that engages and motivates children. Indoor and outdoor spaces are used imaginatively to encourage children to be active and inquisitive. They are encouraged to use their imagination and explore their environment, using all their senses. Activities are often planned around children's ideas and interests, and their experiences outside school are valued. This approach gives children some ownership of their learning in school and supports the rapid progress many of them make. All children, including disadvantaged children, are equally well prepared for their move into Year 1.
- Children feel very safe in school and are extremely well cared for. Children with special educational needs are managed sensitively but firmly, which helps them to be fully included in activities and to make very good progress. Well-established routines give structure to sessions and relationships are warm and enabling. Children respond very positively to the high expectations of staff and behave very well.
- The attitudes and resilience of children when engaged in a wide range of activities is very impressive. Teachers and teaching assistants listen attentively to children. While they act swiftly to help them when necessary, they also encourage them to try for themselves. For example, children took part with enthusiasm in a word hunt in the outdoor area. They applied themselves fully to the task and worked very hard to locate the word cards and to use their knowledge of letter sounds to read the words they found. Children frequently work together to solve a problem before seeking the support of an adult.
- Parental involvement is encouraged and much appreciated. They feel confident to approach staff to ask for information, guidance and support so that they can contribute well to their child's learning.

School details

Unique reference number	113255
Local authority	Devon
Inspection number	10002441

This inspection 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	227
Appropriate authority	The governing body
Chair	Emma Murray
Headteacher	Karen Dixon
Telephone number	01752 893182
Website	www.manor.devon.sch.uk
Email address	admin@manor.devon.sch.uk
Date of previous inspection	4–5 December 2013

Information about this school

- The school is slightly smaller than the average-sized primary school. Children in the Early Years Foundation Stage are taught in a single year group class. All other classes include pupils from two year groups.
- The school has a Communication and Interaction Resource Base (CAIRB), catering for up to eight pupils with statements of special educational needs or education, health and care plans. Pupils are taught in the resource base and in the main stream classes.
- The proportion of pupils who have special educational needs or disability is average.
- The proportion of pupils with a statement of special educational need or an education, health and care plan is above average.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is slightly lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by Year 6.
- A breakfast club operates each morning during term time.

Information about this inspection

- Inspectors observed learning in 20 lessons or parts of lessons. All classes were observed, including the Communication and Interaction Resource Base. Over half of the observations were conducted jointly with the headteacher or deputy headteacher.
- Inspectors held discussions with the headteacher, deputy headteacher, other staff with leadership responsibilities and governors, including the Chair of the Governing Body. The lead inspector spoke to a representative from the local authority on the telephone.
- Inspectors talked to groups of pupils, including those from the Communication and Interaction Resource Base, and informally with many in lessons and during breaktimes. The inspectors looked at work in pupils' books and displays around the school. Inspectors also listened to several pupils read.
- The views of the 22 responses to the staff questionnaire provided by Ofsted were taken into account.
- Inspectors visited the breakfast club. They had discussions with parents at the start of the school day, and considered their views together with those expressed by the 50 parents who completed the Ofsted online questionnaire (Parent View) and the findings of the school's own parent questionnaire.
- Inspectors reviewed a range of documentation, including information on pupils' progress and attainment, the school's self-evaluation and development plans, curriculum planning, and information and policies relating to the safeguarding of pupils, including those linked to attendance and behaviour.

Inspection team

Alison Cogher, lead inspector

Ofsted Inspector

Linda Rafferty

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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