

Inspection of Manor Court Community Primary School

Duck Lane, Chard, Somerset TA20 2ES

Inspection dates: 3–4 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Manor Court pupils develop as well-rounded individuals because of the school's broad curriculum. Leaders have the highest of expectations for all pupils. They leave nothing to chance in ensuring that the curriculum arouses pupils' interest and widens their view of the world. Teachers plan experiences that inspire awe, teach new skills and help pupils to have fun safely. Pupils quote stargazing, learning to knit and 'water fights' as some of the most memorable.

The number and range of clubs on offer are extensive. Every parent who responded to Parent View was positive about what the school offers pupils through sport, art and musical opportunities. Leaders make sure that pupils take part and make the most of their time in school.

Pupils concentrate in class and their workbooks are well presented. They play together on the playground safely. Pupils say the school treats bullying seriously if it occurs and quickly puts a stop to it. Pupils treat staff with respect and feel they can approach them with a problem. One pupil, expressing the views of many, said, 'They look after us here.'

What does the school do well and what does it need to do better?

Leaders aim high in what they want pupils to know by the time they leave the school. Their curriculum plans are ambitious. Teachers are supported well by effective subject leaders, so they know what to teach and when. However, leaders acknowledge that there is still more to do to make sure pupils know and remember all they should in some subjects.

In some subjects, such as history and art, pupils remember what they have been taught in the past. They talk readily about the Romans and Vikings and are equally clear about the art techniques they have learned. Pupils use their knowledge when they meet new and more challenging tasks. However, this is not the case in all subjects. In science, for example, although pupils can talk about their current learning, some struggle to recall key points from earlier work. Some topics in science have not given pupils all the knowledge they should have. This is also the case in geography. Pupils' work shows that they do not routinely use precise geographical language when describing places.

Leaders are determined that all pupils should read well. Pupils quickly learn phonics and almost all read age-appropriate books fluently. Leaders expect staff to read with every pupil regularly. This helps pupils who may struggle, including those with special educational needs and/or disabilities (SEND). Those who have fallen behind are catching up.

In key stage 2, not all the material pupils are given to read is sufficiently challenging for the most able. Pupils' work shows that they are not learning to read with the depth of understanding they should. Teachers seek to widen pupils' knowledge of

books. Year 5 pupils enjoyed and remembered many of Michael Morpurgo's books. However, leaders have not ensured that pupils read the breadth of literature that they should.

Pupils write well and for a wide range of purposes. Their handwriting is fluent and so they get ideas down on paper quickly. Pupils practise spellings and learn grammar to improve their writing. However, too many pupils rely on copying words and ideas from prompt cards. They have not been expected to remember as much as they could.

Pupils say the school wants them to be ambitious and good role models for others. They know that this means hard work but that teachers will help them to 'get there'. Older pupils have roles of considerable responsibility. Well-being councillors, sports leaders and eco councillors take their work seriously. Leaders are developing links with the Ukraine to further build pupils' cultural understanding.

Pupils with SEND are supported in class by skilled teaching assistants. Sharp targets are set for pupils. Leaders check that additional chances to learn are helping pupils to catch up.

Children in the three early years classes follow well-established routines. Staff plan activities that deepen children's understanding of both their own world and the wider world. Children learn about where they live. They have recently learned about Diwali and the story of Rama and Sita. However, not all the school's curricular plans recognise how much children know when they join Year 1.

Children in the early years are introduced to books through visits to the library. They are taught how to use phonic sounds to read and write. They say the sounds over and over to themselves until they have mastered the spelling. Staff expect children to be independent and persevere.

Safeguarding

The arrangements for safeguarding are effective.

Parents, carers, pupils and staff agree that the school is a safe place to learn. Leaders have trained staff well to spot when pupils may be at risk of harm. Records show that staff are vigilant for pupils' welfare and well-being. Leaders work closely with agencies that support families at times of need. Leaders' deep knowledge of the community and local risks has enabled them to respond appropriately to some particularly challenging issues.

The checks on all adults who work with pupils are rigorous. Governors are well trained in matters of health and safety and safeguarding. They offer leaders good support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not implement the school's ambitious plans sufficiently well in all subjects. Leaders should continue to review the impact of the curriculum to ensure that it is leading to pupils knowing and remembering more, particularly in science and geography.
- Leaders for the foundation subjects do not have a clear picture of pupils' starting points in Year 1. Their curricular plans should take account of the wide knowledge of the world which children gain in the early years.
- Some pupils rely too heavily on prompts to help them write accurately. In order to support pupils in their future learning, teachers should ensure that their teaching gives pupils the security in spelling and grammar that they should have.
- Reading books do not provide enough challenge in key stage 2, particularly for the most able pupils. Leaders should ensure that pupils are exposed to reading material which challenges them and builds their stamina. They should ensure that pupils are exposed to the best that has been written.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139385
Local authority	Somerset
Inspection number	10111479
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	Board of trustees
Chair of trust	Mike Kerrigan
Headteacher	Luke Talmage
Website	www.manorcourt.somerset.sch.uk
Date of previous inspection	July 2017

Information about this school

- In September 2018, the school and its Nursery class, Manor Court Early Years Centre, became part of the Preston Primary Academy Trust.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with senior and middle leaders across the two days. We also met with the chief executive officer of the trust. I held a telephone conversation with the chair of the trust. An inspector met with the special educational needs coordinator.
- We reviewed a wide range of documentation, including the school's self-evaluation and plans to improve the school. The school's curriculum plans were scrutinised, as were records of the school's own checks on the implementation of its plans. An inspector reviewed the minutes of the local governing body.
- We made visits to all classes, including the early years centre, in order to gather a range of information about pupils' behaviour and learning. We observed pupils' behaviour as they moved around the school and at playtime and lunchtime. Checks were made on the welfare arrangements in the early years centre, including arrangements for two-year-old children.

- We checked the school's policies, procedures and records for keeping pupils safe and discussed safeguarding with members of staff. We also asked pupils whether they felt safe in school.
- Across the whole of the inspection, we spoke to pupils to gather their views of the school. An inspector met with a group of pupils more formally.
- An inspector spoke to parents at the end of the school day. We also took account of the 38 responses to and the comments on Ofsted's Parent View survey and one email from a parent.
- The views of staff were taken into account through the 49 responses to the staff survey and through meetings held with teachers.
- We undertook deep dives in reading, writing, history and science. In the deep dives, we visited lessons, reviewed the school's curriculum plans and looked at samples of pupils' work. We also discussed the development of the subjects with senior and middle leaders, teachers and pupils. On the second day of the inspection, we looked at mathematics, geography and art, but in less detail.

Inspection team

Wendy Marriott, lead inspector	Ofsted Inspector
Marcia Northeast	Ofsted Inspector
Martin Greenwood	Ofsted Inspector

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