

Inspection of a good school: Manor Park Primary School

Ulverscroft Road, Cheylesmore, Coventry, West Midlands CV3 5EZ

Inspection dates:

13 and 14 March 2023

Outcome

Manor Park Primary School continues to be a good school.

What is it like to attend this school?

Manor Park Primary School is a wonderfully warm, happy and welcoming place. Staff have pupils' best interests at the core of all they do. They help pupils to achieve academically and flourish as unique individuals. Their dedication, compassion and genuine care helps pupils to learn and keeps them safe.

Staff expect every pupil to work hard and behave well. They ensure this happens by teaching pupils how to behave from the moment they join the school. The SOAR values of 'self-sufficiency, originality, positive attitudes and resilience' are ingrained in the school culture. Pupils know and understand these values and model them in their behaviour. They attend happily and are proud to be part of their school. Pupils learn about bullying through the acronym 'STOP'. They know that this means 'several times on purpose'. Staff are vigilant, intervene promptly if issues arise and check to ensure that none reoccur.

All pupils benefit from an expansive and diverse curriculum that extends far beyond the academic. The fulness of this offer helps pupils to develop their confidence and character. Pupils willingly take on responsibilities and leadership roles, so that they can contribute to their school. Staff listen to what pupils have to say and take their views seriously. All of this contributes to a cohesive and vibrant community.

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

Leaders have made significant and sustained changes to improve the quality of education. They have considered how they can support and challenge staff without unnecessarily increasing staff workload. Staff work collaboratively to share ideas. No one is complacent. Leaders know what needs to be done to continue to improve and are taking the right steps. Governors provide effective scrutiny and challenge.

Pupils study a broad academic curriculum. Subject leaders have carefully reviewed the content in each subject. They have thought broadly about the knowledge that pupils will

learn, and when staff will teach it. For example, in mathematics, leaders have broken this down, so that teachers know the fine detail of what pupils need to learn. Teachers draw on this and explain new ideas carefully, making regular checks on pupils' understanding. This means pupils build new knowledge on firm foundations. Teachers know when pupils are ready to move on and when they need more practice. In some other subjects this is less developed. Here, leaders have not precisely identified the pivotal knowledge that underpins pupils' understanding. This means that teachers do not know exactly what pupils should be learning or what they have learned before. Hence, teachers cannot help pupils to join the dots to develop a connected web of knowledge.

Leaders have prioritised reading. It is the glue that binds the curriculum together in early years and throughout the whole school. Staff confidently deliver the phonics curriculum because of the training they have received. Pupils read with accuracy because reading books are matched to their phonic knowledge. Staff promptly identify any pupils who are struggling with their reading and help them to catch up. The love of reading is promoted well through the curriculum, regular story times and the school environment. Pupils make the most of this impressive learning environment, including the reading bus and reading caravans. Over time, the reading curriculum enables pupils to develop into confident and fluent readers.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). They accurately identify pupils' individual needs. Staff expect pupils with SEND to learn the same curriculum as their peers. When needed, they provide extra scaffolded support and adapt their teaching to reflect each pupils' prior knowledge and additional need. This means that pupils with SEND make progress and learn well.

Children in the early years get a great start to their education. Staff ensure that children learn to get along with each other, follow routines and develop their communication and language skills. Leaders' plans are becoming more focused on what children are learning rather than simply what they are doing.

Pupils' excellent behaviour helps them learn. Classrooms and playgrounds buzz with the sound of pupils and staff working together. Pupils are eager to do well and take pride in their work. Staff promote discussion, insist on high standards and celebrate pupils' success.

All pupils and staff participate in 'Manor Park University'. Each half term, pupils choose a course within one of the four faculties of athletes, artists, engineers or change makers. These align with the house point system that leaders have designed around the history of the city. They then choose from an array of options from learning about astrophysics at a local university to volunteering in the community. Pupils talk excitedly about these opportunities and enjoy and value them. They help to broaden pupils' horizons, enhance pupils' confidence and let staff and pupils develop and share their interests and talents. In addition, pupils readily opt into the array of clubs, trips and visits available. These range from taekwondo to coding to street dance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that keeping pupils safe is at the forefront of their work. Safeguarding leaders are dedicated and highly effective. Staff and pupils know how to report concerns or worries and leaders are tenacious in following these up. Leaders have made sure that staff are well trained and are alert to the signs that a pupil may be at risk of harm. Pupils learn about how to keep themselves safe, including when they are online. Leaders ensure that accurate records are kept, and they use this information to ensure that pupils and families get any extra help and support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not precisely identified the small building blocks of learning that pupils need to understand and remember as they move through their curriculum journey. As a result, the detail of what pupils should learn is sometimes left to teacher interpretation of the broader curriculum objectives as teachers do not know the specific knowledge that pupils need to acquire. Consequently, some pupils cannot link their ideas together and build on what they already know. Leaders should ensure that the ongoing curriculum development work carefully identifies the important knowledge within each curriculum subject, so that all teachers can help pupils secure the foundational knowledge they need.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

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 information from Ofsted Parent View 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.

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	103691
Local authority	Coventry
Inspection number	10226942
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	736
Appropriate authority	The governing body
Co-Chairs of governing body	Rebecca Carr and Debs Ridgewell
Headteacher	Jill O'Connor
Website	www.manorpark.coventry.sch.uk
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The school does not have any religious character.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other senior and middle leaders and the SEND coordinator.
- Inspectors spoke with members of the local governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in geography and music.
- Inspectors reviewed the school's extra-curricular activities with leaders.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. They took account of responses to a staff survey, as well as Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with safeguarding leaders.

Inspection team

Ian Tustian, lead inspector

His Majesty's Inspector

Wayne Simner

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023