

Inspection of Manor Primary School

110 Ashampstead Road, Reading, Berkshire RG30 3LJ

Inspection dates: 28 February and 1 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Manor Primary school is at the heart of the community it serves. Leaders are ambitious for all pupils. The school motto, 'making people successful', motivates pupils to achieve their best. Pupils' attitudes to learning are positive. Teachers challenge pupils to explain their ideas. They enjoy this and respond well. Pupils know how the subjects they learn in school will help them with the jobs they want to do in the future.

Parents say that their children thrive as a result of the relationships between pupils and staff and all the opportunities the school offers. Pupils love all the clubs on offer such as construction club, 'STEM' and computing club. Leaders make sure there are lots of different trips and visits for all pupils, as well as opportunities to take part in sporting events and competitions.

Pupils have good manners. They are kind and cooperative. At social times, they play happily together. They share equipment and take turns. Pupils say sometimes it can be noisy in lessons but teachers deal with this well. They appreciate the warm, familiar relationships they have with staff. They feel safe and happy. Bullying is not a concern here. They say it is a 'telling' school where they can always share their concerns.

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

Leaders have planned a curriculum that has ambition for all and pupils achieve well. This starts in early years where staff ensure that children are immersed in language. This is because leaders understand the importance of talk and communication. Younger children learn poems and listen to daily stories. Across the school, leaders have identified the key subject specific vocabulary they want pupils to learn. Pupils understand the importance of using the right words to explain their thinking. They enjoy talking to each other about their learning and say that this helps them to learn more.

Starting in Nursery, appropriate schemes of work ensure that the curriculum is coherently planned and sequenced. This helps pupils to make connections with and build on previous learning. Leaders are continuing to refine further their curriculum in foundation subjects such as geography.

Leaders have ensured that reading is a priority. There is a highly effective and consistent approach to reading. Children get off to a quick start to learning to read. Teachers skilfully intervene when pupils need extra practice. Assessments are used effectively to ensure that pupils keep up. Teachers plan opportunities to develop a love of reading. This includes organising special events such as the Nursery trip to the bookshop, while older pupils visit the Henley Literary Festival.

Staff use a range of high-quality resources to support learning. In science, videos and models bring learning to life and ignite pupils' interest in scientific concepts and knowledge. As a result, pupils' good understanding is reflected in their written work. In most subjects, teachers use a range of strategies, including quizzes to check pupils understanding. Pupils say that this helps learning to 'stick' and supports them to remember previous content. However, assessment in some foundation subjects is not as well developed. Subject leaders recognise that more is needed to ensure that teachers check precisely what pupils know and can remember.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Adults provide useful resources, give clear directions and model tasks to ensure pupils with SEND understand and make progress.

Leaders are knowledgeable about the community they serve. The headteacher is ambitious for the community and is committed to improving attendance for those pupils who do not attend well. However, leaders recognise that currently, too many pupils do not attend school regularly enough. Because of this, leaders are working with external partners to develop close relationships with families as part of their drive to improve pupils' attendance.

School leaders plan opportunities for pupils to visit local places of worship and for faith leaders to visit the school. This helps pupils to understand the importance of respect for others and difference. The wider curriculum enables older pupils to learn about different families and relationships. Respect, tolerance and inclusion for all shines through. Pupils also understand the importance of physical health and know how sport and exercise keeps their bodies healthy. They are less sure about other aspects of health such as how to stay mentally healthy.

Pupils are responsible and take their additional roles such as house captain very seriously. Voting for these roles gives pupils an opportunity to understand democracy. Pupils have a voice and know they can bring about change. They benefit from learning about career choices from visitors into school who share their job roles. This helps pupils to be ambitious for their future.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are clear and understood by all staff. As a result, pupils who need help and support are identified swiftly. The headteacher knows her school well and works effectively with external agencies to secure appropriate support that makes a difference for pupils and their families.

Pupils talk confidently about how to keep themselves safe. For example, they learn about online safety. This means they have an understanding of the need for age limits on computer games and the dangers of talking to people online.

Senior leaders ensure that safer recruitment processes are followed. Staff understand how to raise a concern about an adult within the school should this ever be needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment practice in the foundation subjects is not consistent or sharply focused. As a result, teachers and subject leaders do not have an accurate picture of what pupils know and can do. This means pupils may not be learning as much as they could. Leaders need to ensure they are using assessment to help pupils learn more, check their understanding and plan for next steps.
- There are some pupils who do not attend school regularly and have high rates of absence. This means that they are missing out on learning. Leaders need to continue their sharp focus on improving rates of attendance.

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	109944
Local authority	Reading
Inspection number	10242142
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair of governing body	Thomas John Samuel
Headteacher	Fiona Swain
Website	www.manorprimary.net
Date of previous inspection	12 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school has provision for three-year-old children in the Nursery. Most children attend part time for either the morning or the afternoon.
- This school uses one registered alternative provider.
- The school provides a breakfast- and after-school club for pupils on the school roll.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders and staff. The lead inspector met with three members of the governing body, including the chair. A separate meeting was held with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, design and technology, mathematics, physical education and science. For each deep dive, inspectors 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 looked at curriculum plans and sampled pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding lead to discuss the school's safeguarding arrangements. Inspectors reviewed safeguarding records and other information about the safer recruitment of staff.
- Inspectors spoke with staff and groups of pupils and observed behaviour during lessons and at other times of the day, including during lunchtime and breakfast club.
- Inspectors considered staff's views during meetings with them. They took account of the responses to Ofsted's online staff survey.
- Inspectors took account of parents' responses to the online survey, Ofsted Parent View, and parents' written comments.

Inspection team

Charlotte Wilson, lead inspector	Ofsted Inspector
Debra Anderson	Ofsted Inspector
Justin Bartlett	Ofsted Inspector

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