

Inspection of a good school: Stratford Manor Primary School & Nursery

Richardson Road, London E15 3BA

Inspection dates:

6 and 7 June 2023

Outcome

Stratford Manor Primary School & Nursery continues to be a good school.

What is it like to attend this school?

This is a vibrant and friendly school, where pupils thrive. This is because leaders have high expectations of all pupils, including those with special educational needs and disabilities (SEND). Pupils are proud to attend the school. They describe their teachers as being kind and helpful. Pupils enjoy positive relationships with their peers and adults.

The school's values of 'community, determination, excellence, responsibility and respect' are lived out by the pupils. Pupils say they like school because it is inclusive, and everyone is welcome. Pupils behave well. Pupils say that bullying very rarely happens, and if it does it is dealt with swiftly. Pupils know that they are safe because they can speak to an adult if they have any concerns. They know that adults care and listen to them.

As part of the 'Manor Memories' initiative, pupils engage in fun activities, such as walking barefoot in the sand, feeding animals at the farm, or, weather permitting, building a snowman. These activities provide memorable experiences. Pupils are eager to explore the school's double-decker learning bus, where they read and develop their computing skills. All pupils, including those with SEND, have the opportunity to join a variety of after-school clubs, such as drama, non-contact boxing, cheerleading, dodgeball, and football. These clubs provide them with valuable opportunities to develop their talents and pursue their interests.

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

Leaders have recently introduced an ambitious curriculum. Leaders have identified and sequenced the essential knowledge and skills that pupils are expected to acquire. For instance, children in the early years develop their mathematical knowledge by reciting numbers in the correct sequential order up to 10 and beyond. Younger pupils become fluent in counting and recognising coins. Older pupils draw on their knowledge and understanding of money by planning and adhering to a set budget. Similarly, in physical education (PE), pupils develop their understanding of how to support their health and fitness. They compete in sport and other activities to build character and help to embed

values, such as fairness and respect. For example, they take turns, listen carefully to instructions when participating in new and challenging tasks.

However, in some subjects some staff lack an understanding of essential subject-specific knowledge. As a result, staff have varying levels of subject knowledge and expertise. This leads to inconsistencies in the implementation of the intended curriculum. As a result, some pupils have a less secure understanding of important concepts.

Children in the Reception class embark on their early reading journey by learning phonics straight away. The school's systematic and targeted approach to phonics ensures that pupils become fluent and confident readers. They acquire the essential skills and knowledge to decode words accurately and independently. Staff are trained to deliver the agreed phonics programme effectively. Books are closely matched to the phonetic sounds pupils know. Staff are attentive to the needs of individual pupils, providing additional support when necessary to ensure that pupils who fall behind catch up quickly. Pupils who are new to the United Kingdom receive targeted support to develop their communication, language and reading skills.

Leaders are committed to promoting a love for reading. This is evident throughout the school with the many designated reading areas. For instance, small libraries in red phone boxes offer pupils the opportunity to select and borrow books that engage and interest them. Pupils are provided with opportunities to discuss books in well-structured lessons. This helps them to develop their vocabulary as well as promote reading for pleasure. Pupils listen to each other and enjoy discussing ideas. They learn in a calm and purposeful way. This means disruption to learning is rare.

Pupils with SEND are identified promptly and receive effective support. Teachers ensure that planning and resources are adjusted accordingly, so that pupils with SEND access the same curriculum as their peers. Teachers typically check how well pupils remember and understand what they have learned. They identify and address any misconceptions. Staff support pupils who fall behind effectively, so that they catch up with their peers.

Through the curriculum, pupils are encouraged to develop an understanding of their rights and responsibilities. They are taught the necessary vocabulary to engage in meaningful discussions and debate sensitive issues. For instance, pupils in Year 3 learn about the importance of stereotypes and how this can lead to prejudice. They explore a range of stereotypes such as those about gender, race, disability, religion and age. They begin to understand, through history and the wider curriculum, how these stereotypes were challenged by significant individuals. For example, Millicent Fawcett and Martin Luther King. Year 6 pupils draw on their knowledge of these events when learning about the slave trade. They explore the concept of freedom and how it has helped shape society today.

Staff appreciate steps taken by leaders and governors to effectively manage their workload and well-being. They say they are proud to work at the school and feel valued by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the safety and well-being of pupils. Through continuous updates, staff are well informed about the potential risks that pupils may encounter within the local community. As a result, staff promptly report concerns. Leaders take swift action in addressing these concerns. They work in close partnerships with external organisations to secure the necessary support for pupils and families, and the help that they need.

Pupils understand the importance of personal safety, for example the significance of not sharing personal information with strangers online.

Leaders and governors ensure that all necessary pre-employment checks are completed prior to employment of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum has been recently introduced and needs time to embed fully. However, in some subjects some staff lack an understanding of essential subject-specific knowledge. Staff have varying levels of subject knowledge and expertise. This leads to inconsistencies in the implementation of the intended curriculum. Leaders should prioritise and ensure that subject leaders and staff develop subject-specific knowledge across the curriculum.

Background

When we have judged a school to be 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 first ungraded inspection since we judged the school to be good in 11 and 12 July 2017.

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	102729
Local authority	Newham
Inspection number	10255456
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	227
Appropriate authority	The governing body
Chair of governing body	Jefferson Courtney
Headteacher	Kate McGee
Website	www.manor.newham.sch.uk
Date of previous inspection	11 and 12 July 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, three deputy headteachers, and other leaders, teachers and support staff.
- The inspector met with four representatives of the governing body, including the chair of the governing body. A discussion was held with the school improvement partner as well as a local authority representative.
- The inspector carried out deep dives in reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with pupils and looked at samples of work. The inspector also considered other subjects as part of this inspection.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- The inspector observed pupils moving around the school.
- The inspector considered arrangements for safeguarding, by scrutinising records including the single central record of pre-employment checks and spoke with the designated safeguarding lead and team.
- The inspector considered the views of pupils, parents and staff through both discussions and considering their responses to Ofsted's online surveys.

Inspection team

Dawn Titus, lead inspector

Ofsted Inspector

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