

Inspection of Manor Park Primary School and Nursery

Manor Park North, Knutsford, Cheshire WA16 8DB

Inspection dates: 3 and 4 July 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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are happy and well cared for at this school. From the early years to Year 6, pupils benefit from an ambitious, well-taught curriculum. Teachers insist that pupils achieve their best. The vast majority strive to do just that. They achieve well.

The school values of respect, pride, responsibility, resilience and reflection are embedded throughout the curriculum and underpin the positive relationships between all in the community.

Teachers have high expectations of pupils' behaviour. Teachers model kind behaviours and, in turn, pupils in all classes are respectful to one another. Pupils enjoy the rewards they receive for behaving well and working hard. Pupils work well with one another in group work. They play happily at social times. Should bullying happen, leaders take swift action to resolve such issues. This helps pupils to feel safe.

Pupils benefit from generous outdoor facilities. The large woodland, school garden, playground and apparatus give pupils a wide range of opportunities to explore, build, experiment and play. Pupils enjoy many visits that support their learning and development, including a residential trip to London in Year 6.

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

Leaders have developed an engaging curriculum that meets the needs of the pupils well. The curriculum is carefully and logically planned from the Nursery class to Year 6. This ensures that children in the early years and pupils in key stages 1 and 2 build on their learning over time, so they are ready for the next steps in their education.

Leaders make sensible links between subjects to deepen pupils' understanding. For example, in history, while learning about Kindertransport, pupils also read a novel in English lessons set during the Holocaust.

Children in early years are prepared well for their move into key stage 1. Teachers provide warm and nurturing guidance for those children who attend the provision for two-year olds. A focus on communication and language helps children in the early years to access all areas of learning.

Teachers present new learning clearly. They choose resources and activities carefully that enable all to participate. Teachers' subject knowledge is mostly secure. However, some teachers are unsure how to check that pupils are learning all that they should in some subjects. This means that they are not alert to gaps and misconceptions. This hinders the progress of some pupils through the curriculum.

Leaders prioritise reading in school. Children in Reception learn to read right from the start of their time in school. Teachers read to pupils each day. They deliver the

phonics programme consistently well. Teachers help pupils to quickly develop their reading speed and comprehension. Pupils who do not keep up receive effective support to help them to overcome gaps in their phonic knowledge. This enables all pupils to access the curriculum. Pupils enjoy reading books. The library is purposeful and well used.

Children in Nursery get off to a good start in following clear learning routines. Two- and three-year-old children learn to share and play happily with one another. Pupils across the rest of the school conduct themselves sensibly and kindly. Pupils rarely disrupt learning. Pupils with special educational needs and/or disabilities (SEND) benefit from this calm and orderly environment. Most pupils manage their emotions and regulate their behaviour by themselves.

Leaders identify pupils with SEND early. They ensure that they receive the right support at the right time. As a result, these pupils learn and achieve well. Teachers adapt the delivery of the curriculum appropriately to enable pupils with SEND to keep up with everyone else.

The work to support pupils' personal development is wide-ranging. Pupils know how to keep safe and maintain healthy relationships. Pupils benefit from a range of after-school clubs, visits and activities to develop their interests, deepen their subject understanding and widen their aspirations for the future. For example, in the recent 'raising aspirations' programme, pupils explored different career pathways. Pupils are highly respectful of the differences between people in society. For instance, the neurodiversity week and the diverse range of texts that pupils read contribute to their mature understanding of others.

The trust, including the local governing body, keeps good oversight of leaders' work. Leaders support staff's well-being and help to reduce their workload. Subject leaders value the protected time they have to carry out their role. Staff are highly positive about working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. They understand their vulnerabilities and provide effective and caring support. Leaders enlist external agencies when necessary.

Leaders follow up concerns about pupils' welfare tenaciously. Low-level concerns are monitored well. Staff and governors receive regular safeguarding training and updates.

Leaders are acutely aware of the risks that pupils may be exposed to in the local area. They have reviewed the curriculum to ensure that pupils are educated about

these risks. Pupils talk confidently about how to keep themselves safe when online and offline.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, teachers are not sure how they should assess what pupils have learned. This means that teachers are not fully alert to misconceptions or gaps in pupils' knowledge. This slows pupils' progress through the curriculum. Leaders should ensure that teachers have the knowledge and skills they need to check that pupils have learned all that they should.

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	148278
Local authority	Cheshire East
Inspection number	10269056
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	Board of trustees
Chair of trust	Janet Myers
Headteacher	Simon Cotterill
Website	http://www.manorpark.cheshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Manor Park Primary and Nursery School converted to become an academy school in January 2021. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good overall.
- The school has provision for two-year-old children.
- A before- and after-school club is provided on site. This is not run by the governing body.
- The school joined the Cheshire Academies Trust in January 2021.

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 leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, trust leaders, including the chief executive officer and chair of trustees, members of the local governing body, including the chair and vice-chair, the special educational needs coordinator and subject leaders.
- Inspectors carried out deep dives in English, including early reading, mathematics, history and art and design. 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.
- The inspectors reviewed the school's personal, social and health education programme, as well as the school's approach to pupils' personal development.
- Inspectors observed pupils reading to familiar adults.
- Inspectors observed pupils' behaviour in lessons and during breaktimes.
- Inspectors examined the single central record and looked at how safeguarding incidents are reported. Inspectors spoke to leaders, teachers, support staff, governors and pupils about the culture of safeguarding in the school.
- Inspectors considered the responses made by parents and carers to Ofsted's online questionnaire, Parent View, including any free-text comments, as well as other surveys held by the school. Inspectors also spoke with some parents to gain their views of the school. Inspectors also considered the responses to the staff and pupil questionnaires.

Inspection team

Zarina Connolly, lead inspector	Ofsted Inspector
David Deane	Ofsted Inspector
Moira Atkins	Ofsted Inspector

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