

Inspection of Manor Green Primary Academy

Mancunian Road, Haughton Green, Denton, Manchester M34 7NS

Inspection dates: 27 and 28 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Inadequate

The principal of this school is Victoria Saville. This school is part of Focus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Rowland, and overseen by a board of trustees, chaired by Paul Spencer.

What is it like to attend this school?

Pupils' enjoyment of school has increased considerably since the previous inspection. Most pupils happily enter the school building, safe in the knowledge that they will work and play with others who are kind and respectful. Pupils are confident to share their worries because they know that these will be taken seriously. They trust the adults in the school.

Pupils have noticed the positive change in behaviour across the school. This has reduced their anxiety and means that they feel safe and able to learn without interruption. Most pupils make sure that they uphold the school's motto of 'ready, respectful and safe'.

Pupils gain a much wider body of knowledge than they did in the past. In some subjects, they live up to the school's high expectations and achieve well. However, this is not the case in others. Some pupils do not remember what they have been taught over time. In addition, weaknesses in some pupils' reading and writing knowledge mean that they are not as well prepared as they should be for their next phase of learning.

Pupils enjoy a range of sporting clubs. Their understanding of the wider world has been broadened. For example, they enjoy the various trips on offer, which take them beyond their local community. They particularly appreciate the time that they have to catch up with their friends each morning as they eat their free bagel.

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

There is much to celebrate at Manor Green. Leaders at all levels, including the trust, and members of staff, have worked in unison to eradicate the deep-rooted weaknesses identified at the previous inspection. As a result, pupils are beginning to flourish, especially in their personal development.

Staff morale is high. The school has successfully introduced considerable change while keeping a sharp eye on staff's workload and well-being. The close support of the trust has led to a marked increase in leadership capacity. This means that the school is well placed to tackle the remaining weaknesses in pupils' education.

The curriculum has been completely overhauled. It is ambitious. Pupils learn much more about different subjects than they did in the past. For example, they can investigate their scientific ideas and they appreciate the work of a vast range of artists. This is because the curriculum clearly identifies the essential knowledge that pupils should gain over time. In turn, teachers ensure that they deliver all of the agreed subject content using suitable approaches.

Pupils are remembering more of what they have learned, especially when new knowledge is fresh in their minds. However, they are less able to recall what has been taught in the past. In some subjects, they do not have enough opportunities to

revisit earlier learning to make sure that it is secure in their memory before they move on to new topics. In addition, the ongoing checks that teachers make on their learning do not identify gaps in knowledge or misconceptions well enough.

Reading is a top priority within the curriculum. The school and the trust have invested heavily in ensuring that staff are suitably trained to deliver a well-considered and well-resourced phonics programme. Older pupils are introduced to a broad range of quality texts. This is encouraging them to develop a love of reading.

The phonics programme is working for some pupils, but it is not helping all to become fluent readers. This is because, in the early years and key stage 1, teachers' checks are not effective enough in spotting when children and pupils are not keeping up. As a result, the extra help that pupils receive is not targeted to the areas that they find tricky. Some children do not gain a secure grasp of phonics during their time in the early years. This means that they are on catch up once they enter Year 1.

While pupils' achievement is improving, it is uneven across the school. In part, this is due to a legacy of underachievement. However, in contrast to reading, pupils' written communication is underdeveloped. Expectations of children's and pupils' written work are not high enough from the early years through to Year 6. Pupils' lack of knowledge stymies their progress through the curriculum. For some pupils, this hampers their readiness for the next stage of their education.

Children's additional needs are identified from the start of their time in the early years. Pupils with special educational needs and/or disabilities (SEND) are included fully in learning so that they access the same curriculum as their classmates.

The bedrock for good behaviour starts in the early years. Children listen, take turns and follow well-established routines. The majority of pupils across other year groups behave well. Classrooms are typically calm. Teachers can teach and pupils can concentrate.

A small number of pupils find managing their behaviour difficult. From time to time, this can cause incidents that leave other pupils feeling anxious. However, the school deals with this well. Incidents of serious breaches to the behaviour code have reduced considerably over time. The school has been particularly successful in raising pupils' attendance. The proportion of pupils who are frequently absent from school has reduced. Even so, some pupils, especially those with SEND, continue to miss out on valuable learning time.

There is a well-designed programme to support pupils' personal development. Pupils appreciate diversity in their community and they respect the differences between people. They gain an understanding of how to keep their body and mind healthy and safe. Pupils learn to care for others, either as mini medics, or through their fundraising for different charities. They gain an appropriate understanding of fundamental British values.

The trust has ensured that the local governing body has the expertise and knowledge to hold the school to account. Governors have a rich insight into the school. The trust is equally watchful, ensuring that the school receives the right support. It is quick to acknowledge success, while maintaining a realistic view of the weaknesses that remain.

The school has increased its communication with parents and carers so that they can learn about and celebrate their children's achievements. Many parents recognise the improvements at the school. Nonetheless, some of the parents who shared their views remain discontent.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils find it difficult to recall their earlier learning. This is because they do not have sufficient opportunities to embed what they have been taught. This makes it difficult for them to make connections when they meet new concepts. The school should ensure that pupils have the chance to commit what they know to their memory before they move on to new learning.
- Expectations of pupils' reading and writing skills are not high enough from the early years to Year 6. Some children in the early years, and pupils in key stage 1, do not gain a secure knowledge of phonics, nor do they develop the basic skills to communicate clearly in writing. Some pupils do not catch up during their time in key stage 2. The school should ensure that teachers know and adhere to the expectations for pupils' reading and writing knowledge so that pupils are ready for the next stage of their education.
- Teachers' routine checks on pupils' learning do not accurately identify gaps in their understanding. This is especially true in phonics. As a result, the support that pupils receive to catch up is not targeted well enough to their needs. The school should ensure that teachers are well equipped to correctly spot the difficulties that are hindering pupils' success.
- Some pupils, especially those with SEND, do not attend school often enough. This compounds the gaps in their learning. The school should continue to work with families and external agencies to ensure that pupils benefit from all that is on offer.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142286
Local authority	Tameside
Inspection number	10291276
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	Board of trustees
Chair of trust	Paul Spencer
CEO of the trust	Helen Rowland
Principal	Victoria Saville
Website	manorgreenprimaryacademy.co.uk
Dates of previous inspection	2 and 3 November 2022, under section 8 of the Education Act 2005

Information about this school

- The school is a member of Focus Academy Trust. A new chair of the trust has been appointed since the previous inspection.
- Two new members of teaching staff joined the school in September 2023.
- The school makes use of one registered alternative provider.
- The school offers a breakfast club each morning.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, other school leaders, the CEO and the trust's director of learning. They also met with members of the trust board, including the chair of the board and members of the local governing body. The lead inspector spoke with a representative of the local authority.
- Inspectors spoke to different groups of pupils to gather their views of behaviour, safety and learning. They also visited the playground and lunch halls to observe pupils' behaviour outside of the classroom.
- Inspectors spoke to a group of parents and carers and took account of the response to Ofsted Parent View.
- Inspectors spoke to teachers and non-teaching staff and considered the responses to the Ofsted's staff survey. There were no responses to the pupil survey.
- Inspectors considered a wide range of documentation, including the self-evaluation document and the school improvement plan.
- Inspectors looked closely at some curriculum subjects. These included English and early reading, mathematics, science and geography. This involved discussions with subject leaders, teachers and pupils, visits to lessons and a review of pupils' work. One inspector observed pupils in Years 1 to 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Jo Olsson, lead inspector

His Majesty's Inspector

John Hanley

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Graham Hamilton

Ofsted Inspector

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