

# Inspection of an outstanding school: Manor Primary School, Ivybridge

Manor Way, Ivybridge, Devon PL21 9BG

---

Inspection dates:

5 and 6 March 2024

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Karen Dixon. The school is part of Westcountry Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rob Haring, and overseen by a board of trustees, chaired by Iain Grafton.

## **What is it like to attend this school?**

Pupils are proud of their school. They are happy and are keen to learn. Most pupils have positive attitudes to learning. Their behaviour reflects the school's values of 'learning together to achieve our best'.

Pupils feel safe. They talk positively of the behaviour of pupils around the school. Pupils know there is a trusted adult they can talk to if they are worried about anything. Pupils learn to stay safe online. Through activities such as bikeability, pupils learn to be safe when out in the community.

School leaders work closely with families and offer support to help pupils attend school. Parents appreciate teachers meeting and greeting pupils as they arrive at school in the morning. As a result, rates of attendance have increased and pupils attend well.

Pupils learn about democracy through opportunities to take part in the school council. Pupils also visit the Houses of Parliament in London to see democracy in action. Roles such as librarians and prefects also help pupils to develop confidence and strength of character.

Pupils also learn skills beyond the curriculum through after-school clubs, such as yoga, Lego and outdoor learning club. Staff ensure that these clubs are accessible for all.

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

The trust has recently supported the school to review the curriculum so that it is more ambitious and builds pupils' knowledge over time. The implementation of the curriculum is at various stages. However, the school receives support from the trust to ensure that the new curriculum matches the school's intent.

Children in the early years have a positive start to their school experience. Their curriculum is planned sequentially so that children build their knowledge and skills through pre-school and into Reception class. This means they are ready for the next stage of their education. Children learn through play and hands-on experiences. They learn mathematics and use subject-specific language, such as 'shorter and longer' when comparing leaves and beans. The activities designed to engage pupils are well matched to their ability. As a result, children develop positive attitudes to learning.

The school has prioritised developing pupils' love of reading. A new school library hosts a range of exciting books to engage pupils. Ongoing assessment of pupils' reading ensures that pupils read books that match their ability. The school has a systematic plan for the teaching of phonics. This begins in the early years. However, the implementation of the phonics curriculum is inconsistent and some phonics teaching is not as precise as it could be. As a result, some pupils do not receive the support they need to read well.

Recent developments in the wider curriculum ensure that knowledge and skills are planned progressively. The school places a sharp focus on the vocabulary that pupils need to know and remember. The curriculum is designed so that subjects seamlessly connect. Pupils are excited about learning and are keen to share what they know. For example, in geography, pupils talk with confidence about the Indus River Valley. They link their learning to wider curriculum areas.

The school's curriculum is implemented well in many areas. However, at times, learning activities do not reflect what pupils can do. As a result, not all pupils build knowledge as well as they could. The trust and school leaders acknowledge that aspects of the curriculum are still new and require further refinement.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school and the trust work closely to ensure that pupils' needs are identified early. This means pupils receive the support they need to learn the curriculum alongside their peers.

The school makes sure that all pupils are provided opportunities to support their wider development. Pupils work with local charities to learn about the environment through tree planting projects. Pupils learn about diversity through organisations that work with pupils in the school. The school choir also visits local care homes to sing to residents. These activities help pupils to understand what it means to be an active citizen in society.

Staff feel supported by the school and the trust. Staff acknowledge that the recent changes to the curriculum have led to an increased workload. However, they recognise the positive impact these changes are beginning to have on pupils' learning. The trust has a clear understanding of the school's strengths and areas for development.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The curriculum is not implemented consistently well across all subjects and classes. Learning activities do not always reflect what pupils can do. As a result, pupils do not build their knowledge as well as they should. The trust must ensure that staff are supported to implement the curriculum effectively so that all pupils benefit from the school's ambitious curriculum.
- The school has a systematic plan for the teaching of phonics. However, the implementation of the phonics curriculum is inconsistent and some phonics teaching is not precise. As a result, pupils do not always receive the support they need to learn to read well. The trust should ensure that staff develop the expertise needed so that the phonics programme is implemented effectively.

## Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in February 2016.

## 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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	148872
<b>Local authority</b>	Devon
<b>Inspection number</b>	10288250
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Iain Grafton
<b>CEO of trust</b>	Rob Haring
<b>Headteacher</b>	Karen Dixon
<b>Website</b>	<a href="http://www.manorprimary.org.uk">www.manorprimary.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Westcountry Schools Trust.
- There is an on-site breakfast and after-school club run by the school.
- The school does not use alternative provision.
- The school has a nursery school for two-, three- and four-year-old children.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector met with leaders from the school and the trust and the Chair of Trustees.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Parent View, and by talking to parents before and after school. The inspector also evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

James Gentile, lead inspector

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024