

Inspection of Manorside Primary School

Squires Lane, Finchley, London N3 2AB

Inspection dates: 24 and 25 April 2024

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	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Staff want the very best for pupils' achievement and well-being. From the early years up, pupils work hard, listen carefully in lessons and show a keenness to learn new things.

Pupils are proud of their school. They regularly described, 'The Manorside Way', and they know that these values help them to remember the importance of good behaviour and kindness. Pupils get on really well and look out for each other. For example, without being asked, children in the early years gave their friend a hug to show 'kind hands' and to cheer them up. Pupils in Year 6 readily give up their time at lunch to help the younger ones to have fun. These positive relationships make the school a happy, calm and friendly place to be.

The school's work to support pupils' emotional well-being is a strength. It helps pupils to feel safe and well cared for. Pupils get the chance to contribute to what happens in school. For example, the school council raised funds for new toys that can be used during wet playtimes. The 'positive support persons' play an important part in helping their peers to sort out any problems at breaktimes. The school provides pupils with a variety of enrichment opportunities. For example, leaders make sure that each year, every pupil has performed in as well as visited a musical, arts or drama event.

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

Leaders, including governors, are ambitious for all aspects of the school's work. Staff are very supportive of leaders' actions, including the changes that have been made to the curriculum. Importantly, staff feel that leaders take workload and well-being seriously, especially when decisions are made.

Pupils achieve well. In the early years and in most subjects, the curriculum is planned in a way that helps pupils to develop their knowledge securely and apply it well. For example, in mathematics, pupils build their understanding of different concepts securely over time. In each year group, pupils' ability to apply what they know to different mathematical problems becomes more sophisticated and efficient. This contributes to pupils' strong achievements in mathematics in the national assessments at the end of Year 6.

Overall, the curriculum intends for pupils to build on what they have been taught previously. For example, children in Reception used their knowledge of words like 'forwards', 'on top of', and 'under' to create their own 'cunning plans' for different characters based on their class story. In Year 6, pupils used their knowledge of lunges in order to create a triple jump sequence with balance and control. In science, pupils applied their understanding of different conductors to make their own electrical circuits.

However, occasionally, pupils' learning is not as strong. This is because in a few subjects, the curriculum does not identify the most important content that pupils must know and remember. This leads to inconsistencies in how well these subjects are taught. For example, pupils remembered taking part in dressing-up days as part of their Egypt topic but their knowledge and understanding of key historical content was not secure.

Right from the start of Nursery, children get to know and enjoy stories and rhymes by heart. As they move into Reception and Year 1, pupils build their phonics knowledge well. They develop fluency in reading and spelling. As they move through the school, pupils' knowledge and appreciation of different texts and authors broadens. The school provides extra help to pupils who need it. This ensures that these pupils catch up in their reading and achieve well too.

The school works appropriately with other professionals to identify and then meet the needs of pupils with special educational needs and/or disabilities. Pupils are taught to value diversity and respect differences. Staff promote pupils' awareness of different themes and concepts in a variety of ways. For example, pupils took part in 'Pride' week and special activities and assemblies about neurodiversity. Pupils are kind and respectful. In Year 5, for instance, pupils reflected on their lessons about equality. They said that Manorside is a school where everyone is valued and can be themselves. This ethos is felt throughout the school. Pupils' rates of attendance are high. Their good behaviour means that learning time is rarely disturbed.

Physical and mental health are taken seriously. Everyone takes part in a daily physical activity session, for example, and a high number of pupils take up the opportunity to join sports clubs and competitions. Pupils are taught about the importance of caring for themselves and others. For example, in Reception, children showed great care for the sick animals in the pretend veterinary surgery. They worked out which medicines the animals needed and made sure they were safe and warm under blankets. Pupils in Year 6 looked at factors that help their well-being, such as exercise. They considered the harm that substance misuse can have on their bodies.

The school has experienced some changes in senior leadership over the past year. Throughout this time, staff and governors have worked effectively to focus on pupils' learning and well-being. Leaders across the federation have worked together on different projects, including developing curriculum plans. Staff said that this partnership working has been really helpful. Parents are positive about the school's work. They are particularly pleased with how their children settle in, learn well and make good friends.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few of the foundation subjects, curriculum thinking lacks coherence. The school has not identified the most important knowledge that pupils need to learn. This leads to variability in how well these subjects are taught. Sometimes, pupils do not remember important subject content over time. The school should ensure that, across the curriculum, planning identifies precisely what pupils need to know and when. The school should ensure that the curriculum is implemented consistently well and that pupils' knowledge builds securely over time.

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

Unique reference number	101290
Local authority	Barnet
Inspection number	10323278
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	237
Appropriate authority	The governing body
Chair of governing body	Victoria Donhue
Headteacher	Andy Griffiths (executive headteacher)
Website	www.manorsideprimary.co.uk
Date of previous inspection	30 January 2013 under section 5 of the of the Education Act 2005

Information about this school

- The school is part of a hard federation with another local primary school. Both schools are led by a consultant executive headteacher who also leads another federation in the local authority. The executive headteacher is supported by two heads of school.
- The school does not make use of alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the consultant executive headteacher, the two heads of school and other senior leaders, including the pastoral manager. The lead

inspector met with five governors, including the chair of governors. He met with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also sampled other parts of the curriculum, including history and science.
- 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.
- Inspectors held meetings with groups of pupils and staff. They considered the responses to the online surveys for staff and pupils. Inspectors met with parents at the start of the school day and considered the responses to Ofsted Parent View.

Inspection team

Gary Rawlings, lead inspector

His Majesty's Inspector

Katerina Christodoulou

Ofsted Inspector

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