

Inspection of Manorfield Primary School

Wyvis Street, Poplar, London E14 6QD

Inspection dates: 19 and 20 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 and 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 the changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils at Manorfield are happy and kept safe. They know they are cared for and well supported. Pupils' behaviour is impeccable. They are kind and polite to each other, the adults who work with them and visitors. Bullying is rare. Pupils understand what to do if it should occur and trust staff to help them.

Leaders have high expectations of pupils. Pupils work hard and achieve well, including in national assessments. They are articulate and confident to discuss different ideas and express their opinions. Pupils are well prepared for the next stage of their education.

Pupils' wider personal development is exceptional. They benefit from enrichment provided through the specialist chef, artist and horticulturalist in residence. At lunch times you will find pupils engaging in dedicated spaces, carefully tending plants and being responsible for their environment.

There is a culture of respect throughout the school. Pupils learn about different faiths and cultures, how to keep safe and the importance of maintaining strong physical and mental health. As such, pupils are very well prepared for life in modern Britain.

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

Leaders have ensured that the curriculum for all subjects matches the breadth and ambition that is expected nationally. From early years onwards, the knowledge that pupils need to learn and remember is clearly identified and well structured. This helps pupils to build their understanding cumulatively and tackle more complex ideas. For example, in history, children in early years develop their understanding of the passing of time and cause and effect through listening and responding to familiar stories. This prepares them well for when they learn the reasons for the rise and fall of the Ancient Greek and Roman Empires.

The planned curriculum is typically well implemented. Teachers are knowledgeable and explain concepts clearly. They provide opportunities for pupils to revisit and practise new learning, so they remember it over time. Assessment is generally used effectively to check what has been learned and to identify and correct any misconceptions. However, this is not consistent. On occasion, gaps in pupils' knowledge are not picked up, and so persist. This limits the depth of understanding that some pupils secure in these subjects.

Reading is prioritised. Well-trained staff deliver the approved phonics programme with accuracy and precision. This helps to ensure that pupils develop as confident, accurate and fluent readers. Teachers regularly check pupils' reading. Any who fall behind are well supported to catch up.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Their needs are communicated clearly to staff. This helps to ensure that a range of suitable adaptations are made to help pupils to access the same curriculum as their peers. A small number of pupils who attend the specialist provision follow a bespoke curriculum. The school works closely with advisers from a local special school to ensure these pupils are well supported to learn effectively and achieve well from their different starting points.

Pupils' behaviour in classrooms and around the school is excellent. This is because rules and routines are clear, simple and well communicated. Pupils know what is expected of them and consistently rise to these expectations. Pupils demonstrate highly positive attitudes towards their learning. They are fully engaged and attentive learners.

Leaders have rightly prioritised pupils' attendance. The school works closely with families and external agencies to ensure pupils receive the support they need to attend school regularly and on time. As a result, attendance has improved significantly over the last year.

Personal development is central to the school's work. The curriculum helps pupils to understand important ideas such as democracy, maintaining good health and effective relationships and respect for different faiths, lifestyles and cultures. The curriculum is enriched with an extensive range of visits, including to museums, historical landmarks and to iconic events such as the London Marathon. Pupils can attend additional activities that nurture their talents and interests in philosophy, cookery, gardening and learning to play musical instruments. Pupils are proud to represent their school through debating competitions, performing in concerts and plays and competing in sporting fixtures.

Leaders at all levels, including those responsible for governance, are highly motivated and ambitious for the community they serve. They work closely with families and local services to promote the well-being of all. The staff are a happy team. They value the ongoing professional development and know that their workload and well-being are thoughtfully considered by leaders.

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 small number of subjects, assessment is used less effectively to check what pupils have learned. This means that some pupils' knowledge is not as securely embedded. The school should ensure that assessment is used consistently well so that misconceptions are identified and addressed swiftly.

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	100920
Local authority	Tower Hamlets
Inspection number	10327632
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	701
Appropriate authority	The governing body
Chair of governing body	Robert Stevenson
Headteacher	Rebecca Abrahams
Website	www.manorfield.towerhamlets.sch.uk
Date of previous inspection	11 and 12 July 2013, under section 5 of the Education Act 2005

Information about this school

- The current headteacher took up their post in September 2023.
- The Nursery caters for two-year-olds.
- There is a daily breakfast club managed by the school.
- There are after-school club activities run by school staff and external agencies, all of which are managed by the school.
- The school does not currently make use of any alternative provision.
- There is a specialist provision for 39 pupils with education, health and care (EHC) plans.

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 carried out deep dives in early reading, mathematics, geography, art and physical education. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- The inspection team scrutinised a range of documents, including leaders' evaluation of the school and their priorities for improvement.
- The inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with those responsible for governance, including the chair of the governing body. Inspectors also spoke with a representative from the local authority.
- 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.
- The views of pupils, parents and staff were considered through discussions and responses to Ofsted's online surveys.

Inspection team

Una Buckley, lead inspector	His Majesty's Inspector
Jeff Cole	Ofsted Inspector
Emma O'Connor	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector
Eleanor Ross	His Majesty's Inspector
Mark Smith	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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024