

INSPECTION REPORT

MANOR PRIMARY SCHOOL

Reading

LEA area: Reading

Unique reference number: 109944

Headteacher: Ms K Diffin

Reporting inspector: John Carnaghan
1352

Dates of inspection: 18th - 19th June 2002

Inspection number: 196847

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Ashampstead Road Southcote Reading Berkshire
Postcode:	RG30 3LJ
Telephone number:	(0118) 9015494
Fax number:	(0118) 9015496
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Bird
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
1352	John Carnaghan	Registered inspector
9710	Rosemary Burgess	Lay inspector
3570	Kawaljit Singh	Team inspector
20951	Philip Littlejohn	Team inspector

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 13
WHAT COULD BE IMPROVED	13 - 14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15 - 18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manor Primary School is a primary school for pupils aged 3-11. Set in a residential area, which has some social disadvantages, it has 334 pupils. Eighty-four pupils are under the age of five. Pupils are mainly of white ethnic background; the largest ethnic minority is of black African background. Less than five per cent of pupils have English as an additional language and very few are at an early stage of learning English. Just over 20 per cent of pupils are eligible for free school meals; this is broadly in line with the national average. Where comparison is made to similar schools in this report, these are schools where between 20 and 35 per cent of pupils are eligible for free school meals. The school has average mobility of pupils; 18 pupils joined the school in the last year and 39 left. Just over 19 per cent of pupils have special educational needs; this is approximately the national average. Of these, 14 pupils have statements of special educational need and this is well above the national average. Of the 28 pupils who require the involvement of outside specialists, about half have moderate learning difficulties and a third have speech difficulties. Pupils who enter the school at the age of three have levels of attainment that are below those found nationally. By the time pupils start compulsory education, their attainment is similar to national expectations.

HOW GOOD THE SCHOOL IS

Manor Primary school provides a good standard of education. It is a school that expects and gets the best from its pupils and they achieve well. It enables pupils to reach standards of attainment which are above the national average in most areas. The school is well placed to maintain these standards. The way that the school encourages pupils to develop as self-confident individuals is very good. Teaching is very good overall; no unsatisfactory lessons were seen. All of these strengths have been promoted by the very good leadership of the headteacher and her deputy and the powerful and positive sense of teamwork which is evident in the school. The school is a close-knit community, which cares strongly for all those who work and learn there. It successfully provides equal opportunities for all of its pupils, regardless of their aptitudes, and has a positive ethos. It goes out of its way to help those who have learning difficulties. Attendance is below the national average and so unsatisfactory and too many pupils arrive late in the mornings. There are currently insufficient opportunities to develop pupils' spiritual awareness. Members of the governing body are closely involved with the school, are well informed and work hard to support and encourage it. The school is, per pupil, relatively expensive but it achieves good standards, especially in comparison with similar schools and so provides good value for money.

What the school does well

- It ensures that pupils reach above average standards of attainment, especially in English, mathematics and science.
- Pupils have positive attitudes and behave very well; the very good relationships they have with one another and their teachers has a very beneficial impact on their achievement.
- Teaching is very good. Lessons are very well planned with good challenge for all pupils, whatever their aptitudes; all adults at the school provide good role models for pupils and care for them well.
- Leadership and management and strong teamwork between all adults ensure that high standards are maintained and the school continues to improve.
- The school assesses very well what pupils can do in English, mathematics and science; helpful targets encourage pupils to attain their full potential.
- Provision for pupils with special educational needs is very good and enables these pupils to achieve as well as their peers.

What could be improved

- Attendance is below the national average and too many pupils arrive late to school.
- The school does not yet do enough to develop pupils' spiritual awareness.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Standards in the core subjects of English, mathematics and science at the end of Key Stage 2 have improved. Of the key issues from the last report, the school has improved and developed the monitoring of teaching; this has been effective in raising overall standards of teaching. The monitoring of weekly planning has also improved so that there are clear objectives and assessment is regular and used appropriately. Curriculum managers now show good skills in their planning of all subjects, including history, which was an area of weakness identified in the last inspection. There have been a number of other developments since 1997; one of the most significant is the developing strength of behaviour management in the school and the consequent improvement in the way in which the school is perceived, locally. Overall, since the last inspection, the school has made good improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	E	D
mathematics	E	E	C	B
science	E	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Attainment of pupils in national assessments was well below the national average at the end of Key Stage 2 in 2001 in English, in line with it in mathematics and well above average in science. Compared to similar schools, pupils were below average in English, above average in mathematics and well above average in science. At the end of Key Stage 1 in 2001, standards were below national averages in reading and mathematics and well below average in writing. Compared with similar schools, they were average in reading and mathematics but below average in writing. In 2002 Key Stage 1 national assessments, there were marked improvements in pupils' results in all three areas. Given that pupils come into the nursery with generally below average standards, pupils' achievement in the school is good. In work seen during the inspection, standards were above national expectations in English, mathematics and science. The improvements in English reflect the school's considered response to the disappointing test results in 2001 by improving pupils' writing skills. In art and design and in history, standards were better than expected. In this short inspection, it was not possible to judge standards in other subjects. All pupils take pride in their work and are careful that there is no unfinished work in their books. Current pupils from Year 6 are on target to attain standards that are above national averages in the National Curriculum tests in summer 2002, indicating the very good progress that they have made.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their life at school and have a mature and positive approach to learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and out of lessons. They are trustworthy.
Personal development and relationships	Very good. Pupils have very good relationships with each other and adults. For their age, they show independence in their studies and are keen to learn.
Attendance	Unsatisfactory. Both authorised and unauthorised absences are above the national average and there is too much lateness to school.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1-2	Years 3-6
Lessons seen overall	Good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is very good overall. In English and mathematics, teaching is very good. In the nursery, teaching is good. The effective methods which teachers use are consistently applied and this leads to pupils achieving well. Generally, pupils are very well managed and classrooms have a warm, positive atmosphere. Lessons are very well planned and all pupils' needs (including those with special educational needs) are met. This is because planning is careful to address individual learning requirements and to challenge pupils effectively. Teachers have good subject knowledge and this is most effectively demonstrated where specialists teach subjects to pupils in Years 3 to 6. Teachers keep a consistent focus on teaching the basic skills of literacy and numeracy, whatever the subject. Pupils' work is well assessed and the results are sensibly used to make changes in lesson planning. Homework is effectively used to extend and consolidate pupils' learning.

Pupils' learning is very good; they concentrate hard and work productively, showing good concentration for long periods. Teachers are clear in their instructions so that pupils know what to do and how to improve their work. Regular tests and other assessments ensure that pupils make systematic gains in their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Pupils benefit from a broad and balanced curriculum, which allows all of them to make full use of the opportunities offered. The good range of extra-curricular activities and the number of visitors to the school enrich pupils' learning.
Provision for pupils with special educational needs	Very good. The curriculum is very well adapted to provide opportunities for pupils with special educational needs and ensure that they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Provision for moral and social development is very good; for cultural development it is satisfactory overall. However, the school does not provide enough opportunities to develop pupils' awareness of spiritual areas.
How well the school cares	Well. Support and guidance for pupils in areas of academic and

for its pupils	personal development are good. The school's attendance procedures are also good.
----------------	--

Assessment procedures for pupils are very well developed and provide the information that the school needs to raise standards. Parents think highly of the school and say they are lucky to have it; the school maintains good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The headteacher and deputy head work closely together to provide very good leadership and a clear sense of direction. In this they are well supported by, and work closely with, all the other staff.
How well the governors fulfil their responsibilities	Well. The governing body is enthusiastic and committed to the school. The governors play an active role in encouraging the positive ethos of the school. Governors have a good awareness of the school's strengths and effectively fulfil all of their statutory responsibilities.
The school's evaluation of its performance	Good. The close teamwork between all who work at the school assists with the self-evaluation process. The thorough assessments that are undertaken means that the school has clear information to help all pupils reach their full potential.
The strategic use of resources	Good. Financial decisions are closely linked to the school's identified needs through the thorough school development plan. The school spends its money wisely.

Accommodation is spacious and airy; it is maintained and cleaned very well. Resources in all subjects are good and are sensibly used in lessons to support learning. The provision of modern computer suites is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • They believe that teaching is good. • Children like school. • The school has high expectations of the children • They think that their children are making good progress. • Behaviour is good. • They think that the school helps to develop children's maturity and responsibility. • Parents feel that the school is well led and managed. 	<ul style="list-style-type: none"> • A minority of parents do not think that the school provides an interesting range of activities outside lessons.

Parents have very favourable views of the school. Inspection findings support all these positive views. Of the areas that some parents would like to see improved, the inspection team believe that there is a good range of activities outside lessons, such as extra-curricular activities and educational visits.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It ensures that pupils reach above average standards of attainment, especially in English, mathematics and science.

1. Children enter the nursery with levels of attainment which are below what is expected. Thanks to good teaching in the Foundation Stage, they achieve well, entering Year 1 with levels of attainment that are broadly in line with national expectations. By the end of Year 2, National Curriculum test results in 2001 indicate that pupils reach overall standards that are below national averages. They were below average in reading and mathematics and well below average in writing. In comparison with similar schools, results are more favourable; pupils' results were broadly average in reading and mathematics and below average in writing. Generally, there has been an improving trend in these results over the four years; the overall rate of improvement is better than the national upward trend. Standards in writing at the end of Year 2, however, fell in 2001. Girls do better than boys in reading and writing, but not significantly so. In mathematics there are no gender differences. Early indications of the 2002 results confirm the evidence of the inspection, that standards for these pupils have improved in the last year. The school analysed the disappointing results from 2001 and took vigorous action to raise standards. This largely focused on improving pupils' writing but also led to improvements in mathematics teaching. The very good teaching overall is another significant factor here, enabling pupils to achieve well in Years 1 and 2.
2. Test results show that standards were below national averages by the end of Year 6. There were variations between the subjects. In English, standards were well below average, in mathematics they were average but in science they were well above the national average. Compared with similar schools, the standards were, for the same subjects, below, above and well above average, respectively. Over the last four years, the improving trend in school results has largely matched the national improvements. There were few gender differences, except that boys have done better in science over the last three years. Again the school has responded to these results by paying particular attention to improving pupils' writing skills.
3. Teaching in the Foundation stage is strongly focused on developing skills and understanding. Children reach satisfactory levels of attainment by the time the children are ready to move into Year 1. Considering their standards on entry to the nursery, this represents good achievement. Children in the nursery showed good mathematical development when they used coins to 'buy' items in the classroom café and about a third of nursery children knew if they had enough money to buy what they wanted. In creative development, most children can name basic colours and use a variety of tools, showing increasing control, to create interesting and lively paintings. In developing communication, language and literacy skills, teachers question children well, encouraging them gently but demonstrating high expectations. As a result, children talk with increasing confidence; when they are engaged in a practical activity most of them can explain what they are doing. Some children know the first letters of words and can identify them in this way. Overall, children are confident and mature by the end of the Foundation Stage.
4. Pupils achieve well in English and mathematics. The majority of pupils, including those with special educational needs and those with English as an additional language, have achieved as well as they can by the time that they leave school. The National Literacy and Numeracy Strategies are well taught in the school; the recent increased impetus put behind teaching writing has had a positive impact. The development of writing has been a major impetus for all teachers in the last year. The speed with which standards have been raised is a testament to the care which the school has taken to address the issue. For example, 49 per cent of pupils' writing was at Level 2B or above in the 2001 tests, in 2002 the early indications from tests put the figure at 76 per cent. In

mathematics, the monitoring of teaching by the co-ordinator and a strong focus on providing greater challenge for higher ability pupils has had a positive impact on standards in the last year.

5. By the end of Year 6, pupils have good speaking and listening skills; they talk with assurance, answer questions with clarity and listen attentively to others. Most pupils read widely, showing a good understanding of different types of text; most are confident and fluent readers and are able to use the library to conduct their own research. In class discussion, pupils in Year 6 were able to identify crucial events in the book they were reading and express their views, making reference to the text as appropriate. Written work is often based on what pupils have read. In their writing, pupils use interesting and varied techniques; many of them choose words with imagination and flair. Pupils' written work employs a variety of forms and, typically, is neatly presented with accurate spelling and punctuation.
6. In mathematics, pupils aged 11 have good skills of adding, subtracting, multiplying and dividing numbers. They are skilled at mental arithmetic and many can explain a range of appropriate strategies for different mental calculations. They strive to meet the teachers' high expectations for them. One result of this is the good progress that pupils make. They show a good understanding of co-ordinates and can calculate angles easily. Pupils have the ability to use calculators to help them in problem solving and those with higher abilities can use estimated answers to check the validity of their calculations. As well as showing good problem-solving skills, pupils aged 11 can measure accurately, converting from imperial to metric measurements when required.
7. The Literacy and Numeracy Strategies are well implemented across the school. The co-ordinators are well informed and attend regular training in their areas. The subjects are thoroughly monitored. Co-ordinators have worked hard to eliminate perceived areas of concern. For example, the school has set individual targets in writing to improve pupils' aptitudes, and in particular those of boys. The quantity of written work done by pupils has increased. The school also targeted phonics and spelling and the use of information and communication technology (ICT) during literacy lessons as priorities and has worked to identify opportunities in subjects other than English to develop writing skills. This thoughtful, analytic approach is typical of the school. The school development plan details precise actions to be taken to raise standards of writing and this has been so effectively and consistently implemented that standards have risen considerably in the last year.
8. Pupils reach well above average levels of attainment in science by the age of eleven. Pupils have a very good knowledge of life processes and living things; they have a good grasp of appropriate terms such as nutrition and respiration. They are practised in scientific investigation; they understand and can explain the key factors associated with fair testing. They can make reasoned predictions about the outcomes of investigations and offer explanations if things turn out differently from what they expected. After such experiments, most pupils can suggest ways in which they could have improved or refined their methods. Because they do so many investigations, they are practised in the correct routines. In working in the sunshine to test their predictions on the insulation qualities of a number of materials, a Year 6 class settled rapidly into groups; pupils co-operated with one another very well in this work, taking and recording measurements accurately and earnestly discussing what they were discovering.
9. In some other subjects, standards are above expectations. In history, for example, Year 5 pupils used artefacts to draw sensible conclusions based on a good historical general knowledge. In the closing session of this lesson, pupils demonstrated good insights into home life in Victorian times. This subject was an area of concern at the time of the last inspection. These concerns have been fully addressed. In art and design, Year 1 pupils successfully reproduced shape, texture and patterns from a series of photographs taken around the school buildings; they also evaluated their works with maturity and could suggest ways in which they could be improved.

Pupils have positive attitudes and behave very well; the very good relationships they have with one another and their teachers has a very beneficial impact on their achievement.

10. The school is a calm and orderly community, where courtesy and consideration for others is expected and gained from pupils and adults alike. Pupils enjoy school, are interested in school life and there is a climate of mutual trust in the classrooms. This has a positive effect on the standards that pupils achieve, because they are not afraid to ask for help when they need it. Even the youngest children at the school work and play very well together and are attentive to one another's needs; they understand how their actions may affect others. All adults in the school, including the headteacher, provide very good role models for pupils. They are kind and courteous to their charges; the pupils largely reciprocate these positive attitudes. These qualities mean that there is a collaborative atmosphere in classrooms. In a very good art lesson, pupils were strongly encouraged by the teacher and the classroom support assistant. They responded by showing a high degree of concentration and care in the work they did, so reaching a very good standard.
11. The school does much to foster pupils' independence. From the nursery onwards, it is striking how well pupils work alone, in pairs and in small groups. They reflect or seek assistance from their peers in their groups before going to the teacher for help. Pupils show considerable maturity when working with others; they share ideas and support others' efforts. They also work well alone, even in the nursery. They listen closely to adults before launching themselves into activities with great energy. In a good mathematics lesson to pupils with special educational needs of a variety of ages, pupils worked very well together, pouring water into and out of a variety of containers with very little spillage. The variety of activities and the support they received held them rapt throughout the session in which constant repetition, in a variety of forms, helped them learn very well. They were very well managed; pupils concentrated on the teacher's brief instructions for their task and so were able to settle to their work rapidly, organising themselves well.
12. There is consistently very good behaviour in and out of lessons. No bad behaviour was seen during the inspection. Pupils are confident and polite in their relationships with adults and are immediately obedient to their teachers and other adults. Pupils move around the building in a calm and orderly way and are sensible while eating lunch in the hall. Their play like so much else that they do - is energetic but generally sensible. There was one exclusion from the school in the last year. The school's behaviour management procedures do much to support pupils who have potential to cause difficulty. For example, a lunchtime 'club' led by a teaching assistant provides a quiet and safe haven for those who find it difficult to avoid trouble or are unhappy in the lunch break. Here, they can play games like dominoes, use computers and eat their lunch; pupils feed back into more usual lunchtime activities when it is judged appropriate.

Teaching is very good. Lessons are very well planned with good challenge for all pupils, whatever their aptitudes; all adults at the school provide good role models for pupils and care for them well.

13. Teaching in the school has a number of good qualities. It has a strongly positive impact on pupils' learning. Most lessons have a number of consistent strengths, indicating the quality of the monitoring of teaching and its impact in developing a common standard. Lessons are characterised by very thorough planning and preparation. This means that they can proceed without breaks. For example, a Year 6 science lesson was well planned to take account of a range of prior attainment from pupils; both resources and the two learning assistants were deployed appropriately so that all pupils were able to achieve well in the lesson. Visual and physical resources were prepared in advance, held the pupils' interest and formed an integrated element in the learning process. Throughout the school, teaching is carefully planned to include all pupils in all aspects of lessons, so that, whatever their level of ability, they are kept at full stretch.
14. Teachers show very good subject knowledge. This is particularly true of the foundation subjects where pupils in Years 3 to 6 are taught by the subject co-ordinators. Teachers show good awareness of the requirements of the National Curriculum and the Early Learning Goals and plan work effectively, taking into account the way the subject develops. They draw on their subject knowledge well when questioning pupils and presenting them with new information. In a Year 5 history lesson, the teacher had selected an interesting range of artefacts to illustrate various

aspects of domestic life in Victorian times. Rather than telling the pupils about each object, she encouraged them to make their own deductions and formulate questions, assisted by a series of written prompts. As a result, pupils gained very clear insights into aspects of life in this era. In a Year 5 religious education lesson on fasting and self-discipline, the teacher had good knowledge of major world religions and related the topic to her own experiences in a way that effectively encouraged pupils to describe their experiences.

15. Teachers use homework well. Pupils and parents confirm that it is set on a regular basis. It is well planned so that it relates directly to what has been taught and what is to follow in the next lesson. A good literacy lesson to Year 6 pupils was enhanced by the homework set, which built on the understanding of the text gained in the lesson. Teachers use information from assessment well. For example, baseline assessment of the youngest children is used to plan effective activities and for each individual to encourage the development of her/his aptitudes throughout the year. The comprehensive records that are maintained in the Foundation Stage of the school are easily accessible to all adults who work in the nursery and reception classes and are regularly updated. They are then used to develop appropriate teaching methods.
16. Teachers are careful, whatever the subject, to build pupils' basic skills, particularly in literacy. Teachers are well informed about the National Literacy Strategy and use their knowledge to promote literacy skills across the curriculum. In religious education, for example, the teacher was careful to have the key words appropriate to the lesson displayed on the blackboard. From the youngest ages, teachers develop children's vocabulary through careful questioning. In a session largely focusing on knowledge and understanding of the world, children were asked to find a good word for the noises that eating a biscuit or rain falling on a roof make.
17. Personal, social and health education lessons give opportunities for teachers to discuss moral issues with pupils in a caring and sensitive way. In 'circle time' in a Reception class, children were gently encouraged to talk about their families and to reflect on who is important to them. The teacher and her learning assistant used praise and encouragement very effectively so that nearly all the children felt able to take the microphone at the end of the lesson and say 'I am special because...'. Pupils in Years 3 and 4 were happy to role-play as smokers so that their friends could question them closely about 'their' habit. The teacher's subtle interventions showed sensitivity to the pupils while moving the discussion on. The care teachers demonstrate leads to very good relationships with pupils. Because of this, pupils are also generally gentle and courteous in their relationships with one another and they behave very well.

Leadership and management and strong teamwork between all adults ensure that high standards are maintained and the school continues to improve.

18. The headteacher has successfully built a strong team spirit, developed the role of co-ordinators and established a clear educational direction for the school. Working closely with the deputy head, she has promoted high standards and effective teaching and learning. The head teacher and deputy head manage the school very well and are ably supported by the chair of governors. She leads by example, takes responsibility, and ensures the smooth day-to-day running of the school. She is very knowledgeable about the school and its pupils. The headteacher has a caring disposition towards all individuals in her charge and this is balanced by a strong commitment to improving the performance of the school.
19. The school has a non-teaching deputy headteacher. The advantages and disadvantages of this position were carefully weighed by the school and governing body. Staff keenly support this arrangement, seeing it as advantageous to the school as a whole. The improvements in the school, particularly in behaviour of pupils, have justified these arrangements. Similarly, the school appointed a teacher as super-numerary (that is, a member of staff who does not have a fixed commitment to teach any one class), to give other staff time to monitor and manage their areas and to reduce the need for supply staff in the school. Again, there was careful consultation before this appointment; it has proved popular with the staff and has saved a considerable sum, which was previously spent on supply teachers. Teachers feel very involved in the development of the

school; they are closely consulted about decisions affecting the school. There is strong collaboration between all adults and this makes a considerable contribution to the school's continuing improvement.

20. Curriculum leaders undertake their responsibilities well. They are knowledgeable about their own areas and about the school as a whole. They share the senior management team's view of the school's priorities. In English, mathematics and science, they monitor the teaching of their subjects to specific criteria. In mathematics, teaching has been monitored to ensure that the National Numeracy Strategy is taught and to ensure that this is being reflected in introductory and closing sessions of lessons. Co-ordinators monitor test results carefully and take clear action to make improvements; the effectiveness of work done to improve writing standards during 2001-2 is testament to this.
21. Governors show a clear understanding of the school. The chairperson has been linked with the school for many years. He is very well informed about the social and economic problems that exist in this part of Reading. He strongly supports and encourages the school to act to counter some of the negative influences to which it is subjected. The pattern of management in the school enables potential behaviour and social issues to be quickly dealt with before they affect pupils' school life. He has supported the development of initiatives such as the breakfast club, which has helped reduce the instances of lateness to school. Governors are keen to keep up-to-date with what happens at the school, frequently seeing for themselves through their visits. They are well trained and work closely with the school both in a supportive role and in questioning priorities for the future. The governing body was closely involved in the formulation of the school development plan and recognise its significance in prioritising for the future. This document details improvements for the school's future. It sets timescales, allocates responsibilities, provides costings and indicates success criteria. All in all it provides an effective blueprint for the future of the school.

The school assesses very well what pupils can do in English, mathematics and science; helpful targets encourage pupils to attain their full potential.

22. The school has good systems in place to consider the results of national assessments. The analysis highlights the strengths and weaknesses of each subject. The issues drawn out then influence action planning for individual subjects and are incorporated into the school development plan. The process starts with very good assessment of pupils' aptitudes in the nursery. All pupils under five are carefully and regularly assessed. Teachers and assistants regularly record the development of pupils' skills and aptitudes against each Early Learning Goal and then 'sign off' as children reach each objective. The quality of this process enables children in the Foundation Stage who have special educational needs to be identified at an early age. The individual education plans for these pupils are thorough and very clearly expressed; regular assessment focuses on each child's specific learning needs and so provides a very clear picture of progress. This proves invaluable when special educational needs review meetings are held.
23. Higher up the school, tests at the end of Year 2 are carefully scrutinised and inform teachers' planning in Year 3 and above. National tests at the end of each key stage are carefully analysed and there are good records of assessment for core subject areas. Pupils are regularly assessed by a variety of methods. Results of assessment are reported to the headteacher each half term. This good practice is enabling teachers to start to track individuals as they move through the school and intervene if they feel that pupils are not progressing fast enough. Pupils are identified for extra support in this way. As a result of such formal assessment, targets for pupils are set. Teachers and learning assistants know pupils very well and have accurate views about their learning needs; this is translated into continuing adaptation of work in lessons so that it is suited to individual requirements.
24. As an example of the practical use of assessment information, the school has identified a small group of pupils with a variety of special educational needs who would benefit from tuition in very small group. A mixed age class of 11 pupils has been established and is taught by the special educational needs co-ordinator with the help of two support staff. In a very good mathematics

lesson, pupils worked out of doors, pouring water in and out of various sized containers. Using the individual education plans and associated assessment information, pupils were divided into three groups. The degree of support they were given and the difficulty of their tasks were varied according to their prior learning. As a result of teaching being pitched at the right level, all pupils made very good progress in talking about 'more than' and 'less than' in estimating and in developing fine motor skills as demonstrated by the remarkably little water that was spilt.

Provision for pupils with special educational needs is very good and enables these pupils to achieve as well as their peers.

25. The use of comprehensive assessment procedures has led to clear and well focused individual education plans for each pupil with special educational needs. The school has a growing reputation for the quality of its provision for these pupils, so that a number come from districts far beyond the school's normal catchment area. The school welcomes this development and is recognised as a centre of excellence by the local education authority, which frequently refers pupils with statements of special educational need to the school.
26. Analysis of the work of pupils with special educational needs revealed the care taken with these pupils. Given the context of their individual needs, these pupils are productive and careful with their work. In mathematics, Year 2 pupils are making consistent progress, being able to add two digit numbers and understand symmetry by drawing matching shapes. Year 6 pupils' work also showed evidence of good achievement, with clear gains being made over Years 4 to 6.
27. The management of special educational needs is very good. The co-ordinator liaises closely with colleagues, advising and supporting them in the identification of these pupils. She is well informed and has delivered in-service training to keep the rest of the staff up-to-date with developments in this area. She manages the process of review meetings well and has developed a close relationship with other schools to facilitate the transfer of pupils with special educational needs. She has developed successful relationships with parents, which are beneficial to pupils' learning. The element of the school development plan devoted to special educational needs identifies appropriate priorities for the school with clear allocation of responsibilities, time scales, costings and success criteria. The school is making good progress in implementing the revised code of practice for special educational needs.

WHAT COULD BE IMPROVED

Attendance is below the national average and too many pupils arrive late to school.

28. The rate of authorised absence at the school is 6.4 per cent, above the national average of 5.6 per cent; unauthorised absence is one per cent, double the national average of 0.5 per cent. A small minority of parents do not do enough to ensure that their children attend regularly. Against this local context, the school has made considerable efforts to improve attendance. There are very good attendance procedures; the school records attendance electronically and contacts pupils' homes as soon as practicable to check reasons for absence, although this is hampered where parents do not have telephones. The school prizes regular attendance and there are rewards and certificates for good attendance. The education welfare officer works closely with the school, visiting regularly. Attendance panels, involving the parents of those pupils who cause concern, are held at the school and have had beneficial effects with some individuals. The improvements in the status of the school in the eyes of the local community are another positive factor in encouraging regular attendance.
29. The school carefully monitors the small group of pupils who are regularly late in the mornings. They are given rewards if, for example, they are punctual for a full week. Unfortunately, lateness is common although late pupils are regularly reprimanded. In one class of 26, five pupils arrived after the register was called. A further five were absent, four were on authorised holidays. On the other hand, the school has initiated a breakfast club which has proved very popular with pupils and parents and has started to reduce lateness in the mornings.

The school does not yet do enough to develop pupils' spiritual awareness.

30. The school has made some efforts to develop pupils' spiritual awareness. This includes the annual carol service held at the school, some Christmas productions and a visit that was made to a rural church. However, the school has made no systematic provision to raise pupils' understanding of spiritual issues. Although plans are in place for pupils to visit an Islamic exhibition the school only provides limited opportunities for pupils to reflect on their own experiences in a way which develops their spiritual awareness and knowledge.
31. Assemblies sometimes provide opportunities for reflection on spiritual matters. In an assembly for pupils in Years 1 and 2 on the theme of the special gifts each person possesses, pupils were given a moment for quiet reflection with their eyes closed and a prayer on the same theme closed the proceedings. In contrast, an assembly to pupils in Years 3 to 6 focused strongly on the moral and social issues involved in bullying but missed opportunities for prolonged reflection on how spiritual issues impinge on everyday life. Within the school more attention is paid to developing spiritual awareness amongst the younger pupils.
32. Religious education provides satisfactory opportunities in this area. In studying the significance of feasting and fasting to various religions, the idea of communicating with God interested the Year 5 pupils greatly, who were keen to express their ideas. However, the school has not audited its schemes of work to identify areas within individual subjects where spiritual awareness can be raised. As a result, teachers lack awareness of the opportunities for raising spiritual awareness which occur in a range of subjects like art and design, science, history and geography. Plans are in place to develop this area as an integral part of the school curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

33. Manor Primary School is a good school with considerably more strengths than weaknesses. In order to maintain its progress the school should:
 - i. Continue its efforts to improve attendance and punctuality by:
 - maintaining its good links with parents to raise awareness of the issue with the few who do not send their children to school regularly enough;
 - continuing to involve the education welfare services to help with particularly stubborn cases;
 - continuing to offer rewards and praise to good and punctual attenders; and
 - ensuring that all teachers have equally high expectations for pupils to arrive at school on time.

(Paragraphs 28 and 29)
 - ii. Audit the school's curriculum to identify opportunities to improve pupils' spiritual awareness. Subsequently, develop a policy and a detailed scheme of work to enable the teaching of spiritual areas to attain the quality and consistency evident throughout the rest of the curriculum.

(Paragraphs 30 -32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	14	1	0	0	0
Percentage	5	27	63	5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	48	296
Number of full-time pupils known to be eligible for free school meals	0	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	13
Number of pupils on the school's special educational needs register	21	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.6

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	24	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	16	20
	Girls	22	24	24
	Total	42	40	44
Percentage of pupils at NC level 2 or above	School	79 (75)	75 (78)	83 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	22	21	24
	Total	39	40	43
Percentage of pupils at NC level 2 or above	School	64 (71)	75 (83)	81 (89)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	23	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	18
	Girls	14	15	20
	Total	24	27	38
Percentage of pupils at NC level 4 or above	School	57 (71)	64 (59)	90 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (63)	n/a (66)	n/a (85)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	7
Black – other	2
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	216
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	319

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24

Total number of education support staff	3
Total aggregate hours worked per week	69

Number of pupils per FTE adult	9.6
--------------------------------	-----

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	763,799
Total expenditure	779,591
Expenditure per pupil	2,300
Balance brought forward from previous year	59,485
Balance carried forward to next year	43,683

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

379

Number of questionnaires returned

107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	2	1	1
My child is making good progress in school.	60	38	2	0	0
Behaviour in the school is good.	51	48	1	0	0
My child gets the right amount of work to do at home.	48	42	9	2	1
The teaching is good.	62	36	2	0	0
I am kept well informed about how my child is getting on.	44	42	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	72	25	2	1	0
The school expects my child to work hard and achieve his or her best.	62	37	1	0	0
The school works closely with parents.	36	55	8	0	1
The school is well led and managed.	55	41	2	0	2
The school is helping my child become mature and responsible.	55	42	2	0	1
The school provides an interesting range of activities outside lessons.	24	32	22	10	12