



Manor Park Primary School

Inspection report

Unique Reference Number 103545
LEA Birmingham

Inspection number 274769
Inspection dates 16 - 17 May 2005
Reporting inspector Joan McKenna

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

| | | | |
|-----------------------------|--------------------|--------------------|-----------------|
| Type of School | Primary | School address | Church Lane |
| School category | Foundation | | Aston |
| Age range of pupils | 3 - 11 | | Birmingham |
| | | | West Midlands |
| | | | B6 5UQ |
| Gender of pupils | Mixed | Telephone number | 0121 327 1023 |
| Number on roll | 421 | Fax number | 0121 326 7629 |
| Appropriate authority | The governing body | Chair of governors | Mr Ahmed Omer |
| Date of previous inspection | 4 - 7 October 1999 | Headteacher | Mrs Eileen Dowd |

| Age group | Published | Reference no. |
|-----------|-----------|---------------|
| 3 - 11 | June 2005 | 274769 |

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of Manor Park Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

Manor Park is a large primary school situated in a very deprived part of Birmingham. There are 421 girls and boys on roll, of which 60 are in the nursery. Over half are entitled to free school meals. Most pupils are from minority ethnic backgrounds, with over fifteen different groups represented. A small number are refugees or from asylum seeking families. Almost ten percent of pupils are at early stages of speaking English. The proportion of pupils with learning difficulties and disabilities is similar to most schools, although the proportion with statements of special educational need is lower. A higher than average number of pupils are not at the school for the whole of their primary education, joining and leaving at other than the usual times.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Manor Park Primary is a good school. Parents and pupils justifiably hold it in high regard. There is an exceptional commitment to pupils. The care and support provided and their effect on pupils' personal development are outstanding. As a result pupils learn successfully, and, although standards by the end of Year 6 are below the national figure, pupils achieve well given their starting points. The quality of teaching and the curriculum provided are good, with an extremely wide range of enrichment opportunities. The quality of education and pupils' achievement in the Foundation Stage are good, although aspects of practice such as curriculum planning and assessment require improvement.

The school works very closely with a wide range of external agencies for the benefit of the pupils. The headteacher provides very strong leadership to the whole school community and leadership and management overall are effective. Senior managers know the school's strengths and weaknesses well and the inspectors agree with the school's view of itself. There has been good improvement since the last inspection. The rate of development is being affected by the fact that a high proportion of staff are relatively inexperienced. Senior managers give them good support, but this reduces the time they have for improving assessment and monitoring systems. It also results in some inconsistencies in practice. Nevertheless, the school is effective and continuing to improve. It provides good value for money and serves the pupils well.

Grade: 2

What the school should do to improve further

In order to build on its strengths and raise standards, the school should

- plan action to improve the school in greater detail and evaluate its effectiveness more thoroughly
- promote greater consistency in the quality of teaching, curriculum planning and middle leadership, including in the Foundation Stage
- improve arrangements for assessment and the tracking of pupils' progress and make sure that information gained is used fully to help pupils achieve better.

Achievement and standards

Pupils start school with very limited knowledge, poor literacy skills in English and weak social skills. Emphasis is placed successfully on promoting their personal and social development in the Foundation Stage and into Year 1. Although the standards pupils reach by the age of seven are still well below average, they make good progress from the time they start school and enter Key Stage 2 well placed to benefit from the work that the school provides for them. As a result, standards improve and by the end of Year 6 are below the national average rather than well below, although they are lower in English than in mathematics and science. Nevertheless, given their starting points, pupils achieve well and most meet the challenging academic and personal targets set for them.

Nearly all groups of pupils achieve equally well. Pupils with special educational needs and those who speak English as an additional language receive effective support and make good progress. However a significant number of pupils have not attended the school for long and this limits their attainment.

Grade: 2

Personal development and well-being

Pupils' personal development and well-being are outstanding. Every child is regarded as precious and taught to recognise their worth as individuals. Staff and pupils believe that every child matters.

Almost all pupils enjoy their work; they like their teachers and concentrate very hard. Their enthusiastic and positive attitudes help them to achieve well. The behaviour of most pupils is excellent, although a few find it hard to conduct themselves in the way expected. Older pupils act as good role models for younger ones. Those in Year 6 help younger pupils to play games at lunchtimes and teach them how to respect equipment provided. Pupils relish having a voice in how the school is run. Through the school council, pupils have played a part in ensuring that healthy food is served at lunchtimes and they understand why it is sensible to choose it. They also know how to keep fit and safe.

Pupils understand that regular attendance is important in helping them to succeed well. Almost all are punctual to school and to lessons. Parents support the school well in this respect and firm action is taken when pupils are late or do not attend regularly.

Pupils' spiritual, moral, social, and cultural development is successfully achieved with an excellent emphasis on valuing cultural diversity. All pupils are respected equally, whatever their background or particular needs, and as a result, pupils have high self-esteem and confidence.

Grade: 1

Quality of provision

Teaching and learning

Teaching is good overall and helps pupils to learn well and make good progress. The headteacher has fostered a strong sense of teamwork amongst staff and has ensured that there is a good blend of experience in each year group to promote consistency. Teachers and classroom assistants work very well together for the benefit of the children. Relationships are of a high quality and secure good discipline, contributing to a positive environment for learning.

Teachers use a good range of methods to make lessons enjoyable, gain pupils' interest and involve them in their learning. From the Foundation Stage onwards, emphasis is placed on promoting self-esteem, encouraging personal development and giving pupils direct first hand experiences. This helps them learn successfully. A strong focus on speaking and listening develops pupils' confidence and their ability to express ideas. For example, puppets were used effectively to help Year 2 pupils dramatise excerpts from a story.

Teachers are successful in matching the work set to the needs of different groups of pupils, especially in literacy and numeracy. Pupils who find learning difficult are well supported and higher-attaining children are enabled to reach their potential. Pupils' work is assessed regularly and they receive some useful feedback on how to make it better, but this is not yet of a consistently good quality. Some marking is informative, for example, but some does not give enough detail on what pupils need to do to improve.

Grade 2

Curriculum and other activities

The curriculum is good, is adapted well to meet the specific needs of pupils and helps all pupils to learn to be safe and healthy. Planning for literacy and

numeracy is detailed and provides a clear structure for the teaching of the basic skills. Art and drama are used very well to help children learn in subjects such as history and English. Information and communication technology is not used enough to support pupils' learning, and opportunities to help them develop writing skills in other subjects such as science are missed. The school provides well organised and sensitive support for children with particular needs.

The school enriches the curriculum exceptionally well. There is a very wide range of popular extra-curricular clubs, including a variety of sports and arts activities. A large number of visitors come into school to work with pupils and pupils go out on a good range of trips. Pupils' personal development is very well provided for, such as through the residential visits for the older pupils. These help pupils develop their social skills and confidence, and, for many, significantly widen their experience of life beyond their immediate environment.

Grade: 2

Care, guidance and support

The care of pupils is outstanding and promotes their well-being very effectively indeed. The school has rigorous procedures for ensuring the safety of all of its pupils. The school building is totally secure and pupils feel safe. Exemplary support is provided for vulnerable pupils to ensure their specific needs are addressed. Child protection and health and safety procedures are very clear and up to date and are well understood by staff. A delightful feature is the high degree of care that pupils show towards each other. Some act as 'Woody's Buddies', a programme where even quite young pupils are trained to help resolve conflicts between others and are proactive in supporting and helping their peers.

Parents and carers are extremely happy with the care and guidance their children receive. They have regular opportunities to meet teachers to discuss their children's progress and receive regular written reports. The school has systems in place to track how well pupils are doing, and information gained is used to promote further improvement, although this aspect needs to be developed further.

Grade: 1

Leadership and management

The headteacher provides strong leadership to the whole school community. Her passionate commitment to the pupils, and determination that all will be enabled to develop as confident, secure learners, is shared successfully with other staff. This results in the extremely positive and distinctive ethos which serves pupils so well. Appropriate structures are in place to ensure that the school operates efficiently. Senior managers are an effective team, although the quality of leadership is not as consistent at middle management level and in the Foundation Stage. A high proportion of staff are relatively inexperienced and, while competent teachers, the support they are given takes senior managers' time away from other work which suffers as a result. In particular, the tracking of pupils' progress and the monitoring of the work of the school are not as thorough as they could be. Nevertheless, senior managers know the school's strengths and weaknesses well. Action is taken to promote improvement although plans do not always define what will be done or how success will be judged precisely enough.

Key governors support and challenge the school well, but they do not always explicitly evaluate the effectiveness of their decisions. Resources are deployed efficiently and the school works closely with parents and external agencies to very good effect. There has been good improvement since the last inspection and the school is well placed to continue this into the future.

Grade: 2

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INSPECTION JUDGEMENTS

| | | |
|---|-----------------------|--------------|
| Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate. | School Overall | 16-19 |
|---|-----------------------|--------------|

OVERALL EFFECTIVENESS

| | | |
|--|------------|------------|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | |
| The quality and standards in the Foundation Stage | 2 | |
| The effectiveness of the school's self-evaluation | 2 | |
| The capacity to make any necessary improvements | Yes | Y/N |
| Effective steps have been taken to promote improvement since the last inspection | Yes | Y/N |

ACHIEVEMENT AND STANDARDS

| | | |
|---|----------|--|
| How well do learners achieve? | 2 | |
| The <i>standards</i> reached by learners | 4 | |
| How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners | 2 | |
| How well learners with learning difficulties and disabilities make progress | 2 | |

PERSONAL DEVELOPMENT AND WELL-BEING

| | | |
|---|----------|--|
| How good is the overall personal development and well-being of the learners? | 1 | |
| The extent of learners' spiritual, moral, social and cultural development | 1 | |
| The behaviour of learners | 1 | |
| How well learners enjoy their education | 1 | |
| The extent to which learners adopt safe practices | 2 | |
| The extent to which learners adopt healthy lifestyles | 2 | |
| The extent to which learners make a positive contribution to the community. | 2 | |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | |

THE QUALITY OF PROVISION

| | | |
|---|----------|--|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 | |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | |
| How well are learners cared for, guided and supported? | 1 | |
| How well does the provision promote the well-being of learners? | 1 | |

LEADERSHIP AND MANAGEMENT

| | | |
|--|------------|------------|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | Y/N |

| | |
|--|------------------|
| The extent to which schools enable learners to be healthy | Yes/No/NA |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are taught about sexual health risks | Yes |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| The extent to which providers ensure that learners stay safe. | Yes/No/NA |
| Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i> | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| How well learners enjoy and achieve | Yes/No/NA |
| Support is given to learners with poor behaviour and attendance | Yes |
| Learners' personal and academic development are monitored | Yes |
| The extent to which learners make a positive contribution | Yes/No/NA |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| The extent to which schools enable learners to achieve economic well-being | Yes/No/NA |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop their enterprise and financial skills, and work in teams | N/A |
| Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning | N/A |

Alexandra House T 0207 421 6800
33 Kingsway F 0207 421 6707
London WC2B 6SE www.ofsted.gov.uk



Manor Park Primary School
Church Lane
Aston
Birmingham
West Midlands
B6 5UQ

18th May 2005

Dear Children

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn very much.

What we liked most about your school

- You are all helped to feel special and important. Your teachers and other adults care for you very well and make sure that you are safe.
- You get on well together and are kind to each other. We like the way older pupils help younger ones, such as in the playground at playtimes.
- Most of you get to school on time and behave very well. This means that teachers can get on with the job of helping you to learn.
- All the adults put a lot of effort into helping you to do well and try to make your lessons interesting. You enjoy your work and try hard to do what your teachers ask. We think you all learn well.
- The school puts on a lot of extra activities, like the clubs and trips out of school. We know you enjoy these very much.
- The teachers and governors who run your school are doing a good job and they want to make your school even better.
- Your parents think it is a good school, and we agree.

What we have asked the school to do now

- Give you more information about how well you are doing and how to improve your work.
- Make sure that all of your lessons are of the same good standard.
- Make sure that your school is getting better as fast as it can.

We hope that you continue to be happy at school and learn well.

Very best wishes

Joan McKenna
(On behalf of all of the inspectors)