



Manford Primary School

Inspection Report

Unique Reference Number 102795
LEA Redbridge LEA
Inspection number 276772
Inspection dates 26 April 2006 to 27 April 2006
Reporting inspector Robert Lovett

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Manford Way
School category	Community		Chigwell
Age range of pupils	3 to 11		IG7 4BX
Gender of pupils	Mixed	Telephone number	020 8500 2143
Number on roll	427	Fax number	020 8501 5532
Appropriate authority	The governing body	Chair of governors	Mr Mike Allen
Date of previous inspection	15 November 1999	Headteacher	Miss Tina Jacobs

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Manford Primary is a larger than average school situated on the edge of an established housing estate in Chigwell. Most pupils come from the surrounding wards which are more economically disadvantaged than most. The percentage of pupils known to be eligible for free school meals is about twice the national average. A high, and growing, proportion of pupils are from minority ethnic groups and speak a wide range of first languages other than English, mainly Urdu and Panjabi although an increasing number speak French. Of these a significant number are at an early stage of learning English. There is a high level of pupil mobility, with a higher than average number of pupils joining the school other than at the beginning of Year 1.

The proportion of pupils identified as having learning difficulties and disabilities is about average as is the proportion with a statement of special educational needs, (SEN).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where every child is valued as an individual. A strong sense of community and shared values nurtures pupils' personal development and well-being effectively. As a result, it is a happy, welcoming place and pupils say they really enjoy coming to school. However, despite the school's best efforts, attendance is below average and too many arrive after the start of the school day.

The Foundation Stage provides pupils with a secure and happy start to their time in school. Overall, pupils make good progress and achieve standards which are broadly satisfactory by the time they leave, although some more able pupils are not doing as well as they could. As a consequence, while most pupils make good progress, not enough reached the higher Level 5 in English and mathematics in 2005.

Leadership and management are good. The leadership team knows the school's strengths and weaknesses well and has, with governors and others, drawn up a good school development plan. This could be further improved by ensuring the school development plan and subject action plans show how pupils' progress will be measured.

The school has made good progress since the last inspection and demonstrates good capacity to improve further. Because pupils make good progress and the school uses its resources well, it provides good value for money.

What the school should do to improve further

- raise the achievement of more able pupils
- ensure the school development plan and subject action plans include how pupils' progress will be measured
- continue to work with parents to improve pupils' attendance and punctuality

Achievement and standards

Grade: 2

Pupils enter the Nursery with standards that are well below average and attainment remains below average by the time they leave the Reception class.

By the end of Year 2 standards overall remain below average. This is because strategies used successfully to raise standards in speaking and listening, particularly for those pupils speaking a first language other than English, have not had time to raise standards in reading and writing. By the end of Year 6 achievement overall is good, although some more able pupils are not doing as well as they could. As a consequence while most pupils make good progress, not enough reached the higher Level 5 in English and mathematics in 2005. Those pupils who are in school longest make the best progress.

The school has set challenging targets for 2006, particularly at Level 5 and the school's pupil tracking systems suggest it is well placed to achieve these. However, the achievement of some more able pupils throughout the school could be better.

Pupils with special educational needs make good progress because they receive good support in the classroom and from the special educational needs co-ordinator. Pupils who speak a first language other than English are also well supported and make good progress because learning is well matched to their individual needs.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Learning about other cultures and languages enriches learning, fosters positive attitudes and prepares the pupils well for life in a diverse society. The school actively promotes pupils' interest in, and contribution to, the local community so that they have a good sense of their developing role as citizens.

Pupils enjoy learning because their self-esteem is promoted well. Although pupils enjoy being in school, and despite the school's best efforts, attendance is below the national average. In addition, too many pupils arrive after the start of the school day. This has an adverse effect on the education of some pupils.

Pupils say, and most parents agree, that rare incidents of bullying are effectively dealt with.

Behaviour is very good. Relationships in class and on the playground are good and have a positive effect on pupils' willingness to learn together. Because of this, collaborative working and learning is a real strength of the school. Pupils also enjoy working together to prepare for school performances, while playing games and during the many extra-curricular clubs. Older pupils spoke of the beneficial effect of residential visits and of opportunities to have a voice through the school council.

The school is active in encouraging pupils to adopt a healthy lifestyle and pupils respond well. Opportunities to participate in sport and to acquire healthy eating habits are well fostered. As a result, the school has gained a local "Healthy School Award" and is working towards national recognition for its work. The daily breakfast club is very well attended and makes a positive contribution to pupils' well-being as well as giving them a good start to the day.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. As a result pupils make good progress. The Foundation Stage provides a good range of learning opportunities and is sensitive to the individual needs of pupils so that they learn to work together and to take turns and share. This collaborative working prepares pupils well for their future learning.

Teaching in Key Stages 1 and 2 is good overall. Relationships amongst pupils and between pupils and adults are very good. Lessons are calm and purposeful and pupils work with sustained concentration. The best lessons are well planned and make very

good use of partner and group working, enabling pupils to discuss their work and consolidate and extend their learning.

The newly installed interactive whiteboards are used very effectively to enliven lessons and engage the interest of pupils.

Work is well displayed in classrooms and other areas of the school to celebrate success and support learning.

Marking is good, it tells pupils how well they are doing and what they need to do to improve their work. Teachers regularly follow this up and as a result, pupils respond well and make progress.

Curriculum and other activities

Grade: 3

The school provides pupils with an appropriate range of learning activities and experiences. The curriculum in the Foundation Stage is broad and balanced and helps pupils make progress, developing their social and collaborative skills particularly well. The outdoor areas and other spaces within the classrooms provide good opportunities for learning. Teachers use national guidelines effectively to help plan their work across the full range of subjects and are working to enhance the creative curriculum within the school and to develop links between subjects.

The curriculum provides well for those for whom English is an additional language, particularly those just beginning to learn the language. It also provides well for pupils who have learning difficulties. It is less effective in consistently meeting the needs of more able pupils. The school offers a good range of lunchtime and out of school clubs and activities such as sports, art, music and computers. Pupils say they value this range of additional provision.

The well equipped computer suite contributes well to pupils' learning. They use the computers and internet confidently to carry out independent research. The use of computers could be improved further by their more regular use to support learning in the classroom.

Care, guidance and support

Grade: 2

The school provides good care and support for its pupils. Most parents and pupils confirm that the school is a secure place where children feel happy and enjoy learning. Behaviour is managed well to ensure a calm, friendly environment. There are good procedures in place to ensure the safety and protection of pupils and staff.

Pupils' progress is monitored well overall, and particularly well for pupils with learning difficulties and disabilities. This ensures pupils' needs are appropriately identified and suitable support is provided. The school works well with a range of outside agencies to enhance the support available for pupils. The commitment to fostering an awareness of a variety of cultures and languages helps pupils to develop an understanding and respect for their fellow citizens.

The school, through its commitment to inclusion, successfully prepares pupils for life in a culturally diverse community.

Leadership and management

Grade: 2

The leadership and management of the headteacher is very good and she is well supported in her work by the deputy headteacher.

The headteacher involves the extended leadership team effectively in the management of the school and ensures they are able to contribute to continuing school improvement. As a result, the school has made good progress since the last inspection and has good capacity to improve further.

There is a well defined management structure with clear roles and responsibilities. The innovative use of a senior teacher to manage and develop the work of subject leaders is having a positive impact through ensuring effective training and support.

The leadership of SEN is very good. The management of support for pupils speaking a first language other than English is also very good and helps them make good progress.

The school has good self-evaluation procedures and knows its strengths and weaknesses well. As part of this process the school consulted well with parents and others. As a result, the school has produced a good development plan. However, this, and subject action plans, could be improved by showing clearly how the impact on pupils' progress will be measured. Resources, including staff, are well used and the school provides good value for money.

Most parents are very supportive of the school, one wrote to say his daughter had made 'brilliant progress' and parents spoken to were overwhelmingly positive.

Governors are an effective part of the leadership and management team and involve themselves in school life through regular visits to classrooms which enable them to check how well the school is doing. Their involvement in the annual development planning day shows their commitment to helping set the school's priorities. They are very supportive of the headteacher and are aware of her positive impact on the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I must begin by thanking you all for making us feel so welcome during our time in the school. We were all very impressed by your friendliness, politeness and very good behaviour in lessons and around the school. You were confident and open when telling us what you thought and your views were very helpful in ensuring we got to know the school well.

We think you attend a good school. The quality of teaching is good so that most of you make good progress in your time at the school and enjoy your lessons. You told us you like coming to school very much and appreciate the range of clubs and activities the school offers. The Breakfast Club is particularly well attended.

The headteacher and all the staff work hard to make the school a better place. They have a clear picture of what is good at the school and what you all need to work harder at. We hope this inspection will help. Most of you do really well, particularly those who find school work most difficult and those of you who are learning English, but some of you said you found some work too easy. We have asked the school to look at how they can make work for more able pupils more challenging, so that you work harder and do even better. The school has a good set of plans to improve but we have asked that these are clearer about exactly how they will help you do better and by how much. We are also suggesting the school continues its good work with you and your parents to improve attendance and to ensure you all get to school on time. We agree with lots of the good things you and your parents said about the school. It's now up to you and your teachers to make it even better. We wish you success in making this happen and hope you enjoy the rest of the summer term.

Yours sincerely

Robert Lovett HMI

(on behalf of all the inspectors)