



Manor Primary School

Inspection Report

Unique Reference Number 105041
LEA Wirral
Inspection number 277278
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector Mr Michael McIlroy HMI

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

Type of school	Primary	School address	Beechwood Drive
School category	Community		Beechwood
Age range of pupils	3 to 11		Birkenhead, Wirral CH43 7ZU
Gender of pupils	Mixed	Telephone number	0151 677 3152
Number on roll	152	Fax number	0151 678 3297
Appropriate authority	The governing body	Chair of governors	Mrs M Thompson
Date of previous inspection	4 December 2000	Headteacher	Mr Nigel Greathead

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

Description of the school

The school is situated in Beechwood in Birkenhead. In common with a number of local schools, it has declined in size over the last few years and is now smaller than average. The school serves an area of disadvantage which is over three times that found nationally. Three quarters of the pupils are eligible for a free school meal, which is very high. Forty-four per cent of pupils have learning difficulties and/or disabilities. There are very few pupils from minority ethnic groups. Pupils enter the school with levels of learning below that which is expected for their age. The school has recently benefited from substantial new building work, including a new suite for information and communication technology (ICT).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Manor Primary School provides a satisfactory education for its pupils. Its strengths lie in the good personal development of its pupils and in the Foundation Stage.

Following a period of support from the local authority, the school now has a much sharper focus on improving pupils' achievement. In the Foundation Stage, pupils are now making good progress. At Key Stages 1 and 2, standards have risen over the last two years and pupils make satisfactory progress overall. Sometimes they do well, as in the 2005 assessments for Key Stage 1 pupils. Pupils with learning difficulties and/or disabilities make satisfactory progress because they are well supported. The progress pupils make overall is satisfactory, rather than good, because teaching is not consistently good. Work is not always matched to the abilities of pupils, particularly the more able.

Pupils generally enjoy school and their behaviour is good. The school has worked hard to improve attendance but it remains below average. The curriculum is sound, as are the care, guidance and support pupils receive.

The quality of leadership and management is satisfactory. The headteacher's evaluation of the school's effectiveness is broadly accurate. There are strengths in middle management but there are some weaknesses in procedures followed by senior management. The monitoring of teaching and learning is not robust enough to increase the proportion of good teaching. Staff strengths are not always used to the best advantage.

Recent developments in teaching and learning demonstrate that the school possesses the capacity to improve further. The school provides satisfactory value for money.

What the school should do to improve further

- Raise achievement in Key Stages 1 and 2.
- Increase the rigour of monitoring and the sharing of good practice to improve the overall quality of teaching.
- Ensure work is matched to the abilities of pupils, particularly the more able.
- Improve attendance.

Achievement and standards

Grade: 3

The achievement and standards of pupils are satisfactory overall. Standards are rising but as yet pupils' progress overall is satisfactory, due to teaching which is not yet consistently good.

Recent changes to provision and to teaching in the Foundation Stage mean that pupils are now achieving well. Their personal and social skills are being particularly well developed.

In Key Stage 1, standards have improved in the last two years. The overall Year 2 results in 2005 were in line with the national average. This represents good achievement for many pupils although few achieved the higher levels, especially in writing. Evidence gathered during the inspection indicates that the current Key Stage 1 pupils are making satisfactory progress.

In Key Stage 2, standards have also improved. In 2003, results were below average in mathematics, science and particularly English. Since then, standards have risen in all three subjects, most markedly in mathematics and science and Year 6 pupils mostly achieved in line with national expectations in 2005. During the inspection, lesson observations and scrutiny of pupils' books confirmed that pupils make satisfactory progress overall in Key Stage 2. Pupils with learning difficulties and/or disabilities made sound progress.

The school did not meet all of its challenging targets last year. The satisfactory progress currently being made by pupils means they are on course to meet this year's more realistic targets.

Personal development and well-being

Grade: 2

The spiritual, moral, social and cultural development of pupils is good. Pupils talk about their feelings and the wonders of the world, for example when Reception pupils observed and experienced snow in their play area. Pupils' moral awareness is strong as it is well developed through assemblies, circle time and the school's heavy emphasis on good attitudes and behaviour. Pupils are developing a good understanding of other cultures of the world through, for example, the link with a school in Kenya.

Pupils generally enjoy school and have positive attitudes to learning. Behaviour is good in classrooms and in the playgrounds. Pupils relate well to each other and are polite and helpful to visitors. A major contributing factor to this is the work of the 'nurture class', which provides a very rich and positive environment for pupils with emotional and learning difficulties. Pupils know what to do in the case of any bullying or name calling and are pleased that it is dealt with promptly.

Pupils know how to stay safe, for example when using the Internet. They move sensibly around the school. They also know how to stay fit and healthy. When given responsibility, pupils respond well. Attendance has improved over the past two years but is still below average.

Pupils make a good contribution to the local and wider community through charity fundraising and by constructing games for pupils in the school in Kenya.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning was satisfactory overall with a number of good features. While good teaching was observed throughout the school, there was too much that was satisfactory to ensure that pupils made good progress.

Good teaching was characterised by a brisk pace, stimulating activities, skilful use of questions, and high expectations of what pupils had to learn. A wide range of exciting activities and very effective teamwork between adults enabled pupils in the Foundation Stage to achieve well.

Lessons which were satisfactory overall had some weaknesses; a slowness of pace, activities that did not engage the interest of all pupils and a limited choice of resources. Work was not always matched to pupils' abilities; in particular, there was not enough challenge for more able pupils.

The generally good relationships between pupils and staff and pupils' good personal development meant that nearly all pupils behaved well in lessons, even when teaching was dull. When lessons were exciting and stimulating the rate of learning was faster. Effective use of skilled teaching assistants and other adults ensured that pupils with learning difficulties and/or disabilities made satisfactory progress.

Assessment procedures are used satisfactorily to track the progress of pupils but are not always used effectively to ensure that work is matched to the needs of all pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is broad and balanced and meets statutory requirements. There is an appropriate focus on English, mathematics and science. The school has adopted additional strategies to raise standards in literacy. The new computer suite enables the school to provide a richer ICT curriculum. This is extending pupils' expertise and enabling them to use ICT more effectively in other subjects.

There is a range of extracurricular clubs for pupils, such as gardening, football, cookery and computing. Participation in these varies. Pupils take part in visits to places of historical interest such as local museums and docks in Liverpool. Pupils in Years 5 and 6 benefit from an annual residential visit.

The school is careful to ensure that pupils with learning difficulties and/or disabilities are included in all activities. Opportunities for pupils to exercise responsibility within the school are limited; for example, there is no school council.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory. There are adequate arrangements for promoting pupils' health, safety and well-being. Sound procedures exist for child protection and assessing any risks to pupils. There is good supervision of pupils in the school and during break times. Staff intervene appropriately when pupils need assistance.

Healthy eating is encouraged. Pupils are taught sensitively about growing up and about the dangers of hazardous substances.

Good induction procedures exist for pupils joining the school. Pupils settle quickly into the Foundation Stage, partly because parents are invited to join in a popular shared learning experience every week. The oldest pupils are well prepared for their transfer to secondary school.

The school is responsive to the needs of the most vulnerable pupils. Those with learning difficulties and/or disabilities are identified early and receive good support. The successful and well resourced 'nurture class' provides effective teaching and support for those with specific learning and emotional needs. Staff work closely with other agencies to plan and review the required support for pupils.

Pupils' progress is assessed each term and targets are set in English and mathematics and for behaviour. Not all pupils know their targets. The marking of work is satisfactory. However, pupils do not yet receive enough guidance on the next steps they should take to improve their work.

There are good systems to monitor and encourage pupils' attendance. The school works very hard with other agencies to improve the attendance of a small minority of pupils who do not attend regularly.

Leadership and management

Grade: 3

The quality of leadership and management at the school is satisfactory overall.

The headteacher has led the school through a difficult period, including a major building programme, considerable staff changes and a decline in pupil numbers. With the support of parents and the LA, he has developed a good climate for learning through an initial focus on pupils' behaviour and attitudes to learning. The school is now much more focused on improving standards. Carefully chosen intervention and improvement strategies, and the effective team the headteacher is building, have raised standards and increased pupils' progress in the last two years. Self-evaluation of the school's performance, whilst overgenerous in part, is broadly sound. Satisfactory progress has been made in remedying the issues raised in the last inspection report.

However, there are some weaknesses in procedures followed by senior management. The monitoring of teaching and learning, although regular, is insufficiently rigorous. Good practice is not shared widely. Teachers' strengths are not always used to the

maximum benefit for pupils. Parents and pupils are not yet formally consulted on school developments.

Middle management is good. The co-ordinator of special educational needs leads her area well as does the teacher in charge of the Foundation Stage team. Subject managers for English, mathematics and science have a good understanding of the strengths and weaknesses of their areas. They analyse results carefully and scrutinise pupils' work. Some monitor the quality of teaching.

Governance is satisfactory. Governors provide support for the headteacher but do not challenge the school sufficiently, particularly on the raising of standards. Finances are carefully administered. The school provides satisfactory value for money and is well placed to continue its improvement.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

I am writing to thank you for being so kind and helpful when Mrs Maloney and I inspected your school recently. These are some of the best things we saw.

- Your behaviour is good.
- You are kind and considerate to each other and to visitors.
- You have good attitudes to learning and work hard.
- You get a good start in the Foundation Stage and in the 'nurture class'.
- You know how to keep yourselves safe.

We have asked your headteacher, staff and governors to make some changes in order to make your school even better. These are:

- to help all of you to learn more
- to find better ways to check up on how well you are learning and to make all teaching good
- to see that some of you receive harder work
- to make sure that all of you attend school regularly.

Once again, many thanks for your help and politeness when we visited your school.