



Manorside Combined school

Inspection Report

Unique Reference Number 134709
LEA Poole
Inspection number 282656
Inspection dates 1 November 2005 to 2 November 2005
Reporting inspector Diane Wilkinson RISP

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

Type of school	Middle deemed primary	School address	Evering Avenue
School category	Community		Parkstone
Age range of pupils	4 to 12		Poole BH12 4JG
Gender of pupils	Mixed	Telephone number	01202 380103
Number on roll	329	Fax number	01202 380102
Appropriate authority	The governing body	Chair of governors	Mr Brian Clements
Date of previous inspection	Not applicable	Headteacher	Ms Helen Roderick

Age group 4 to 12	Inspection dates 1 November 2005 - 2 November 2005	Inspection number 282656
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Introduction

The inspection was carried out by three additional inspectors

Description of the school

Manorside is a larger-than-average combined school catering for pupils aged 4 to 12. It opened in September 2004 after the amalgamation of a first and middle school. The majority of pupils are from a White British background and all speak English as a first language. A number of children from traveller families housed in the locality attend the school. There is a high level of social and economic deprivation in the area and pupils start school with skills and knowledge that are below the expected levels. The proportion of pupils with learning difficulties and disabilities is well above the national average and a significant number of pupils have emotional and behavioural needs. There is a high turnover in staff and the school is experiencing difficulty in appointing and retaining staff and governors.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to underachievement in Years 3 to 7, low standards in English and weaknesses in the quality of teaching.

The school is not yet providing an effective education despite putting in place a number of recent improvements. There are a number of significant weaknesses. These are predominantly in the quality of teaching and the achievement of pupils, especially in Years 3 to 7. The effective aspects of the school's work include the provision for pupils' personal development, the quality of the curriculum and level of care, support and guidance provided. The school provides satisfactory value for money.

The quality of the education in the reception classes is satisfactory. Children make steady progress but they do not reach the expected standards by the time they start Year 1. The steady progress continues in Years 1 and 2. In Years 3 to 7, pupils do not achieve as well as they should and progress is too slow. This is because there is too much unsatisfactory teaching in these year groups. Across the school, weaknesses in the teaching of English result in pupils not reaching the standards of which they are capable. Despite the school's efforts to improve the quality of teaching, its strategies have been adversely affected by difficulties in recruitment and retention of staff and a high level of long-term staff absence.

The school's self-evaluation is accurate and it recognises that it is not yet fully effective. The current senior leadership team and governors are very clear about what needs to be improved and how to achieve this. Effective leadership in mathematics and in the reception year is already having an impact on improving standards. This, together the recent introduction of strategies to raise achievement in English, indicates that the school is well placed to improve further.

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What the school should do to improve further

- Improve the achievement of pupils in Years 3 to 7 by using assessment records better to help set suitably challenging work so that they can make the progress of which they are capable.
- Continue to improve achievement in English by consistently implementing effective schemes of work, particularly to help raise standards in writing
- Improve the quality of teaching so that all pupils are provided with suitably challenging activities which promote their interest, and are given good advice on how to improve.

Achievement and standards

Grade: 4

Despite improvement in some areas, achievement is unsatisfactory. This is because of a legacy of low expectations of what pupils can achieve and weaknesses in the quality of teaching. A significant number of pupils do not reach the targets they are set and the school did not meet its published targets in the 2005 Year 6 tests.

Children enter the school with standards below those expected for their age and a significant number have limited language and literacy skills. Recent improvements in the reception classes and in Years 1 and 2 mean that pupils in these year groups now do as well as they should in most subjects. However, standards at the end of the reception and Year 2 remain below average. Pupils in Years 3 to 7 do not achieve well enough and overall standards at the end of Year 6 and in Year 7 are very low.

Throughout the school, achievement in English is unsatisfactory and pupils do not reach the standards of which they are capable. Standards in writing are very low. The school has put in place strategies to improve all aspects of the subject and there are signs that pupils are now making better progress in writing.

Throughout the school, pupils are now making satisfactory progress in mathematics. This is due to the effective programmes of work now in place and higher expectations of what pupils can achieve. Information and communication technology (ICT) skills are effectively taught and pupils' achievement is satisfactory.

When pupils with special educational needs are taught in small groups and where class teaching is good, their needs are met well and their achievement is at least satisfactory. However, their achievement is adversely affected by the weaker teaching in some classes and is unsatisfactory overall.

The achievement of pupils from traveller families also varies. When they are given specific support and teaching is good, they benefit, but generally they fail to make the progress they should.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Many pupils respond well to the school's efforts to develop a responsible attitude towards others and relationships are satisfactory. Attitudes to school are satisfactory. The school's good procedures ensure satisfactory attendance.

Behaviour is variable although satisfactory. It is sometimes very good in lessons where exciting activities inspire pupils to work hard. Behaviour is less good at playtimes, particularly where pupils do not have enough to do. The school has recognised this and is extending the range of organised activities it already offers. There are a number of highly challenging pupils and the employment of a full-time pastoral care worker is having a significant impact on helping to improve their behaviour.

Pupils are encouraged to be healthy and are knowledgeable about the importance of healthy eating. Good links with the local secondary school promote this aspect well through enhanced opportunities for physical education. Secure procedures help pupils to feel safe and good links with the local police and fire brigade encourage pupils to become responsible for their own safety. Pupils contribute satisfactorily to the school and wider community. For example, the school council is fully involved in helping the school to address issues of poor behaviour, although it is too soon to see the full impact of this work. Pupils are making sound progress in developing basic numeracy and ICT skills but not enough to develop their literacy skills.

Quality of provision

Teaching and learning

Grade: 4

Unsatisfactory teaching is a key factor in pupils' low achievement. There is too much variation in teaching, with too much that is not meeting the needs of pupils. Teaching in the reception classes varies too much, although consistently satisfactory teaching in Years 1 and 2 is helping pupils to make steady progress. Despite a number of strategies to improve teaching, there are still shortcomings throughout the school in how English is taught. In addition, although some good teaching was seen in Years 3 to 7 there is a significant level of unsatisfactory teaching in these year groups.

The major weaknesses in teaching are associated with:

pupils being given work that is too easy or too hard

weak management of poor behaviour

unsatisfactory deployment of teaching assistants

too much unsatisfactory marking, meaning that a significant number of pupils are unsure how to improve their work.

The school's strategies to improve the quality of teaching have been hampered by the significant problems it has in recruiting and retaining high quality staff. In addition, the long-term absences of some teachers have interrupted the continuity of pupils' learning and adversely affected their attitude and behaviour in lessons. Nevertheless, some improvement is taking place. Teaching of mathematics is satisfactory. This is due to the effective way the subject is managed and led. This is in contrast to English, where unsatisfactory leadership has been far too slow in addressing weak teaching. Recently improved subject management means these weaknesses are now being addressed and teaching is improving, particularly for writing.

Curriculum and other activities

Grade: 3

The curriculum provides a broad and balanced range of work that meets statutory requirements. Improvements to literacy and numeracy programmes are beginning to

improve achievement. Effective individual education plans support pupils with learning difficulties well. Year 6 pupils praised the school's efforts to cater for pupils of all abilities; for example, both higher and lower attaining pupils are included in 'booster' classes for literacy and numeracy.

A satisfactory range of visits, visitors and events helps to enrich the curriculum. A regular residential visit enables pupils to enjoy activities such as orienteering and develop collaborative skills essential for the future workplace. A recent visit to a mosque gave pupils a good insight into a religion other than Christianity and they enjoyed the opportunity to 'learn new things about Islam'.

An effective programme including events such as 'Health Week' and the 'Streetwise' initiative helps pupils learn about healthy eating and drinking and the dangers of drug abuse and smoking.

Care, guidance and support

Grade: 3

The level of care is good and there is a wide range of ways in which pupils' welfare, safety, security and well-being are provided for.

The school is determined that good behaviour will be the norm and has a number of robust strategies to ensure this. Pupils are successfully encouraged to care for one another and take responsibility for their own and others' behaviour. Most pupils, but not all, do so. The school is particularly successful in helping to support pupils who find self-control difficult. Despite clear procedures for dealing with bullying, pupils do say that they feel that this is not always dealt with satisfactorily.

Very good liaison with agencies providing specialist support is having a positive impact on pupils with specific needs. The 'Breakfast Club' is successful and well attended. The extra support given to pupils who have specific needs is generally effective. It ensures they are safe and supported, although it does not always give them the help they need to make better progress.

Target setting is helping pupils to improve their work and is already beginning to increase their progress in mathematics and writing. However, too many teachers do not mark pupils' work well enough so that they are not clear about what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has shown great determination, in very difficult circumstances, to establish this new school and raise standards. In this she has been very well supported by the governors and the local authority. Senior managers have not been afraid to take difficult decisions, although sometimes actions taken have been too slow in bringing about the necessary changes, particularly in English, where standards remain low.

The new leadership team has a shared vision for the school and a consistent approach. Together, they have a good capacity to accelerate the rate of improvement. Their knowledge about the school's strengths and weaknesses is thorough and accurate. They have identified a clear plan for the most important things to be done in order to raise standards. There is evidence of the success of this, for example, in teaching in mathematics. The school is setting targets for groups and individuals but inconsistency in their use across the school is limiting progress.

The school is doing all it can to improve the quality of teaching. Frequent and rigorous monitoring of lessons takes place and support is given where necessary. The senior leadership team and governors are strenuously addressing the problems caused by the difficulties in recruitment of staff and recent appointments have improved the quality of teaching. However, too much of the teaching remains unsatisfactory. Pupils are given a voice through the School Council and are helping to bring about improvements in behaviour. Parental involvement is encouraged and a good number recently attended the meeting on helping their children to read.

Governors contribute well to the work of the school. They are energetic, enthusiastic and well organised and have a clear understanding of their duties. Although very supportive of the school, they balance this well with the need to challenge and question. Financial management is sound and value for money principles are securely in place.

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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?	4	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	3	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	NA	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	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	No
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

Manorside Combined School Evering Avenue POOLE, BH12 4JG 4 November 2005

Dear Pupils

Thank you for welcoming inspectors to your school and being so friendly and helpful. We particularly want to thank the School Council and Year 6 pupils who gave up their time to talk to us. You and your parents think your school is good in some areas, but needs to improve in others and we agree with you.

What we liked most about your school:

- The headteacher, assistant headteachers and governors are working very hard to improve your school
- The staff are helping you to behave well and are encouraging you to help other children do so too
- You are given good advice on how to stay healthy and safe
- Teachers have helped you to do better in mathematics and ICT.

What we have asked your school to do now:

- Make sure that the pupils in Years 3 to 7 make satisfactory progress and achieve the standards of which they are capable
- Help your teachers to teach you as well as they should by ensuring they all -plan lesson activities for you that will help you to do the best you can -mark your work better so that it tells you what you need to do to improve -use the information from assessments of your work to help set your targets for improvement -make better use of teaching assistants in class lessons so that they can help more of you with your work
- Help you to improve the quality of your writing, including your handwriting and spelling, so that you do better in English.

Thank you again for all your help and good luck for the future.

Yours sincerely

Mrs D Wilkinson and the inspection team