



Manley Park Primary School

Inspection Report

Unique Reference Number 105472
LEA Manchester
Inspection number 282700
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Ms Suzi Clipson-Boyles HMI

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

Type of school	Primary	School address	College Road
School category	Community		Whalley Range
Age range of pupils	3 to 11		Manchester, Lancashire M16 0AA
Gender of pupils	Mixed	Telephone number	0161 8813808
Number on roll	470	Fax number	0161 8810390
Appropriate authority	The governing body	Chair of governors	Ms M Price
Date of previous inspection	Not applicable	Headteacher	Mr J Ward

Age group 3 to 11	Inspection dates 4 July 2006 - 5 July 2006	Inspection number 282700
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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

This larger than average primary school opened in 2002 following the amalgamation of separate infant and junior schools. The school still operates as two departments on sites which are half a mile apart. The cultural mix of the school is two-thirds Asian and one-third White British, Black Caribbean and those of mixed ethnicity. Around three-out-of-four children starting Nursery do not speak English at home and many are in the early stages of learning English. The school draws most of its children from an area that includes more than the usual number of higher social class households, and the remainder from areas of high social deprivation. The number of children eligible for free school meals is more than double the national average. The number of children with learning difficulties and/or disabilities, including those with statements of special educational need, is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school provides high quality education and children make good progress throughout all three key stages. Many children are at a low starting point at the age of three. They catch up rapidly during the Foundation Stage and by the end of Reception are working broadly at the levels expected for their age. When they leave at the age of 11 standards are above national averages. Good teaching addresses the needs of all groups of children, although they do not have regular opportunities to assess and reflect on their own learning. Care, guidance and support are good. Additional support is provided for the many children who are at an early stage of learning English and as a result, they make rapid progress. Children with learning difficulties and/or disabilities also receive effective support and so make good progress. Partnerships with parents and outside agencies are excellent and have a positive impact on the children's progress. The curriculum is good and extra enrichment activities make learning even more interesting. Children's personal development and well-being are good. Their behaviour is excellent and attitudes to learning are very good. Despite the school's best efforts, attendance is just below the national average.

Leadership and management are good. The school has an accurate view of its own performance. Governors support the school well and managed the amalgamation smoothly without an adverse effect on children's learning. The headteacher is a strong leader and has been the prime force in establishing the school's ethos and programme of improvement. He is well supported by a deputy headteacher and acting deputy headteacher, one on each site. The headteacher retires at the end of this term and the governing body has not appointed a permanent replacement. This raises some concern about the school's ability to sustain its current stability and good capacity to improve.

What the school should do to improve further

- Establish manageable ways for children to assess and reflect on their work so they understand what to improve next.
- Speed up the process of establishing a permanent management structure so that the good capacity for improvement is sustained.
- Improve attendance further.

Achievement and standards

Grade: 2

Achievement and standards are good overall. In all classes, children of all capabilities, including those with learning difficulties and/or disabilities, meet challenging targets. During the Foundation Stage children make very good progress. When they start in the nursery, their overall levels of skill, knowledge and understanding are below those expected for their age. Well planned activities result in very good progress across the areas of learning including important social skills. Around three-quarters of the children are in the early stages of speaking English. Good quality bilingual support leads to

good progress in understanding and using English as well as good strides in learning through the use of their first language. This good achievement, especially in speaking English, ensures that by the end of the Reception year, most children are doing as well as expected for their age in most areas, apart from communication and calculation. During Key Stage 1, children continue to make good progress. This year's results are better than those in 2005 which were close to average. Writing has particularly improved, though it remains lower than reading and mathematics. By the end of Year 6, overall standards are above average due to the children's generally very good achievement at Key Stage 2. This year's test results generally echo the good results of 2005 in English, mathematics and science. Good presentation of written work is a notable strength of the school.

Personal development and well-being

Grade: 2

Children's personal development is good. There is a vibrant, inclusive atmosphere in the school which is evident in the friendly relationships between children from differing social and cultural backgrounds. The children respond positively to the school's strong emphasis on the development of tolerance and understanding between all. The diversity of religions and ethnic backgrounds enriches the ongoing development of the children. The children's social, moral, cultural and spiritual development is outstanding. As one Year 6 pupil told an inspector, 'In this school we are all races and cultures and we play happily together!'. Children's behaviour is excellent in lessons and in the playground. Children were keen to say how much they enjoy school and learning. They adopt safe practices; for example, in an information and communication technology (ICT) lesson children explained to the teacher why it was unsafe to open e-mails from unknown sources. Consistently good progress in basic academic and collaborative skills means that children are well prepared for their future economic well-being. Children with English as an additional language acquire a firm grasp in both written and spoken English as they progress through the school. Children contribute to school improvement through Pupils' Voice activities that form part of the healthy schools' programme. Attendance is just below the national average. The school is respectful of absence for religious observance. However, strategies to reduce other types of absence are not proving effective.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching ensures children learn well and make good progress. In the Foundation Stage they make particularly good progress because all the staff work as one to provide interesting, challenging activities that foster the children's skills and knowledge. In the nursery, the teaching of social skills is highly effective. As a result, children's behaviour improves and children become confident in working independently; for example, selecting a material such as glue, using it and then tidying away.

All teachers' planning is of good quality. It ensures that work is well matched to children of differing capabilities and builds on their previous learning. Every lesson has clear learning intentions that the teachers share and review with the children. The very positive relationships between children and staff create a pleasant, friendly and productive working atmosphere in classrooms. Support for children whose first language is not English is particularly strong in the Foundation Stage and at Key Stage 1. Similarly, support for children with learning difficulties and/or disabilities is good and they also make good progress. Teachers' written marking is supportive and explains clearly to the children why their work is being praised, although it does not always make clear how it can be better. Teachers are starting to provide children with opportunities to assess and reflect on their own learning. This helps children to see more clearly where they need to improve next. However, this is not yet an established part of everyday discussion and routine. Skilful and well prepared teaching assistants provide very good support. Some take charge of classes very efficiently to release teachers for their preparation time.

Curriculum and other activities

Grade: 2

The good curricular provision meets the needs and interests of all groups of children. In the Foundation Stage, some aspects of the work are outstanding. For instance, practical activities indoors and outside capture the children's interest and result in good learning. In the nursery, the experience of hatching caterpillars into butterflies provided a good link between stories, science, art and mathematics, as well as leading to great excitement when the butterflies were set free! Strong emphasis is placed on the development of literacy and numeracy skills throughout the whole school but the rest of the curriculum is not neglected. Art is particularly well developed and some stunning examples of work were seen as the result of work with a visiting artist. ICT is used across the curriculum effectively; for example, Year 5 children created an interactive flow chart of plant life during a science lesson. The good range of well attended lunch time and after-school clubs for children in Key Stages 1 and 2 enrich learning; drama, knitting and gardening are some of the favourites. Educational visits also add value; for example, one pupil, who talked enthusiastically about a visit to Quarry Bank Mill, remembered much about the Victorians. Developing children's knowledge and understanding of multicultural life is given a strong emphasis in the school and this contributes to the positive relationships.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its children. Children's academic progress is assessed and tracked as they move through the school. This ensures that learning can be carefully matched to individual needs. Staff know children and families well. The excellent partnerships between the school, parents and outside agencies contribute greatly to the successful learning and excellent behaviour. Children are confident that staff will look after them. They are extremely well supervised when

playing outside and staff ensure that they are safe from harm. Children say they feel safe, free from bullying and are happy in school. They are well prepared for starting school and transition between classes and sites. Good focus in the curriculum has increased children's awareness of the need for healthy eating and regular exercise. Many choose to join in extra-curricular sports activities provided for them. Children are actively involved in supporting their local and wider community through regular fundraising and other community events.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher takes a strong lead and his efficient organisation and effective management ensure that the school operates like clockwork. He has high expectations of children and staff. As a result, the school provides a good education in a caring and inclusive atmosphere and children achieve well. The school provides good value for money. Equal opportunities are always promoted and there is constant vigilance against discrimination. The children proudly told inspectors that there is no racism in the school. The headteacher is well supported by the deputy headteacher in the day to day running of the infant department. An acting deputy headteacher also provides effective support on the junior site. The school uses what it knows about its performance to prioritise improvements; at the heart are the academic and social needs of the children. Different staff take responsibility for curriculum development at different times. Children, parents and staff are consulted on issues where it is felt to be relevant. Although most parents are happy with the school, several, in their responses to the questionnaire, commented that their views are not always taken fully into account. Governors provide good support for the school and are well informed; their effective management of the amalgamation ensured a smooth transition. There is currently good capacity for improvement in the school. Subject managers take the lead in helping to raise standards as and when needed. A permanent replacement has not yet been found for the headteacher who retires at the end of the summer term. The capable deputy headteacher has been appointed as acting headteacher for two terms. The acting deputy headteacher will continue temporarily in her role at the junior site and a new permanent deputy headteacher has been appointed to take over the day to day management of the infant site from next term. Nevertheless, the possibility of a long gap before a permanent management structure is agreed raises some concern about the school's ability to sustain its good capacity for 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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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	2	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	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?	2	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	1	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

Thank you for making us so welcome when we inspected your school recently. We enjoyed our two day visit. You were all extremely friendly, polite and helpful. We are very grateful to you and to the adults in your school.

We agree that Manley Park is a good school! Mr Ward is an efficient headteacher and you all make really good progress because of the organised way that he runs the school. We have asked the governors to choose a permanent headteacher as soon as possible when he retires so that the school can keep on improving. Your teachers help you learn well and make sure you feel secure. They plan different work so that everyone is working at the right level. They make sure that lessons are interesting and plan trips to places like Quarry Mill to help you understand things better. We would like the teachers to let you think and talk more about the work you have done. This will help you understand what you have learned and what you still need to improve. We like the fun activities in Nursery and Reception because they really help the younger children learn quickly. Other adults also work with you well in lots of ways; for example, many of you have help in learning English. We found your behaviour to be excellent, in classes and in the playground. We were really impressed to see you play and work so happily together and show very good attitudes towards learning. By the time you get to Year 6 you usually have made so much progress that you get very good test results. The extra clubs you go to at lunchtime and after-school give you lots of extra interesting things to learn. We are rather disappointed that your attendance is not as good as in other schools. It is important that you don't miss out on your lessons! We hope your parents will help the school to improve this.

I hope that you will all continue to work and behave as well as you can so that the school keeps on getting even better! We send our very best wishes to you all for a happy and successful future.