



Carr Manor Primary School

Inspection Report

Unique Reference Number 107913
Local Authority Leeds
Inspection number 287954
Inspection date 13 November 2006
Reporting inspector Robert Robinson

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

Type of school	Primary	School address	Carr Manor Road
School category	Community		Leeds
Age range of pupils	3-11		West Yorkshire LS17 5DJ
Gender of pupils	Mixed	Telephone number	0113 2689160
Number on roll (school)	473	Fax number	0113 2689251
Appropriate authority	The governing body	Chair	Mr Tony Painter
		Headteacher	Mrs L Bowles
Date of previous school inspection	8 October 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very large primary school. Pupils come from diverse ethnic and socio-economic backgrounds. About 40% of pupils are of White heritage, 30% from Asian backgrounds and 30% from Black heritage and other minority ethnic groups. About a third of pupils are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Carr Manor Primary is an outstanding school which has continued to improve extremely well since its last inspection. The key strength is the first class leadership and management of the school. The leadership of the headteacher and deputy headteacher is outstanding. Together they have built up a high performing team who are enthusiastic, capable and dedicated to providing the best for the pupils in their care. Governors also play a major role in ensuring a high standard of education. Parents are extremely supportive of the school. The following parental comment sums up their positive views: 'Carr Manor is a credit to the local community. It balances the needs of children from diverse communities and backgrounds and is thus inclusive of all.'

As a result of exceptional leadership and management, all groups of pupils, including those learning English as an additional language, make outstanding progress. Standards by the end of Year 6 are significantly above average and have been consistently so since the last inspection. The achievement of pupils from entry to the Nursery to the end of Year 6 is outstanding. In the Nursery and Reception (Foundation Stage), children get off to a wonderful start because of outstanding provision.

Good, and sometimes outstanding, teaching throughout the school enables pupils to make brisk progress in their learning. Pupils respond extremely well to the teaching by working hard. Pupils enjoy learning because as a pupil stated, 'teachers make learning fun'. Lessons move at a quick pace and time is not lost because pupils are very interested in their work and their behaviour and attitudes to learning are exemplary. Pupils have a good understanding of how to improve their work because marking clearly identifies what they have done well and what they need to do next.

Information about pupils' progress from the Nursery to Year 6 is used extremely well to help determine pupils' next steps of learning. The curriculum meets the needs of all. It is very effective, with a strong emphasis on developing pupils' basic skills and their personal development, as well as providing very good opportunities to develop skills and knowledge in other subjects. The broad range of visits and visitors adds an extra dimension to learning. Pupils thoroughly enjoy and appreciate the wide range of after-school activities.

Pupils respond exceptionally well to the outstanding care, guidance and support they receive. Their personal development, including their spiritual, moral, social and cultural development, is outstanding. Relationships are harmonious between pupils as well as between pupils and staff. A pupil commented that, 'A strength of the school is the opportunity to mix with children from other cultures and to learn to respect others' views.' Pupils behave extremely well in the classroom and around school. Pupils are very well prepared for future learning because of their very good acquisition of basic skills and their excellent attitudes to learning. The school has worked very hard with parents to help them appreciate the importance of regular attendance of pupils and not taking holidays during term time. As a result, attendance has improved and is now satisfactory.

The leadership team is constantly seeking ways to improve the school. Its understanding of strengths, areas for development and vision for the future are exceptional. The school has outstanding capacity to continue to improve because of its proven track record over many years. It provides outstanding value for money because accommodation, staffing and other resources are used extremely well to promote a high standard of education for pupils and equal opportunities for all.

What the school should do to improve further

There are no significant areas for improvement. The school's improvement plan clearly identifies what it needs to do to maintain its great strengths and improve even further.

Achievement and standards

Grade: 1

Achievement for all is outstanding. Children start Nursery with a broad range of attainment, but overall, their skills are generally below those expected for children of this age. By the end of Reception, standards are broadly in line with those expected nationally, with particular strengths in personal, social and emotional development. Standards by the end of Year 6 have been significantly above the national average in English, mathematics and science since the time of the last inspection. The 2006 Year 6 test results were the highest reached over time. Pupils achieve well in other subjects where standards are also high. Pupils with learning difficulties and those learning English as an additional language make fast progress because of the intensive help they receive from staff. There are no significant differences in the achievement of boys and girls, or that of pupils from different backgrounds. Challenging targets were exceeded in English and mathematics in the 2005 and 2006 national tests.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils demonstrate high levels of interest and show very good example to others in work and play. This is a friendly school where behaviour is excellent. Bullying is not tolerated. Pupils are extremely well mannered, confident and articulate. They feel safe and trust all the adults they deal with. Pupils have a strong commitment to racial equality which is recognised by their achievement of the Stephen Lawrence Education Standard. They make excellent progress in developing their social skills and take on and fulfil their responsibilities extremely conscientiously, such as helping organise playtime games by being 'Carr Manor Gear Grabbers'. Older pupils particularly enjoy joining in and helping with the activities in the Nursery. Pupils know very well how to maintain a healthy lifestyle. The school council takes its responsibilities seriously and knows that its views are listened to and acted upon. For example, they suggested ways to make playtimes more enjoyable which were taken on board by the staff.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding and results in outstanding achievement for pupils during their time at the school. Classrooms are very stimulating places to learn, with attractive displays of pupils' work. Teachers plan lessons extremely carefully to ensure pupils at all levels of attainment make rapid progress in their learning. They question pupils exceptionally skilfully to ensure both that they understand and to challenge them. Teaching assistants and other staff are highly skilled and are used exceptionally well to push on the learning of all pupils, including those learning English as an additional language and those with learning difficulties and/or disabilities. Information and communication technology is used very well to support learning, particularly to assist learning in English.

Curriculum and other activities

Grade: 1

The curriculum is rich and is designed most effectively to express the character and diverse nature of the school and to meet the needs of all learners. A strong emphasis on English, mathematics and science results in high standards in these subjects. Ample enjoyable opportunities are planned for pupils in art and design, geography, history, music and a modern foreign language. Very good use is made of the outdoor areas in the Nursery and Reception which assists young children's learning extremely well in all areas of the curriculum. All pupils learn to play the recorder before having the opportunity to play other musical instruments. Educational visits, visitors to the school and a very good range of extra-curricular activities, are used very effectively to provide added interest to learning and to help pupils to understand their work better. Pupils' maturity and understanding of healthy lifestyles are enhanced through personal, social, health and citizenship education. Sex and relationships education and alcohol and drug misuse discussions help pupils to understand how to keep safe. Pupils are well prepared for the next stage of education because of the many good links with the secondary school. Projects such as 'Young Enterprise' and 'Kids at Uni' provide experiences for pupils to develop enterprise and financial skills. A member of the school council encapsulated the feeling of others when he stated that, 'At Carr Manor you learn skills for life, not just literacy and numeracy.'

Care, guidance and support

Grade: 1

Child protection procedures are in place. Health and safety and risk assessment procedures promote a safe environment. The tracking of pupils' progress is extremely thorough and is used very well to assist pupils to make outstanding progress in their learning. A 'target-setting day' involving parents challenges pupils to achieve more. The learning mentor works with specific groups to prevent disaffection. Good

attendance and punctuality are given high priority and are communicated to children individually and through assemblies. As a result of excellent procedures, attendance rates and punctuality have improved to average levels. Parents are very appreciative of all that the school does for their children. As a parent stated, 'The school not only teaches the curriculum but also helps children to grow emotionally and become good members of society.'

Leadership and management

Grade: 1

The high performing team of senior managers, subject leaders, teachers and support staff are led and managed exceptionally well by the headteacher and deputy headteacher. They are constantly striving to improve the provision for all its pupils. Their evaluation of the school's effectiveness is accurate. Professional development of all staff is given a high priority and this is helped by the school's training status. Strategies for monitoring and evaluating the performance of staff and the work of the school are rigorous. Very strong partnerships with other educational establishments broaden the expertise available to the school as well as providing a wealth of help and advice for other schools and professionals. Governors have a very good understanding of the school's strengths and areas for development. They are very supportive of the leadership team and use their expertise to both assist and challenge. They actively seek ways to improve the school and maintain its high reputation in the community. Plans for the future are extremely well thought out and visionary.

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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
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school. I enjoyed the day I spent with you and our discussions. My findings confirm your own views that your school is an outstanding school because:

the headteacher and deputy headteacher, other staff and governors lead and manage it extremely well

- you are taught really well so you make brisk progress in your learning and reach high standards
- you behave exceptionally well, work hard in lessons and all get on very well together
- you have worked with the staff to improve attendance and punctuality
- the staff look after you extremely well
- you really enjoy school
- your parents and carers are very pleased that you come to this school.

Normally I would suggest how your school could improve. However, on this occasion I am not making any suggestions as your headteacher and governors have detailed plans for the future to ensure that your school continues to provide an outstanding education for all of you.

I appreciated talking to you about your work and watching you learn. I wish you well for the future.