

# Manor Primary School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 109944          |
| <b>Local Authority</b>         | Reading         |
| <b>Inspection number</b>       | 288544          |
| <b>Inspection dates</b>        | 12–13 June 2007 |
| <b>Reporting inspector</b>     | Wiola Hola HMI  |

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

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|---|---|
| <b>Type of school</b>                     | Primary                                     |
| <b>School category</b>                    | Community                                   |
| <b>Age range of pupils</b>                | 4–11  |
| <b>Gender of pupils</b>                   | Mixed                                       |
| <b>Number on roll</b>                     |   |
| School                                    | 278   |
| <b>Appropriate authority</b>              | The governing body                          |
| <b>Chair</b>                              | Chief Inspector Andy Bird                   |
| <b>Headteacher</b>                        | Mrs Katie Diffin                            |
| <b>Date of previous school inspection</b> | 18 June 2002                                |
| <b>School address</b>                     | 110 Ashampstead Road<br>Reading<br>RG30 3LJ |
| <b>Telephone number</b>                   | 0118 9015494                                |
| <b>Fax number</b>                         | 0118 9015496                                |

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. This inspection did not include the nursery provision because it had been recently inspected in March 2007 when it was found to be outstanding.

## Description of the school

The school is larger than average. About two-thirds of pupils are from White British backgrounds. The proportion of pupils from other backgrounds is well above average as is the proportion with English as a second language; children in the nursery are mainly those at an early stage of learning English. A higher than average proportion of pupils is eligible for free school meals.

The school is a resourced school for 10 pupils with moderate learning or speech and language difficulties. The proportion of pupils with learning difficulties or disabilities is above average but the proportion with statements of special educational needs is well above average. In May 2006, the school opened full day care for children and babies under 5, operating on two sites.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Manor Primary School is certainly 'Making People Successful' as its motto states and this applies to all members of the community; pupils, staff, governors and parents. It is a good school with many outstanding features, ready to take on challenges and constantly seeking to improve. It works in excellent partnership with many people on its aims of 'making the most of the opportunities for teaching and learning' and 'achieving the best we can'.

The best features are in pupils' exceptionally good personal development which arises from the outstanding care, guidance and support pupils receive. In addition, provision for pupils with learning difficulties or disabilities is excellent enabling them to make outstanding progress.

Children make a good start in the Foundation Stage and continue to achieve well in Years 1 to 6. Standards by the end of Year 6 are average and show an overall rising trend. Teaching and learning are good and include some high quality work but also some inconsistencies in the extent to which lessons include fast pace of learning and suitably high challenge for all pupils. Pupils are very aware of their learning gains in English, mathematics and information and communication technology (ICT) and can discuss these confidently; their confidence in doing so for other subjects is generally less secure. The curriculum is good and includes many enrichment activities that pupils enjoy greatly. It has strengths in provision for English, mathematics and ICT and for pupils' personal development. The school takes tremendous care to ensure that all pupils are included and supported to achieve well. Pupils of all abilities and backgrounds work together harmoniously. They are proud of their school.

Leadership and management are good overall. The excellent headteacher leads a committed and cohesive team. Her staff have risen to the challenges and opportunities she has offered them, particularly in the last few years, to take on leadership roles and drive improvements. Staff development is excellent and encouraged. Staff are reflective and thorough in their work, seeking the best for the pupils' personal and academic development. The school's systems for assessing individual pupil's work and progress, and for collecting data, are extensive. The way that data are stored, however, does not allow for easy analysis by senior managers, of how well whole groups, or sub-groups, of pupils are doing over time. Governance is good. Governors are experienced, able and effective in many ways. Parents are highly supportive of this school. Inspectors endorse a sentence from a recent and very positive 'Investor in People' report on the school: 'Mutual support is embedded in the culture of this school.'

### What the school should do to improve further

- Develop further the school's systems for storing data on pupils' work and progress so as to increase the efficiency with which it is analysed and responded to.
- Raise the quality of teaching and learning so that even more lessons are of the calibre of the best; where necessary, increase the pace of lessons or offer greater challenge.
- Make more explicit to pupils, particularly the older ones, the knowledge, skills and understanding they gain in subjects beyond English, mathematics and ICT.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well from a broad range of starting points and backgrounds. Pupils with learning difficulties and disabilities achieve extremely well because of the tremendous care taken to meet their specific needs.

Children in the Foundation Stage achieve well from levels on entry that are below those expected overall. By the end of the Reception Year, children generally reach the goals for their age in some aspects of learning such as social, emotional and physical development. Outcomes in linking sounds and letters, writing, calculation, shape, space and measure and creative development are not as secure for all children.

Pupils continue to make good progress in Years 1 to 6. The results in national tests in Year 2 and 6 have fluctuated in recent years but are broadly average. Results in Year 6 in English and mathematics are showing a rising trend but those in science have varied considerably. The school has adjusted some aspects of science provision particularly in relation to scientific investigation. The predicted results for pupils currently in Year 6 show that the rising trend is likely to continue. Pupils' good progress is clear in some other subjects, such as ICT. Elsewhere, in art for example, progress is less easy to discern.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Pupils are very proud of their school and know that their opinions are sought and listened to. They abide by the school aims of 'only behaving in a way we can be proud of' and 'respecting and caring for each other and our school environment'. Behaviour is excellent and bullying rare. As a Year 6 pupil said, 'If bullying does occur, it's stamped out immediately'. Pupils have a very good understanding of right and wrong, of the importance of a healthy lifestyle, and have developed sensible attitudes to safety. They show awareness of the needs and feelings of others and carry out a wide range of responsibilities with pride. The head boy and head girl are enthusiastic about their roles and report to governors once a term. The school council is respected by staff and involved in staff appointments and school improvement projects such as the refurbishment of changing facilities and toilets. Pupils make an extremely valuable contribution to their own and wider community through various fund raising and charitable activities. They develop well the skills they need for their future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with some outstanding features. In all lessons, relationships are exceptionally good, and behaviour management is excellent and unobtrusive. Teaching assistants work very effectively to support teachers and pupils in their work. All lessons are carefully planned and resourced well to meet the wide range of needs and abilities in the classes. Teaching groups are often adjusted so that pupils are placed according to their needs and, for some subjects, classes are taught by teachers with specialist subject knowledge or expertise. Pupils behave impeccably in lessons, listen attentively, work hard and, in the best lessons, show great enthusiasm. They appreciate the teachers' efforts to make work interesting and fun. As

one pupil commented, 'Lessons are never boring'. Sometimes, teachers talk for too long, allow pace to slacken or do not provide enough challenge.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum has some strengths, particularly in supporting pupils' personal development in so many ways: in lessons, assemblies, in daily interactions. Pupils benefit from numerous and often moving opportunities to consider and reflect upon issues that affect them, through the 'Values' programme, for example. Provision for pupils with learning difficulties and disabilities is excellent and wide-ranging, so that these pupils have some teaching in small groups, individually and with their peers in the main classes.

Work in the Foundation Stage is well planned to provide a good balance between structured class sessions and activities chosen by the children. In all years, the school provides well for the systematic development of pupils' skills in numeracy, literacy and ICT. Much good work is done to encourage reading. French is offered in Years 3, 5 and 6. The depth to which subjects other than English, mathematics and ICT are covered, discretely or in a cross-curricular way, is variable and older pupils are not as aware as they might be of the subject specific skills that are being promoted and gained.

Pupils' enjoyment and achievement is enhanced through a wide range of clubs, visits, visitors and extra activities, including the residential visit for pupils in Year 6. The 'Reading School's Sports Partnership' provides good opportunities for pupils to hone their skills and develop a strong sense of sportsmanship.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. All staff are united in their commitment to the pupils. Arrangements for child protection are very clear. They are co-ordinated by the headteacher and regular training ensures that there are high levels of awareness amongst staff. Vulnerable pupils, including those with a wide range of learning difficulties and disabilities, are extremely well supported and the school works effectively with a range of agencies to meet their needs. All required risk assessments are thoroughly carried out and the school site is well managed and presents a safe environment for pupils to learn and play. Procedures for monitoring and promoting good attendance are very good. However, despite the school's considerable efforts, there remains a small group of families that still do not ensure that their children attend regularly. The school provides a wide range of support to parents through regular and well attended workshops. The breakfast club is popular and a very pleasant occasion at which staff, pupils and parents can chat in a family atmosphere.

Pupils are provided with very good guidance on their work in English and mathematics; for other subjects it is generally satisfactory. Pupils and parents value the home-school diary as a means of recording homework, exchanging messages, noting targets and successes. Reports to parents are very good.

## Leadership and management

### Grade: 2

Leadership and management are good overall with outstanding features. As a result of the drive and determination of the excellent headteacher, the whole school shares a strong and enduring commitment to the achievement and well-being of its pupils. The quality and extent of team-work is outstanding and pupils and staff are proud to work there. The headteacher is very ably supported by a senior leadership team. Other staff too are given opportunities to exercise leadership and there is a collective drive to improve the quality of provision. Staff are prepared to take risks in their search for what works best. The relatively new 'standards team' has the potential to make a real difference to the school's approach to raising pupils' achievement. The school has been successful in setting and achieving a high standard for pupils' personal development, sometimes in very challenging circumstances. Governance is strong with very effective and experienced governors who support and challenge the school to improve further.

The school has a very accurate understanding of its strengths and weaknesses based on generally good processes for monitoring its work. Systems for storing and analysing data on pupils' standards and achievements, however, whilst extensive, are not as refined as they might be. Although pupils' progress is good overall, there are variations between subjects and some further work is required to strengthen systems for evaluating and promoting pupils' progress across the curriculum.

In planning for improvement, the school readily seeks the views and opinions from a wide range of people. Plans are generally good and in most cases sharp enough to state explicitly what exactly should happen to turn this into an outstanding school. Parents are very pleased with what the school offers. Extremely effective partnerships exist with a wide range of agencies and other professionals to ensure that pupils' diverse needs are met in this highly inclusive school. The clarity and accuracy of the school's self-evaluation together with the expertise and commitment of the staff means the school is well placed to continue to improve.

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## Annex A

## Inspection judgements

|  |                       |
|--|-----------------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> |
|--|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 2   |
| The effectiveness of the school's self-evaluation  | 1   |
| The capacity to make any necessary improvements  | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 1 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 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 | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 1 |

<sup>1</sup> 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.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| 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  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| 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

26 June 2007

Dear Pupils

Inspection of Manor Primary School, Reading, RG30 3LJ

Thank you for your welcome when inspectors visited your school recently. We valued greatly the conversations we had with you in lessons and at other times. The school council members helped us to understand what makes this such a good school with many excellent features. I write to tell you about the main things we discovered.

You are right to be proud of your school. It is one that helps you to mature extremely well in many ways. Staff care for you, guide you and support you exceptionally well so that you make good progress in your work, are happy and safe and can play a very valuable part in the life of the school and beyond. Your behaviour is excellent and you show respect to each other, staff and visitors. You support each other very well and take care to ensure that no-one feels left out.

Teaching and learning are good. One of you said, 'Lessons are never boring' and this is indeed true. You do particularly well in English, mathematics and ICT and produce some fine work. In other subjects, we saw some good work as well but it was more varied in quality and quantity. The school aims to provide you with 'new experiences and challenges every day'. It does this, not just in good lessons, but in many other interesting activities that you enjoy such as visits, theatrical events, story-tellers and clubs. Your parents are understandably very happy with the school and the way it works together with them and others so that you can do well.

You have an excellent headteacher. She is energetic and enthusiastic and determined to make this an outstanding school. Leaders and managers work well in many ways in 'making people successful' and to keep improving the school. We have asked them to do three main things:

- think of further ways to store information about how well you are doing so that it can be used easily to check your progress
- make all lessons as good as the best
- help you, particularly the older ones, to be even clearer about what the new skills and knowledge you are gaining in all subjects.

I hope that you will continue to work hard and enjoy school.

I wish you all the best in the future.

Wiola Hola, Her Majesty's Inspector