

Manor Park Primary School

Inspection report

Unique Reference Number	102976
Local Authority	Sutton
Inspection number	294307
Inspection dates	22–23 March 2007
Reporting inspector	Pritiben Patel

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	393
Appropriate authority	The governing body
Chair	Mr Barry Russell
Headteacher	Ms Danielle Scrase
Date of previous school inspection	28 November 2005
School address	Greyhound Road Sutton SM1 4AW
Telephone number	020 8642 0144
Fax number	020 8643 1673

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Manor Park is a large primary school in comparison with others. The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language are significantly above average. Twenty-two different languages are spoken within the school. Twelve pupils are at an early stage of English language acquisition. More pupils are eligible for free school meals than in most schools. The number of pupils with learning difficulties and disabilities, including those with a statement of special educational need, is above the national average. More pupils than usual either leave or join the school at other than the expected times. The school has achieved the Investors in People Award. A new headteacher was appointed in May 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 paragraph (5) of the Education Act 2005 HMCI is of the opinion that the school no longer needs significant improvement. Manor Park is now providing a satisfactory standard of education for its pupils. Improvements have been made in relation to pupils' progress, teaching and in the use of assessment data and marking.

The new headteacher's direction and determination have had a marked impact on the school and much has been achieved in a short period of time. The vast majority of parents agree. One commented, 'I hope the school continues to improve and gains the reputation it now deserves, the staff work very well together and are willing to allow parental views and most importantly, children's views to influence school life'. Leadership and management is satisfactory overall and this is demonstrated in pupils' satisfactory achievement. Pupils are now making satisfactory progress in acquiring the basic skills to ensure they are adequately prepared for their future economic well-being.

Pupils starting points on entry are well below the levels normally found. High quality Foundation Stage provision ensures that children now make good progress. Pupils make satisfactory progress by the end of Key Stage 1 and Key Stage 2, although standards in English and mathematics remain well below the national average. The school is well focused on making further improvements.

The curriculum is satisfactory. The school is developing further links between subjects to make learning more enjoyable for pupils.

Teaching and learning are satisfactory. Inspectors observed some good as well as satisfactory lessons. Good features of the more effective lessons included activities well-matched to pupils' abilities, interesting discussions, stimulating use of the interactive whiteboard to promote learning as well as positive relationships between staff and pupils. However, at the moment, the proportion of good teaching needs to improve to ensure standards rise more rapidly. Teachers' use of assessment to inform planning has improved but the school's system for analysing information about pupils' achievements needs to now move on to identify the performance of different groups.

Pupils and staff feel valued and work well together. Staff and governors place a strong emphasis on the care and support of pupils, and as a result pupils' personal development and well-being are good. Effective support is provided for pupils with learning difficulties and those who speak English as an additional language and consequently they make similar progress to other pupils. The school has a good range of external links with agencies in order to meet individual needs. Pupils enjoy school, feel safe, contribute satisfactorily to the school and have a good understanding about healthy lifestyles.

Capacity to make further improvement is satisfactory as demonstrated by the successful steps taken so far in increasing pupils' achievement as well as improvements in teaching and assessment.

What the school should do to improve further

- Raise standards particularly in English and mathematics.
- Increase the proportion of lessons that are good or better.
- Review assessment systems so that the performance of different groups can be monitored regularly.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Children joining the nursery have very low levels of skill and knowledge, especially in language development. Due to the high quality provision in the Foundation Unit they make good progress, but standards are some way below expected levels by the time they enter Year 1.

By the end of Key Stage 1 the standards are significantly below the national average. The pupils do best in mathematics, but their writing remains weak. Inspection evidence indicates that even though standards are low, most pupils make satisfactory progress.

Although the standards attained by pupils at Key Stage 2 are also significantly below the national average most make satisfactory progress. The progress the pupils make between Year 2 and Year 6 has increased significantly over the last three years and is now broadly average.

At both key stages, the proportion of pupils attaining the higher levels in the national tests is significantly lower than in schools nationally. Boys do not do as well as girls, but the difference in performance broadly mirrors the picture nationally. The school is working hard to improve standards. Pupils with learning difficulties and those who speak English as an additional language make satisfactory progress.

Personal development and well-being

Grade: 2

Personal development and well-being including Social, Moral, Spiritual and Cultural development is good. Pupils enjoy school and a meeting with parents confirmed this view. Behaviour is good and pupils feel safe because they have someone to whom they can turn if they are troubled. A strong feature of the school's provision in this respect is the use of 'concern boxes' located in each classroom. The system allows pupils to write down, post and share their worries with their teachers in confidence. Pupils make good choices about healthy eating thanks to a well structured programme of work to promote their personal, social, health and citizenship education. They make a satisfactory contribution to the local and wider community. For example, they supported a Sri Lankan village after the tsunami and raise funds for local charities. Pupils make decisions as members of the school council which help to prepare satisfactorily for later life. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In the Foundation Stage it is particularly effective.

Firm action by senior leaders, monitoring and support has led to an improvement in the quality of teaching and learning. Good relationships between staff and pupils helped to foster positive attitudes to learning. Teaching assistants offer good support to groups and individuals.

Where teaching is good, pupils have helpful opportunities to discuss their work and take an active role in their learning. Good use of the interactive whiteboard also engages pupils in lessons and helps them to concentrate on what is being taught. Although there has been a

marked improvement in the quality of teaching there are still not enough lessons that are good or better in order to raise standards to the national average.

The quality of teachers' marking of finished work has improved and pupils now get a better indication of what they need to do to make further progress. Teachers are also more effective in using information about what pupils can do in order to match the difficulty of tasks to the needs of different ability groups. Observations showed that teachers plan tasks for the more able but they do not always contain sufficient challenge.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has a positive impact on pupils' personal development. Pupils' basic skills are now being developed systematically and this is one of the main reasons why standards are rising. Links between subjects are being developed to give them opportunities to use and apply their skills in different contexts. In the Foundation Stage the children benefit from excellent range of activities.

Pupils enjoy lessons because there is a satisfactory range of activities as well as enrichment opportunities for them. Pupils participate in extra curricular activities such as football and basketball. Their cultural awareness is developed by the interesting multicultural displays in classrooms. Pupils' information and communication technology skills are developed well across the curriculum and through individual lessons. For example inspectors saw some interesting books written by pupils using computer programs.

Care, guidance and support

Grade: 2

The care and support of pupils is good and parents strongly support this view. Child Protection, Health and; Safety and risk assessment procedures are secure and comprehensive. Pupils talk positively about the help they get from all staff and the efforts made to support and encourage them. Pupils feel safe and cared for; one Year 6 pupil volunteered, 'we can forget our problems at home, my teachers and friends at school will help me to feel better'.

The school is developing a good insight into each pupil's needs because assessment, target setting and tracking are now more robust and systematic. Pupils are clearly aware of their individual targets and their work is generally well marked. There are good arrangements for tracking and supporting those who are more vulnerable but they are not as effective, at present, in highlighting how specific groups are progressing.

The needs of pupils with learning difficulties or disabilities and those who speak English as an additional language are met well through additional support programmes.

Leadership and management

Grade: 3

The leadership of the headteacher is strong. The headteacher has not been afraid to make some difficult decisions to tackle inadequate teaching. As a result, teaching has improved. She is developing an effective management structure although it is not yet complete. Those middle managers now in post have a clear understanding of the strengths and areas that require further development in the subjects they lead. They monitor teaching and learning and provide a clear

direction for further improvement. However some are relatively new to their posts and the impact on standards cannot yet be measured.

Evaluation at all levels is becoming effective and improvement initiatives are having a positive impact. Challenging targets are set based on a secure understanding of individual pupil progress. However the school's assessment systems do not yet fully analyse and track the performance of different groups of pupils.

Governors' contribution to the development of the school is good. They have a clear understanding of the school and its work and provide an appropriate level of challenge for the headteacher. They also play an effective role in the school's self evaluation.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

On behalf of the inspectors I would like to thank you very much for being helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

You go to an improving school which is now satisfactory. These are the main things we found.

- You get on very well with each other, behave very well and have good relationships with your teachers.
- You make satisfactory progress because you have satisfactory or above teaching in your school.
- You enjoy your lessons because there are interesting things for you to do that help you learn.
- All of the adults in your school make sure that you are safe, happy and well looked after.
- The headteacher, governors and staff work hard on your behalf.

We believe that there are things that can be improved further such as standards at the end of Year 2 and Year 6 in English and mathematics. You should have more good lessons and finally, we think that the way your assessment information is used for specific groups can be improved so that all staff can have an even better idea about how well you are doing.

With best wishes for your future success,

Pritiben Patel(Lead Inspector)