



Manorside Combined School

Inspection Report

Unique Reference Number 134709
Local Authority Poole
Inspection number 294672
Inspection dates 7–8 November 2006
Reporting inspector Andrew Olive HMI

This inspection of the school 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	4–12		Poole BH12 4JG
Gender of pupils	Mixed	Telephone number	01202 380103
Number on roll (school)	298	Fax number	01202 380102
Appropriate authority	The governing body	Chair	Andrea Hand
		Headteacher	Helen Roderick
Date of previous school inspection	1 November 2005		

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Manorside is a larger than average sized primary school. It opened in September 2004 following the amalgamation of a first and middle school. The majority of pupils are from White British backgrounds and virtually all speak English as their first language. There is a high level of social and economic deprivation in the area. The proportion of pupils with learning difficulties and disabilities is well above the national average and a significant number of pupils have social and behavioural needs. A number of children from Gypsy/Roma families housed in the locality attend the school

Following its inspection in November 2005, the school was given a Notice to Improve.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Manorside Combined is a rapidly improving school, which provides a satisfactory standard of education with some features that are good. This confirms the school's own view and is a significant improvement from the last inspection. The main platform for the improvement has been the very good, strong leadership from the headteacher. She has set a clear direction and is well supported by an effective, committed senior team who share her high expectations and determination. The quality of the school's self-evaluation is strong; the right priorities have been identified and the subsequent actions taken over the past two years have led to considerable improvements in all aspects of the school's provision. The leadership skills of other staff are developing as they start to take responsibility for specific improvement projects and receive appropriate training to monitor and evaluate their effectiveness. The school now offers sound value for money and its capacity to improve further is secure.

The pupils arrive at school with skills and knowledge well below those expected. They settle quickly into school routines in the Reception Year, and make satisfactory progress in all the areas of learning during their first year. Throughout the school, teachers' rising expectations of what the pupils can achieve and improvements in the quality of teaching enable pupils to make progress that is at least satisfactory and sometimes good. However, standards remain below average in reading, writing and mathematics, particularly in the older year groups where there is a legacy of underachievement.

The quality of teaching and learning is satisfactory overall, with significant pockets of good practice. The whole-school approach to raising achievement in reading, writing and mathematics has been implemented successfully; the rigorous monitoring of the teachers' planning and the school's much improved marking policy have enabled senior leaders to maximise the impact of these developments. The use of assessment information to ensure the curriculum is matched to the needs of the pupils was a weakness at the time of the last inspection; it is now good in reading, writing and mathematics, although this has yet to be extended to other subjects. Pupils understand their individual targets in literacy and mathematics and are very clear about how they should improve their work.

Pupils with learning difficulties and disabilities (LDD) make satisfactory progress and the school works effectively with a wide range of services to support its most vulnerable pupils. However, while the management of teaching assistants is satisfactory overall, not all are used as purposefully as they could be in the classroom, in the implementation of intervention programmes or in the review of the pupils' individual targets.

Behaviour is good in classrooms and around the school; the relationships between the pupils and staff are very good and contribute to the school's positive ethos. The pupils are happy, enjoy their learning and are pleased to be at school. This view is endorsed by the parents; one commented, 'My children are happy at school, which pleases me. I am happy with the teaching; sometimes my children come home and tell me things I didn't know, which is great!'

What the school should do to improve further

- Improve teaching and learning across the school to that of the best.
- Develop the leadership and management roles of teachers through giving greater opportunities to implement, monitor and evaluate improvements.
- Review the management of special educational needs, particularly the roles of teaching assistants.
- Extend the use of assessment to subjects other than English and mathematics, so as to match the curriculum more closely to the needs of the pupils.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory; they make satisfactory progress overall and in some classes it is good. The pupils join the Reception Year with skills well below the level normally found for children of this age, especially in literacy and numeracy. The secure environment, good relations and improving provision enable them to make at least satisfactory progress in their first year at school.

Standards remain below average throughout the school. The results of the 2005 national tests in Year 2 were significantly below the national average, and there was little improvement in 2006. Standards by Year 6 in 2005 were significantly below average in English, mathematics and science. There remains a legacy of underachievement and gaps in the pupils' learning in the older year groups that the school is working hard to correct. In 2006, the school nearly reached its modest targets, with more pupils attaining the higher level. The school's internal assessments and inspection evidence suggest that standards are improving across the school.

The school tracks the progress of all its pupils very carefully. Teachers' planning makes good use of assessment information to match work to the needs of the pupils in English and mathematics. However, in other subjects, data are not used as effectively to inform teachers' planning. The progress made by pupils with LDD is satisfactory. However, not all intervention programmes are equally successful and the school is rightly reviewing the selection of pupils, the teaching of the various groups and the programme they follow.

Personal development and well-being

Grade: 2

The personal development of pupils, including their spiritual, social and moral development, is good. The school works hard to develop positive attitudes to learning in pupils and the children respond well, clearly enjoying school. The improved teaching and curriculum have also helped behaviour as the pupils usually find lessons interesting, so the vast majority behave well and show positive attitudes in lessons. Playtimes offer a range of activities that children enjoy and they move around school sensibly and safely; behaviour outside the classroom has improved considerably since the last

inspection. Attendance is satisfactory with the school working hard to improve the attendance of the small number of pupils who are persistently absent.

The pupils' cultural development is satisfactory, promoted through a variety of activities and visitors, particularly through 'Heritage Week'. The school promotes healthy lifestyles; the pupils were very clear on rules disallowing unhealthy food and they enjoy the variety of sporting activities offered. Pupils say they feel safe; bullying is a rarity and pupils are confident that action will be taken. Pupils contribute positively to the local community, for example, taking gifts to elderly residents at festivals. The school council's contribution enables them to feel a sense of joint responsibility for the success of the school; for example, they took part in revising the anti-bullying policy.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with areas of good practice, particularly the teaching of senior staff. This represents a significant improvement as teaching and learning were inadequate at the last inspection. A whole-school approach to improving the quality of teaching and learning has significantly raised expectations of pupils' achievement. Pupils understand the purpose of each lesson, and are often involved in deciding what they need to do to achieve well in the lesson. As one pupil commented, 'Our education is better now. The teachers make sure you understand.'

This has been achieved through teachers setting tasks that are challenging and stimulating. Good teachers are skilled at involving pupils through effective use of interactive strategies, including whiteboards and focused questioning. Pupils' questions and ideas are welcomed, valued and successfully used to help others learn, particularly in the constructive suggestions they make on how to improve each other's work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and provides a suitably wide and balanced experience for pupils. The focus has rightly been on developing English and mathematics; cross-curricular links between the other subjects are beginning to be established. The personal, social and health education programme and the enrichment of the curriculum contribute positively to the pupils' personal and social development. The school makes sure that all pupils have the opportunity to join in school trips, including residential visits for older pupils. There is a reasonable range of after-school clubs available mostly for older pupils. Year 7 pupils do not receive specific enough guidance on careers and career choices.

Support given to pupils with LDD is satisfactory but does not always match the needs of the pupils fully; for example, some teaching assistants' expectations of pupils' independence are not high enough. When teaching assistants are used well, they make

a good contribution to academic progress although they are not always as well deployed as they could be. Pupils benefit from the support they receive in the nurture unit although this resource is not planned carefully enough into the overall provision for pupils with LDD.

Care, guidance and support

Grade: 2

The school provides a safe and caring environment in which pupils can enjoy their education. All staff are evidently committed to pupils' welfare; pupils know that they can talk to adults if they have any concerns. As one of the pupils said, 'There's always someone there if there's a problem.' Effective guidance is given to pupils to help their personal development through assemblies, in lessons and as the need arises around school, including suitable behaviour targets when necessary. Important policies are implemented consistently and child protection procedures are clear.

Individual targets in literacy and numeracy ensure pupils are very clear of what they need to do to improve; they are regularly referred to by teachers and enable the pupils to take greater responsibility for their own improvement. At the time of the last inspection, marking was a weakness; it is now very good, with clear guidance on how pupils should improve their work and strategies that actively involve the pupils.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has very high expectations and a clear view about where the school is heading and has conveyed these messages to the staff, ensuring a school-wide determination to achieve improvements. The focus is rightly on raising standards and improving progress in reading, writing and mathematics. The leadership team monitor and evaluate thoroughly and to positive effect; the improvements in the quality of teaching and marking are a clear demonstration of this. All teachers have leadership and management responsibilities and relevant action plans, although they have had little experience in implementing, monitoring and evaluating school improvement projects. Plans to implement training through working alongside local authority advisers and senior staff are pertinent. The management of special educational needs is satisfactory although there are inconsistencies in the deployment and management of the teaching assistants. Reviews of pupils' individual targets have improved with closer involvement of class teachers and some of the relevant teaching assistants.

Governors contribute well to the strategic development of the school. They ensure good communication with all senior staff and are well placed to hold the school to account. The school continues to work hard to build effective links with parents. Recent pupil progress meetings have been better attended and the induction for children joining the Reception class was profitable. The effective systems that have been put into place, the rapid improvement, and the determination and commitment of the staff place the school in a good position to improve further.

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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?	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	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
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	4
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	2
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

Thank you all for making us so welcome and helping us when we inspected your school. We enjoyed talking to you, looking at your work and seeing your lessons. Your school has improved a lot in the last year; it is now satisfactory and your headteacher and the staff have worked really hard to make this happen.

Here are some of the good things we found:

- You are happy in school, enjoy your learning and you work hard.
- The teaching has improved, which means you are able to improve the rate at which you learn.
- Your teachers know how well you are doing and provide helpful targets so you know what to do to make sure you improve.
- Most of you behave well in lessons and around the school and play sensibly outside.
- Teachers and other adults in school look after you well and there is always someone to help if you have a problem.
- You know how to keep yourself healthy and safe and why you should exercise. You also know about eating food that is good for you.

The school has been asked to improve these things:

- All the lessons should be as good as the best ones. This would mean that you could all make even better progress and learn even more.
- All your teachers need to lead areas of school improvement so they are responsible for certain parts of the school's performance.
- The teaching assistants work hard to help you, but could sometimes use their time a little more purposefully.
- Some subjects need to be planned more carefully so the teachers give you work that is not too hard or too easy, particularly in subjects other than literacy and numeracy.

I wish you all the best for the future.