

Manor Park Primary School

Inspection report

Unique Reference Number	103545
Local Authority	Birmingham
Inspection number	308353
Inspection dates	18–19 September 2008
Reporting inspector	Lois Furness

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	402
Government funded early education provision for children aged 3 to the end of the EYFS	52
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Hasiz Mohammed
Headteacher	Jason Smith
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Aston Birmingham B6 5UQ
Telephone number	01213 271023
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This much larger than average two form entry school serves an area of high social disadvantage. Nearly all pupils are from minority ethnic families, with the highest numbers from Asian British, Black Caribbean and Black British heritages. A significant number of pupils join or leave the school during the year, including some from refugee or asylum seeking families. Almost 10% of pupils are at the early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is well above average. Most children start school in the Early Years Foundation Stage (EYFS) with low levels of social, emotional and academic skills. There are breakfast and after-school clubs provided for the pupils. Over the last two years, there have been significant staff changes and the current headteacher was appointed in September 2006. In September 2008, 11 new teachers were appointed, five of whom are newly qualified teachers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which provides a calm and supportive environment for its pupils. Care, guidance and support are satisfactory and result in satisfactory pupils' personal development and well-being. Most pupils enjoy school. They know the importance of leading a healthy lifestyle, how to keep safe and are proud of their work as school councillors. Although very few parents returned the inspection questionnaire, those spoken to said that they were pleased with the school. 'My child is happy to come to school every day', was a typical comment made.

Following a period of instability and a resulting legacy of underachievement, pupils now learn more effectively because of good leadership from the headteacher. The leadership, acutely aware of pupils' low standards, has kept a clear focus on improving the quality of teaching. The inadequate teaching of the past has been eradicated and teaching and learning are satisfactory. Teaching assistants are used well to support pupils with learning difficulties and/or disabilities, together with those at the early stage of learning English. New tracking and target-setting systems have been introduced but the use of these systems is still developing. Consequently, teachers do not have all the information they need to enable them to provide a sharp enough match of work to pupils' needs in every lesson. Children get a satisfactory start in the EYFS, where they make satisfactory progress overall, with good progress in their personal, social and emotional development. Progress in Years 1 to 6 is satisfactory and some pupils in these year groups have made good progress. However, it has not been enough to catch up completely on lost ground caused by previous inadequate teaching. Standards in English, mathematics and science remain well below the national average. Even so, achievement is satisfactory.

Although most pupils behave well, a small minority of pupils, mainly boys, sometimes lose interest in their work and behave inappropriately in lessons. This is because although the curriculum is satisfactory, it is not sufficiently exciting or relevant for these pupils. There are insufficient planned opportunities for pupils to practise their literacy and numeracy skills across the curriculum.

The leadership team has focused successfully on evaluating the school's provision and accurate evaluations are driving the school forward. However, many of the senior team and subject leaders are new to their roles, and so overall leadership and management are satisfactory at present. A range of useful strategies have been put into place to support future development, but these are at an early stage and not fully embedded in the school's work. However, the improvements made so far, particularly in improving teaching and learning, demonstrate a sound capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the EYFS in the Nursery with skills that are well below those normally expected. All children, including those who are vulnerable and those who have additional learning needs, are given the support they need to make satisfactory progress in relation to their starting points. Even so, at the end of Reception standards are well below average apart from in personal, social and emotional development where many achieve the goals expected for their age. Children are ready to learn because of the caring relationships they have with staff. All welfare arrangements

for ensuring children's safety and well-being are in place. Teaching is satisfactory and the curriculum is planned to cover all of the required areas of learning. There is a reasonable balance of adult-led activities and those undertaken by children. However, there is an over-emphasis on instruction by adults, which limits children in taking responsibility for learning for themselves. The Nursery children have good opportunities to learn in both the indoor and outdoor environments. However, this is not the case for Reception children, and the leadership has rightly identified improving outdoor provision as a key priority for development. Leadership and management are satisfactory and parents are pleased their children are happy at school. The after school club provides satisfactory opportunities for learning outside of the school day.

What the school should do to improve further

- Ensure that assessment information is used rigorously by all staff so pupils' progress is accelerated and standards rise in English, mathematics and science.
- Provide a curriculum that engages pupils' interest, especially boys, and gives them opportunities to use and apply their language and mathematical skills.
- Embed the new monitoring and evaluation systems, ensuring leaders at all levels are rigorously involved in raising standards.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Past underachievement means standards are well below national averages. However, standards are improving, with some recent successes as shown by involvement in a writing project using information and communication technology as a resource to motivate boys. Those taking part made good progress and produced good quality writing, the standard of which was very close to that expected for the pupils' age. Standards are highest in the younger age groups, where the impact of improvement is strongest. For older pupils, the legacy of underachievement is harder to overcome, despite better progress being made this year. However, considering children's low attainment on entry in the EYFS, achievement is satisfactory overall. Boys, however, do not achieve as well as girls as activities do not always fully engage their interest. Pupils with learning difficulties and/or disabilities, together with those at the early stage of learning English, make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils enjoy school even though attendance is below average. However, figures are adversely affected by the high mobility of pupils. Their spiritual, moral and social development is satisfactory. Pupils know the importance of right and wrong, and most are polite and well behaved. However, a small minority, mainly boys, behave inappropriately when activities do not interest them. Cultural development is good and diversity is celebrated. This work contributes positively to community cohesion resulting in groups of pupils working together harmoniously. Pupils understand what it means to lead safe and healthy lifestyles. They enjoy sport and physical activities, and know they should eat a healthy diet. Pupils contribute satisfactorily to the community, making improvements through the school council and willingly involving themselves in community activities. Pupils develop positive personal attributes, and their

progress in improving their skills of literacy and numeracy means they are satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Sharper monitoring by senior leaders and greater stability of staff has helped to improve the quality of teaching. Teaching in Years 1 to 6 is at least satisfactory, and helps pupils to make satisfactory progress. Teaching assistants play an important role supporting pupils of all abilities, particularly those with learning difficulties and/or disabilities, together with those who are at an early stage of learning English. Planning is detailed providing a clear structure for lessons. The intended learning is clearly shared with pupils, so they know what is expected of them. Behaviour management is satisfactory, but agreed systems are not applied consistently in all classrooms resulting in some pupils, mainly boys, disturbing others whilst they are working. Assessment information is not used rigorously enough to ensure activities fully meet the range of all pupils' needs.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced, with individual subjects taught separately. The leadership has identified the need to revise planning to develop a more creative curriculum to make learning more interesting and relevant for all, but especially the small minority of boys who quickly lose interest in their work. Whilst the school has focused appropriately on developing pupils' literacy and numeracy skills, there are insufficient opportunities to use and apply these skills in other subjects. A satisfactory programme is in place to support pupils' personal development. A sound range of visits and visitors enrich the curriculum promoting pupils' enjoyment of school. Intervention programmes provide additional support for pupils with learning difficulties and/or disabilities, together with those at the early stage of learning English, enabling them to make satisfactory progress.

Care, guidance and support

Grade: 3

Relationships are good and pupils feel safe and secure. Procedures for health and safety and for safeguarding pupils' welfare meet requirements. The social and emotional support provided for pupils is good, particularly for those who are vulnerable and those who sometimes find it difficult to maintain self-control. Pupils and parents value the breakfast club. The after school club provides satisfactory provision for pupils at the end of the school day whose parents are at work. Good links with outside agencies effectively support learning for pupils with learning difficulties and/or disabilities, together with those at the early stage of learning English.

A good assessment system has been recently implemented but staff have not had sufficient time to use the information rigorously enough to ensure all pupils' progress is maximised. Marking and the use of targets are satisfactory, although there is some inconsistency in practice throughout the school.

Leadership and management

Grade: 3

The school has been through a difficult period during which staffing changes have slowed down improvement. Despite this, the headteacher and key leaders have kept a clear focus on improving pupils' progress to thereby raise standards. Together, they have improved the quality of teaching, successfully eradicating any inadequacies. Self-evaluation is accurate and strengths and weaknesses are known. Governors are supportive and are steadily developing a clear understanding of the school's work.

Senior leaders and governors have worked hard to appoint suitable staff. Other senior leaders and middle leaders have now been appointed who share the same vision and high expectations for pupils. However, although there is enthusiasm and determination, monitoring and evaluation systems are not embedded in the school's work. Some leaders are inexperienced in terms of monitoring and evaluating pupils' performance data and provision in order to raise standards.

Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
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 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?	3

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 September 2008

Dear Children

Inspection of Manor Park Primary School, Birmingham, B6 5UQ

Thank you to everyone for making us feel so welcome when we visited your school recently to see your work and talk to your teachers. As you know, we came to see how well the school is doing and how you are all getting on with your learning. We found that Manor Park Primary School is a satisfactory school.

Here are some of the things we found out.

- Your school is improving and you are starting to make more rapid progress in your learning. Keep up the good work!
- The teachers in the Nursery and Reception classes get your education off to a satisfactory start.
- Teaching is satisfactory and you enjoy your lessons.
- Teaching assistants and other support staff are used well to support those of you who sometimes find learning hard or who are learning English for the first time.
- Most of you behave well and are proud to be elected as school councillors.
- You know the importance of eating healthily and taking part in regular exercise.

Your headteacher knows exactly what needs to be done to make things even better and all staff are very keen to implement any ideas for improving your learning. We have suggested that:

- teachers should use information about what you know already to carefully plan activities that help you make faster progress and attain higher standards in your work
- activities should be made more interesting and exciting and you should be given lots of opportunities to use your literacy and numeracy skills in other subjects
- everyone with leadership responsibilities should regularly check that you are all learning as well as you can.

You can help your teachers by continuing to enjoy your learning, working hard and coming to school regularly.

Best wishes for the future.

Lois Furness Lead inspector