

Manor Primary School

Inspection report

Unique Reference Number	104210
Local Authority	Walsall
Inspection number	308543
Inspection date	20 May 2008
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Foundation
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	297
Appropriate authority	The governing body
Chair	Audrey Slater
Headteacher	Karen Tomkins
Date of previous school inspection	12 January 2004
School address	Briar Avenue Streetly Sutton Coldfield B74 3HX
Telephone number	01213 531738
Fax number	01215 809650

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Introduction

The inspection was carried out by one Additional Inspector, who investigated the overall effectiveness of the school and the following issues: • the reasons for pupils' skills in mental mathematics being a weaker aspect of their performance in the subject • why the performance of pupils in science is relatively weaker than in English and mathematics. Evidence was gathered from the school's self-evaluation form, assessment and tracking records, observations of the school at work, and discussions with staff, the chair of governors and pupils. The parental questionnaire responses were analysed. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

The school is larger than that commonly found. The percentage of pupils eligible for free school meals is below average, as is the percentage of pupils with learning difficulties and/or disabilities (LDD). Most pupils are from White British backgrounds. There has been a vacancy for a deputy headteacher for a prolonged period.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has some outstanding features. The vast majority of parents are very pleased with the experiences provided for their children. One parental comment is typical of many, 'My children are all happy and achieving well. The teachers are always willing to talk about any concerns and offer advice and additional learning opportunities. I would happily recommend the school to anyone.'

At the heart of the school's success is the inspirational leadership of the headteacher. She has developed an ethos in which the uniqueness of each child is cherished and celebrated. All involved with the school share her vision for school development and there is a firm commitment to helping all pupils achieve as well as they are able. In the absence of a deputy headteacher, due to a lack of a suitable candidate so far, the headteacher has ensured the smooth running of the school. Senior leaders provide good support and work diligently to promote school improvement. Some subject leaders are relatively new and their roles are being developed to give them a clearer picture of provision in their subjects throughout the school. Self-evaluation is accurate and enables the correct areas for improvement to be identified and prioritised. Governors are supportive of the school and willing to ask relevant questions of proposals put forward by the senior management team. The capacity to make the changes necessary to bring about improvement is good.

Children have a good start to their education in the Nursery and Reception classes and make good progress. As a result, by the time they enter Year 1, most of them are working securely within the early learning goals and some are exceeding them. This good progress is maintained throughout the rest of the school. This leads to pupils attaining standards that are above average in reading, writing and mathematics by the end of Year 2, and in English, mathematics and science by the end of Year 6. This represents good achievement from their starting points on entering school. Performance in English is a particular strength because basic skills in reading and writing are taught in a systematic and stimulating way and there are many opportunities to refine and develop these skills in other subjects. Pupils' skills in mental mathematics are a weaker aspect of pupils' performance in this subject. Until recently, the school lacked a whole-school, consistent approach to developing these skills. This limited the extent to which pupils could develop these skills in a progressive manner. A variety of initiatives have been introduced to bring about improvement, such as a daily intensive mental mathematics session for each class. It is too early to evaluate whether these actions are proving successful. The performance of pupils in science is relatively weaker than in English and mathematics. The school is to explore ways to improve performance by placing more emphasis on scientific understanding during the many practical investigations in which pupils take part. Pupils with LDD make the same good progress as other pupils because of the well-targeted extra support they receive.

Pupils' personal development is outstanding. They behave in an exemplary way and are very kind and respectful in their dealings with others. This helps the school to be a very calm and friendly place and also makes a positive contribution to pupils' progress. They are adopting healthy lifestyles in an excellent manner, talking with enthusiasm about the Healthy Eating week in which they designed and made a variety of nutritional meals. Pupils are keen to take part in sporting activities and say they like to keep fit. They show a very good understanding of how to stay safe, with older pupils taking great care to look after younger ones during break times. Pupils show great enjoyment in coming to school and this is reflected in the above

average attendance rate. They are very eager to take on responsibility and in so doing, make a very positive contribution to the life of the school. This is shown in the way they strive to become members of the school council and/or a house captain. They also make a strong contribution to the wider community, such as raising funds for local charities. The way pupils are developing their personal, social, literacy and numeracy skills shows they are prepared well for the next stage of their education.

The main reason pupils make good progress is because teaching and learning are consistently good throughout the school. Teachers have good subject expertise and so are able to explain and demonstrate new ideas and techniques in an effective manner. They plan lessons well to challenge pupils of different abilities effectively through interesting and stimulating activities. Teachers set challenging targets and ensure pupils are involved actively in evaluating for themselves how well they are doing and how they might improve. Pupils have very positive attitudes to school and are keen to learn. They say they enjoy lessons because, 'teachers make learning interesting and fun'. Teaching assistants provide valuable support for all pupils, especially those with LDD.

The good curriculum is enhanced by the outstanding quality of enrichment activities. Pupils experience a very wide range of stimulating educational visits to extend their learning. A good example of this is seen in the visit of pupils in Years 3 and 4 to the Lunt Roman Fort in Coventry. The opportunity to handle first-hand evidence from the past very effectively brought their historical learning to life. The excellent links with other providers, such as professional sports coaches, artists and musicians, very effectively develop pupils' skills across a range of subjects. Pastoral care is outstanding and underpins pupils' personal development. The care and well-being of each pupil is central to the school's ethos. The very strong links with outside agencies ensure extra support is available on an individual basis, as required. Parents are very appreciative of this aspect of the school's provision.

Effectiveness of the Foundation Stage

Grade: 2

Children start in Nursery with skill levels expected for their age. They make good progress and enter Year 1 with standards that are above average across all the areas of learning. This is a result of the good quality teaching they receive. Staff are very aware of the needs of children of this age and are able to provide activities that are interesting, build upon children's own experiences, and capture their interest. These activities are planned well to encourage children to make choices for themselves and so promote effectively their independent learning skills. Children behave very well, are keen to learn and work together very effectively in pairs and small groups. Leadership is good and has correctly identified the need to use the recently improved outside areas more effectively to promote children's learning throughout the day. Parents are kept fully informed about the progress their children make.

What the school should do to improve further

- Improve pupils' skills in using mental mathematics to answer oral word problems.
- Raise standards in science by improving pupils' ability to answer knowledge-based questions

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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?	2
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	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

Dear Pupils

Inspection of Manor Primary School, Streetly, B74 3HX

Thank you for the really friendly welcome you gave me when I visited your school. I enjoyed meeting you and seeing the things you do. Yours is a good school and it has some outstanding features. It helps you to make good progress and reach standards in English, mathematics and science that are above average by the end of Year 6.

- What I found about your school.
- Children make a good start to their education in the Nursery and Reception classes.
- It is a very friendly and happy place in which to work and play.
- You behave in an exemplary manner and are very kind and considerate to others.
- Teachers have high expectations of your performance and behaviour and you have very positive attitudes to learning.
- You show a great deal of enjoyment in coming to school and your attendance rate is above average.
- Adults look after you in an outstanding way and make sure you are safe and secure in and around school and on visits.
- You make a very good contribution to the school community and to the life of the village.
- You are adopting healthy lifestyles in an excellent manner and show a very good awareness of how to stay safe.
- The curriculum is made interesting by lots of very exciting activities that you say make learning interesting and fun.
- You are very keen to learn and you work really well with other pupils.
- Leaders of the school are working hard to make it even better. What I have asked your school to do now.
- Improve your skills in using mental mathematics to answer oral word problems.
- Raise standards in science by improving your ability to answer knowledge-based questions.

I really enjoyed talking to members of the school council and house captains. You are a credit to your school. I hope all of you continue to enjoy your learning and keep being kind and considerate to others.

All my best wishes for the future.

Melvyn Hemmings Lead inspector

21 May 2008

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Lead inspector