

# Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	104328
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	308574
<b>Inspection date</b>	12 March 2008
<b>Reporting inspector</b>	Derek Watts

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>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	388
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Coles
<b>Headteacher</b>	Anita Cliff
<b>Date of previous school inspection</b>	8 March 2004
<b>School address</b>	Ettingshall Road Coseley Bilston WV14 9UQ
<b>Telephone number</b>	01902 556460
<b>Fax number</b>	01902 556459

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following aspects: the factors contributing to improvements to achievement and standards in Years 1 and 2; the reasons for the exceptionally high standards by the end of Year 6; and how well pupils are acquiring and applying more advanced skills to their studies.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work 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 form, were not justified, and these have been included where appropriate in this report.

## Description of the school

Manor Primary is a larger than average size primary school. Nearly three quarters of the pupils come from a White British background. The remainder comes from a wide range of other ethnic backgrounds with Indian being the next largest group. About 10% of the pupils speak English as an additional language but very few are at an early stage of learning English. The school is popular and oversubscribed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Manor Primary is an outstanding school. Pupils' achieve exceptionally well because of high quality teaching and an exciting curriculum. By the end of Year 6, standards are exceptionally high. Pupils' outstanding personal development and well-being is the result of excellent care, guidance and support. Parents are delighted with both the care and education provided for their children. The following comments from the parental questionnaires summed up the views of many and the findings of the inspection: 'Manor is an excellent example of what a school should be', 'The head is fantastic, excellent school with excellent teachers', 'Absolutely brilliant', 'Wonderful headteacher' and 'Great teachers, excellent facilities, the list is endless.'

Exceptionally good leadership and management are the crucial factors to this school's outstanding success and consistently high performance. The headteacher, staff and governors successfully promote outstanding educational provision and this gives rise to exceptional outcomes for pupils. An inspirational and established headteacher has formed a strong partnership with her deputy headteacher. Together they have provided very effective leadership over the years and this has enabled the school to continually improve. With her staff, the headteacher has created a powerful culture where all staff are passionate about pupils' learning. Leadership responsibilities are effectively shared in this dynamic school and all staff see themselves as 'leaders of learning'. High quality professional development and the formation of successful curriculum teams have enabled staff to maintain and further develop their skills in monitoring and improving teaching, learning and the curriculum. All leaders are empowered to try new things and all make a valuable contribution to the school's effectiveness and improvements. Governors are actively involved in the life of the school and have an extremely good understanding of the school's performance. This enables them to provide constructive challenge as well as outstanding support.

Stimulating and highly skilled teaching enables pupils to make outstanding progress. One parent reflected the views of almost all by commenting, 'Truly grateful for the inspirational teaching.' When the pupils were asked about their teachers, 'They are the best' and 'Just brilliant' were typical replies. Pupils are highly motivated by teachers' enthusiasm and considerable subject expertise. They are enthusiastic learners who respond exceptionally well to their teachers' high expectations of learning and behaviour. Classrooms are attractive, with high quality displays of pupils' work reflecting a creative and varied curriculum. Teachers' instructions, demonstrations and explanations promote learning extremely well. Skilful questioning is used to challenge pupils' thinking and to check their understanding. Pupils work very well collaboratively and good opportunities for discussion develop their speaking and listening skills very well. Assessment data are used effectively to accurately match activities and tasks to pupils' abilities and needs. As a result, pupils of all abilities are challenged, their interest is maintained and they make exceptional gains in their learning. Pupils work hard and take great pride in the high quality work they produce. Teaching assistants are highly trained and they make a valuable contribution to learning, particularly for pupils who need extra support. Considerable investment has gone into high quality information and communication technology (ICT) equipment. This is used exceptionally well by teachers and pupils to support teaching and learning. The marking of pupils' work is very effective. Praise is given for good work and constructive comments help them to improve. Homework successfully supports and enhances what is learned in school.

Standards are exceptionally high by the end of Year 6 in English, mathematics, science and ICT. National data and the school's accurate assessments show that pupils consistently make outstanding progress from Year 3 to Year 6. In the past, pupils' progress has been more rapid in these years than in the Foundation Stage and in Years 1 and 2. Effective action has been taken to ensure that pupils' progress is at least good throughout the school. Standards in Year 2 rose to above average last year and the school is building on this success. Improvements to assessment procedures, teaching and to the curriculum have contributed to greater consistency in pupils' progress. Across the school, pupils apply and develop literacy and numeracy skills extremely well in a range of subjects. The quality, quantity and range of writing in books and on display are one of the school's many strengths. Investigative and problem solving skills are applied and developed exceptionally well, particularly in mathematics and science. In science, pupils plan and carry out exciting investigations competently. They produce clear, detailed and accurate reports of their findings.

Staff are continually striving to provide an even more creative and imaginative curriculum but acknowledge that there is more scope to develop pupils' creative and investigative skills in areas such as religious education. The curriculum contributes exceptionally well to pupils' progress, enjoyment and to their personal development. While there is a very good emphasis on English, mathematics and science, art and design, ICT, music and sport are also very strong elements. Good links between subjects add meaning and relevance to pupils' learning. For example, pupils in Years 5 and 6 studied St Lucia. Literacy and personal study skills were applied well to this geography topic and the pupils produced inspirational landscape paintings of the island in the style of Van Gogh. An excellent range of additional activities such as visits and visitors enhances pupils' learning. The exciting curriculum and the promotion of advanced skills contribute significantly to the high standards attained.

Pastoral care is outstanding and there are highly effective systems to assess and track pupils' attainment and progress. Pupils have specific individual learning targets in reading, writing, mathematics and science so they know what they are working on to improve. Spiritual, moral, social and cultural development is outstanding. Courteous, considerate and friendly pupils thrive in the school's very positive atmosphere. They thoroughly enjoy school and this is reflected by their enthusiastic participation in all activities. The school works very hard to promote good attendance, which is now above average. Behaviour is exemplary because of the high expectations of all staff and outstanding relationships between adults and pupils. Pupils adopt healthy lifestyles and safe practices. They show an excellent understanding of the importance of healthy eating, exercising regularly and personal safety. They thrive on the additional responsibilities they are offered. Pupils make outstanding contributions to the local and wider communities. They provide high quality drama and music performances such as 'The Wizard of Oz' and raise funds for a wide range of charities. At Manor Primary School, pupils are extremely well prepared for the next stage of their education because, by the time they leave, they possess excellent skills in literacy, numeracy and ICT. In addition to these, their personal and social skills are outstanding.

The school's performance is systematically reviewed and findings are used very well to guide planning for improvement and to set challenging targets. The school has been particularly successful in seeking the views of parents and pupils and acting on findings. External reviews by advisers and consultants complement the school's own assessments. Accurate self-evaluation, improvements to achievement and standards in Years 1 and 2, better attendance and the maintaining of high standards by Year 6 demonstrate an excellent capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children's overall attainment on entry to the school is below that expected for their age. Communication and language skills are low when they arrive. High quality teaching and an exciting curriculum enable children to make outstanding progress in all areas of learning. A wide range of stimulating activities is planned around interesting topics such as 'Let's go on holiday'. A Nursery parent commented, 'The way education has been tailored to my child's needs at this early stage is just fantastic.' Teachers and assistants provide an effective blend of adult-led tasks and opportunities for children to explore, be creative and work independently. The teaching of basic writing skills is highly effective. Interesting role-play areas are skilfully linked to the main theme. For example, children chose their holiday and purchased their ticket at the travel agent. They then weighed their luggage before entering the departure lounge. By the end of Reception, standards are broadly in line with those expected.

### **What the school should do to improve further**

- Extend the creative approaches to religious education that are exemplified in other subjects and maintain the exceptionally high standards.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

13 March 2008

Dear Pupils

Inspection of Manor Primary School, Coseley, Wolverhampton, WV14 9UQ

Thank you so much for welcoming me into your school and showing me your work. I thoroughly enjoyed my visit and would like to tell you what I found. Manor Primary School is an outstanding school and one you can all be very proud of.

These are strengths of the school.

- Children in Nursery get off to an exceptional start.
- You thoroughly enjoy school and your attendance is good.
- The school is an extremely friendly, caring and pleasant place to be.
- Behaviour is exemplary in lessons and around the school.
- Teaching is excellent, which is why you are learning so much.
- Clear assessments and learning targets are contributing to your outstanding progress.
- By the end of Year 6, standards are exceptionally high.
- An outstanding range of learning activities is provided for you.
- Your written work, models and artwork on display are outstanding.
- You apply information and communication technology (ICT), problem solving and writing skills exceptionally well to your studies.
- You show an excellent understanding of healthy lifestyles and keeping safe.
- The school is exceptionally well led by your headteacher and she receives outstanding support from other senior staff.
- Staff take excellent care of you and give you outstanding support.
- Your parents are extremely pleased with the care and education provided.

There is one area I have asked the school to develop further.

- Your teachers could extend the wonderful creative and problem solving activities provided to other areas such as religious education and ensure that you keep up your high standards.

Finally, thank you once again for all your help. I wish you all the very best for the future. Keep up the exceptionally good work.

With kind regards

Derek Watts Lead inspector