

# Manor Primary School, Ivybridge

## Inspection report

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<b>Unique Reference Number</b>	113255
<b>Local Authority</b>	Devon
<b>Inspection number</b>	311179
<b>Inspection dates</b>	5–6 March 2008
<b>Reporting inspector</b>	Marion Thompson

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	276
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Hardacre
<b>Headteacher</b>	Ian Hemelik
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Manor Way Ivybridge PL21 9BG
<b>Telephone number</b>	01752 893182
<b>Fax number</b>	01752 690866

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large school where most pupils come from White British backgrounds. Children's levels of skills on entry to the current Reception class are around those expected for their age. However, the percentage of pupils with learning difficulties and/or disabilities varies widely from year to year and is well above average overall. It is high in the current Year 6. The Communication and Interactive Resource Base (CAIRB) makes provision for a small number of pupils on the autistic spectrum. When they no longer need specialist provision, many of these pupils go into mainstream classes for the rest of their primary education. Since September 2007, the school has been part of the Primary Specialism Pilot Project and specialises in music.

## 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 with some outstanding features, which provides a good and steadily improving education for its pupils. Provision and leadership in the CAIRB and the Reception class are good and children make good progress. The school has the overwhelming support of parents and is highly valued in the local community. Partnership with parents is strong, and activities such as a 'Dads and Lads' Saturday morning science group have contributed to pupils' rapidly improving achievement. As one parent accurately noted, the school provides 'a full and rich educational experience, where staff get to know every child, fostering a real sense of belonging.'

The headteacher, supported well by senior management, governors and staff, provides strong and effective leadership. He promotes an ethos where all pupils are valued and included. Well prioritised planning, based on a detailed analysis of the work of the school, has led to significant improvements. Pupils of all abilities now make good progress, including the most able. Standards in Year 6 are broadly average, with pupils on track to reach challenging targets. Good procedures are in place to ensure pupils' health, safety and welfare.

Good achievement is also promoted by pupils' positive attitudes to learning, lively, challenging teaching and a stimulating curriculum. The school has improved achievement in science, reading and writing. However, the punctuation and spelling of a small minority of middle attaining pupils are still not good enough. This is because they do not have clear enough guidance on how to improve. The strategies the school has put in place to improve standards in mathematics, especially in calculation, are beginning to have an impact. Marking is positive in tone, but does not consistently provide clear enough guidance to pupils on how to improve their work. A large number of pupils, especially in the younger classes, do not understand their targets and are not aware of the steps they need to take to reach them.

Pupils' spiritual, moral, social and cultural development is outstanding and in this largely monocultural school, pupils develop a strong awareness of the diverse faiths and cultures within Britain and beyond. All pupils, including those with complex social, emotional and learning difficulties, rapidly gain in confidence. Most pupils behave well, enjoy school and attend regularly. They feel very secure, because bullying is rare, and pupils treat each other with great respect.

Pupils' development is enhanced by the high quality care provided by school staff and by some truly memorable events, such as a visit to see the Ten Commandments on Buckland Beacon. Pupils take their many responsibilities seriously, because they know their views are valued. They have a keen awareness of how to stay healthy, but do not always know why some actions, such as hand washing, are important. Pupils' sound basic skills and excellent social development prepare them well for the future. The work the school has recently started in singing, as a result of specialist status, is beginning to enhance pupils' listening skills and their ability to collaborate. This lively, hard working, inclusive and innovative school community is well placed to continue to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Reception class make good progress, reaching levels of skills above those expected for their age. They quickly begin to take responsibilities, and engage in independent

learning. Children link sounds and letters well, as a direct result of the school's focus on phonics. Progress in mathematical calculation is, however, not as strong and this is being addressed. Teaching and the curriculum are well planned and there is a good balance between teacher-led activities and those chosen by children. Children have free access to a well-resourced, secure outdoor play area, which helps them to develop self-confidence and independence. Staff working in the Reception class create a purposeful atmosphere in which children enjoy their learning. Children and their families benefit from the high quality of care and support that enables children to settle quickly. This also applies when they move into Year 1.

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

- Improve pupils' achievement in mathematics by increasing their skills in calculation.
- Enhance the achievement of a small minority of middle attaining pupils in writing, by ensuring staff provide clear guidance on punctuation and spelling.
- Ensure that pupils understand their targets and that marking provides clear guidance on the steps they need to take to reach them.

## **Achievement and standards**

### **Grade: 2**

Standards reached by pupils in Year 6 are broadly average, representing good progress from their starting points. Achievement throughout the school is good, especially in science, where an exciting curriculum and plenty of opportunities for investigation motivate pupils to learn. Pupils make good progress in writing and reading, because the strategies the school has put in place, such as phonics for the younger children, have made an impact. However, a small minority of middle attaining pupils do not make as much progress as others in writing. Whilst the content of their writing is often good, punctuation and spelling are sometimes weak. This year, the school has concentrated on raising standards in mathematics, especially in calculation, and this is beginning to have a positive impact. The large number of pupils with learning difficulties and/or disabilities and pupils based in the CAIRB make good progress, because provision is well matched to their needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is outstanding. Very moving poems, written by Years 5 and 6 pupils on the Second World War, demonstrate insight into other people's lives and feelings. Pupils with complex social and emotional needs are treated with respect by their peers and make a valued contribution to the school community. Their independence and social skills develop very well. Behaviour is good although, occasionally, there is some distracted behaviour when teaching does not fully engage pupils' attention. Attendance is good, and pupils enjoy school. All pupils make an excellent contribution to the school and wider community, for example by presenting confidently to parents in a very well attended 'Mothers' Day' assembly. Pupils have an excellent understanding, demonstrated through their behaviour around school, of how to behave safely. They maintain close links with local and international charities, and represent the school regularly and very well at public events. Most eat healthily and take regular exercise, but do not always understand in sufficient detail why this is important. Pupils' satisfactory basic skills, including information and communication technology (ICT), and excellent social skills prepare them well for the next stage of their lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Relationships between teachers and pupils are warm and respectful, motivating pupils to work hard and confidently. Work often presents pupils with a good level of challenge, to which they respond well. Difficult behaviour is managed skilfully and calmly by school staff and rarely disrupts learning. In a small minority of lessons, especially in writing, some middle attaining pupils waste time or chat, because they lack clear guidance on how to improve their work. Occasionally, the purpose of the lesson is not clearly explained, so it is difficult for pupils to assess their progress towards their targets. In the CAIRB, work is matched well to individual needs. Questioning is good, but occasionally is not developed quite as much as it could be. In main school lessons, support assistants ensure that these pupils are included well in all aspects of the lesson.

### Curriculum and other activities

#### Grade: 2

The curriculum promotes pupils' personal and academic development well. It is well organised to support pupils with a wide range of learning, social and emotional difficulties. However, occasionally, insufficient guidance is provided for middle attaining pupils, especially in writing. Pupils with particular gifts and talents, including music, are catered for well. The emphasis on singing is beginning to improve pupils' listening and team working skills. The activities the school provides are often exciting and motivate pupils to learn. For example, a stimulating night walk on Dartmoor to look at the stars promoted real understanding of the earth in space. The school goes to great lengths to ensure all pupils, regardless of their difficulties, are included in all activities. The school plans to introduce new strategies for literacy and numeracy, but they are not yet in place.

### Care, guidance and support

#### Grade: 2

The school provides excellent support and development for pupils, especially for those with social and emotional difficulties. The partnership between the school, parents and the wide range of agencies the school works with is good. Arrangements for safeguarding children are secure. Good systems are in place to identify underachievement. Pupils' progress is closely monitored in the CAIRB, allowing staff to build very effectively on the skills already acquired. Marking is regular, but does not always tell pupils what they need to do to improve their work. Younger pupils do not always understand their targets and are not always clear about the steps they need to take to reach them. A minority of parents were rightly concerned about the state of the pupils' toilets. The school is planning to address this.

## Leadership and management

#### Grade: 2

The headteacher and senior team provide a very clear sense of direction for the school and the CAIRB. Challenging whole-school targets have raised expectations of what pupils can achieve. Planning is based on an accurate analysis of the school's work and takes good account of

parents' views. Careful identification of weaker areas has led to improved achievement, and most pupils now reach challenging targets. However, the full impact of the strategies the school has introduced has yet to be felt, because there are still weaknesses in pupils' use and understanding of their targets. The school has recently become a specialist school in music and this is beginning to have a positive impact on pupils' musical and collaborative skills. Governors provide good support and challenge, often using their individual expertise for the benefit of the school.

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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 <sup>1</sup> reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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

<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>	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

7 March 2008

Dear Pupils

Inspection of Manor Primary School, Ivybridge, PL21 9BG

Thank you very much for the warm welcome you gave us when we visited your school. We very much enjoyed the visit. Many of your parents and carers wrote to give their opinion of the school, so please discuss this letter with them. You will be pleased to hear that your school provides you with a good education with some excellent features in the Reception class, Years 1 to 6 and in the Communication and Interactive Resource Base (CAIRB).

Here are some important things about your school:

- Children in the Reception class get off to a good start and make good progress.
- By Year 6, standards are broadly average, and all of you, including pupils in the CAIRB, make good progress.
- This is because you have good attitudes to learning, teaching is lively and interesting and the school provides loads of exciting activities that motivate you to learn.
- The school provides you with high quality care so you enjoy coming to school and are eager to learn. You attend regularly, behave well and treat each other with great care and respect, paying excellent attention to working safely.
- You make an outstanding contribution to the school and wider community, by taking your responsibilities very seriously. You also know a lot about other faiths and cultures in Britain and further afield.
- The headteacher, with the help of the school staff and your parents, is working hard to make sure the school carries on improving.

This is what your school has been asked to do to make things even better:

- Help you to improve your mathematics by getting you to do more work on calculation.
- Make sure that a small number of you in middle groups are given guidance on how to improve your punctuation and spelling.
- Make sure that you understand your targets and that, when your work is marked, you are given guidance on the steps you need to take to reach them.

When we were in school, we noticed a lot of you making much better progress in number work - keep it up!

Marion Thompson Lead inspector