

Manorcroft Primary School

Inspection report

Unique Reference Number	124953
Local Authority	Surrey
Inspection number	315098
Inspection dates	18–19 September 2008
Reporting inspector	Lily Evans

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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	405
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr M Curling
Headteacher	Mrs E Lorentzen
Date of previous school inspection	31 January 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wesley Drive Egham TW20 9LX
Telephone number	01784 432155
Fax number	01784 430150

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Manorcroft is an oversubscribed large school serving the local community and a neighbouring village. There has been a sharp increase over the last two years in the number of pupils for whom English is not their first language. These are mainly the children of staff and students at the nearby university, or those who have recently moved into the area. There is a below average proportion of pupils with learning difficulties and/or disabilities most of whom have specific learning difficulties. On the school site there is also a Nursery run by a private provider. It operates weekdays with sessions running from 09:00 until 12:00 and 1:00 until 15:30, term time only.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good education for its pupils. 'Manorcroft School provides an environment rich in opportunities for all ages and abilities.' This parent's view reflects that of many who responded to the inspection questionnaire. The school helps pupils to enjoy learning so that they gain confidence and achieve well academically.

The curriculum promotes personal development effectively. It provides excellent enrichment opportunities and includes themed weeks such as Citizenship week, which helps pupils prepare well for their adulthood. Their cultural development is good. They celebrate the cultural diversity of fellow pupils, which promotes a good sense of identity. Pupils' moral and social development is excellent. Their behaviour is exemplary and they work diligently and safely. They learn to be caring of others and they value the strong friendships that they make in school. Fund raising, initiated by the School Council, often reflects students' good awareness of healthy living. Two examples are the 'Bikeathon' and selling fruit snacks at break times. Pupils' spiritual development is good. They gain rewards for achievement in class and their contributions to the school community.

The school has maintained significantly above average standards at the end of Year 6, although results dipped in English and mathematics in 2007. This was anticipated by the school, because this cohort had lower starting points. In 2008 the school has exceeded its challenging targets. This improvement is due to the positive impact of the drive to improve pupils' writing skills and increase the challenge for the most able pupils in mathematics. From their starting points, most pupils make good progress and achieve well. Pupils for whom English is an additional language progress less well than others, especially when they have additional specific learning difficulties. The school is beginning to review its practice, but, as yet, planning is not adapted sufficiently to meet their specific needs and accelerate their progress.

Teaching and learning are good. Some lessons have outstanding features creating, for example, lively, challenging lessons in which all students are enthusiastically and actively involved in learning. Approaches to marking pupils' work are consistent across the school and this helps pupils to see what they have to do to improve their work. All pupils have targets such as learning times tables. These are shared with their parents at termly discussion evenings and undoubtedly are contributing to faster progress.

The headteacher, her deputy and senior leadership team provide strong and dynamic leadership. They monitor and evaluate teaching and learning regularly, striving towards improvement and consistency. They track pupils' progress from start to finish carefully, highlighting areas for improvement. Governors support the school well. Many parents value the hard work of the staff in helping their children to achieve well. The team support the views of a minority of parents of pupils in Years 1 to 6, who feel strongly that their views are given insufficient consideration. They feel their communications with the school are too limited.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are happy and enjoy school because learning is fun. Most enter the Reception class with skills at the expected levels, particularly in communication, language and literacy and social and emotional development. The nurturing environment ensures that they develop the confidence to choose from a wide range of very well organised activities. By the time they enter

Year 1 many of them have made a good start in reading, writing and numeracy. They make good progress in all areas of learning because the curriculum is well planned. It has a good balance of teacher directed and pupil initiated activities. The department is placing more focus on higher achievers' writing skills in order to help more pupils reach higher levels by the end of Y2. The children enjoy learning outdoors and in class where they have enjoyable well-structured activities such as making collages of their own faces involving choosing colours, cutting and sticking. Relationships with parents are mutually supportive. Parents speak highly of their children's experiences and progress. From the start, they feel well supported and appreciate the helpfulness of the staff, for example through home visits. Good leadership and management help ensure that children learn as well as they can and that their welfare needs are given a very high priority. Staff measure and record children's individual progress towards the goals they are expected to reach thoroughly and systematically. They take early action to identify and support any pupils who are making less progress than expected.

What the school should do to improve further

- Ensure that curriculum planning is adapted to meet the needs of pupils whose home language is other than English.
- Strengthen parental involvement in the work of the school.

Achievement and standards

Grade: 2

Pupils enter Year 1 with higher than expected skills for their age and they make good progress across the school. In 2008, Year 2 pupils did particularly well in reading, writing and mathematics reaching well above average scores in all three subjects. By the end of Year 6, good progress leads to significantly above average standards in English, mathematics and science. Proportions of pupils reaching the expected Level 4 and the higher Level 5 are steadily increasing in all three subjects. Consistently good teaching helps ensure that boys and girls, and pupils with specific learning difficulties progress equally well. The school recognises that pupils with English as an additional language have specific needs. Plans are being developed aimed at ensuring that these pupils make similar progress to their peers.

Personal development and well-being

Grade: 2

Pupils enjoy school. They have good awareness of healthy eating and the importance of exercise. Pupils' attendance is average. There are no unauthorised absences. They show a good awareness of others and their behaviour is exemplary. They feel safe and know what to do if they have any problems. Pupils give their views through interviews and questionnaires at regular intervals. This encourages their good sense of responsibility towards the school. However, more opportunities for discussion in pairs and small groups would help pupils to gain more self-confidence. The well-established School Council has initiated improvements such as the playground zones and the purchase of playground equipment. The role of 'playground leaders' is sensitively carried out by Year 6 pupils. This represents one example of community service. Their moral and social development is outstanding. The 'HATS' (Helping All to Succeed) lunchtime club gives very good support to help pupils with behavioural and social difficulties overcome their problems. Its impact is evident in the students' enjoyment and in the development of their social skills. Pupils are proud of the diversity of their school community, which they celebrate, for example, in photographic displays. Pupils take part in many community events

including fund raising for charities. They have been involved in raising funds for the school through the sale of hanging baskets, which they had made. They have an established internet link with a school in Florida enabling them a sense of cultural differences.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers plan lessons well, taking good account of pupils' previous learning. Teachers maintain a brisk pace, challenge the students through good questioning and ensure they are actively involved in the learning. In some instances, pupils are sometimes engaged in activities that are not well suited to their levels of ability. Where this happens, they are too passive in the lesson and their progress slows because they lose enthusiasm for learning. Throughout the school, teachers and teaching assistants work well as a team and they encourage pupils in their learning. Interactive whiteboards are used to good effect. Teachers keep excellent records of groups of pupils' targets for learning. In marking work they do not refer pupils to their targets so that pupils are less aware than they might be of their own progress.

Curriculum and other activities

Grade: 2

The curriculum is highly structured, well planned and comprehensive, although planning is not always adapted to meet the needs of students with English as an additional language. As a result, planned learning is insufficiently adapted to meet their specific needs compared to others and has the effect of slowing progress. Individual subjects are planned discretely and good cross-curricular links are made to ensure learning is meaningful and exciting. Themed weeks such as the oriental art week are planned for every half term and these are a particular strength of the school curriculum. Local community links are strong. Besides the impressive range of clubs, all classes make regular visits to places such as Hampton Court, Windsor Castle, the Imperial War museum and the local synagogue. Events such as the global citizen day and a dance festival develop the children's cultural awareness, but the school has correctly highlighted this as an area where even more could be done. The excellent programme of personal and social education has a positive impact on pupils' moral and social education.

Care, guidance and support

Grade: 2

Pastoral guidance and support are strong features in the school and underpin the pupils' good personal development. Good procedures are in place to ensure that pupils feel safe and secure. The special needs co-ordinator has well organised systems to identify pupils early and ensure that pupils' needs are met. Academic assessments are thorough and used well to target groups that are in danger of underachieving. They are used well to plan lessons for pupils at different stages in learning. The school has successfully introduced individual learning targets such as for learning times tables which pupils work towards achieving. Teachers display class targets relating to the National Curriculum and have detailed information about individuals' levels. As pupils are not in possession of these, they are unaware of their personal next steps in learning. The school has established effective links with parents and outside agencies which help them

to meet the needs of pupils with learning difficulties and pupils who are at an early stage of learning English.

Leadership and management

Grade: 2

The dedicated headteacher and committed leadership team have a clear, shared vision for the school. They have been instrumental in meeting and surpassing the challenging targets that were set for English and mathematics. They monitor and evaluate the work of the school closely and are now seeking to increase subject leaders input into monitoring. Teachers have had the training they need to increase their skills and expertise, but this development has been delayed by changes of staff. The school has begun to provide workshops for parents, for example to support their children in reading. The school plays a good part in local community events and has a strong parent teacher association. Inspection evidence from the School Development Plan priorities and responses to the inspection questionnaire supports the views of a small minority of parents who are not confident that their views are taken into account. They would like improved communication and dialogue with the school. Governors give good support and guidance to the school. They make themselves readily available to parents at special events.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

02 October 2008

Dear Pupils

Inspection of Manorcroft Primary School, Egham, TW20 9LX

Mr Francis, Mrs Sackett and I would like to thank all of you for making us feel so welcome when we visited your school the other day. We enjoyed talking with you and seeing you at work and play. This helped us to do our work and find out about your school.

Some of the best features of your school are:

- your behaviour around school is excellent
- the teachers help you to be confident and prepare you well for the next stage of your education
- the children of different nationalities in your school help you to understand the world
- your lessons are good and your teachers are kind and helpful
- teachers are careful to check your progress and tell you what you need to learn with your parents
- you make good progress and do very well in your tests
- the work planned for you is interesting and enjoyable and we especially enjoyed hearing about your special themed weeks.

We think your school could improve in the following ways.

- Your school could help pupils who are at an early stage of learning English to make better progress by some special planning that will help them with their difficulties in learning the language.
- Your school could improve their communication with your parents so that everyone feels that their views are listened to and valued.

You can help your teachers by continuing to work hard.

Best wishes for your future.

Yours sincerely,

Lily Evans

Lead Inspector