

# Manford Primary School

## Inspection report

---

<b>Unique Reference Number</b>	102795
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	323695
<b>Inspection date</b>	3 July 2009
<b>Reporting inspector</b>	Norma Ball

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.

---

<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 (total)	495
Government funded early education provision for children aged 3 to the end of the EYFS	47
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Collins
<b>Headteacher</b>	Miss Tina Jacobs
<b>Date of previous school inspection</b>	26 April 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Manford Way Chigwell Essex IG7 4BX
<b>Telephone number</b>	020 8500 2143
<b>Fax number</b>	020 8501 5532

---

<b>Age group</b>	3–11
<b>Inspection date</b>	3 July 2009
<b>Inspection number</b>	323695

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues in particular.

- The effectiveness of strategies in place to raise attainment in English and mathematics, especially for able pupils, in Key Stages 1 and 2.
- Is pupils' progress carefully assessed and tracked effectively to guide lesson-planning so that all pupils are suitably challenged?
- Confirm the strengths in care, guidance and support, especially relating to targets set for pupils to identify the next steps in their learning.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussion with staff, governors and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors 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

Manford is much larger than most primary schools. Almost half of the pupils are known to be eligible for free school meals and this is greater than the national average. Just over half of all pupils are from minority ethnic backgrounds and one third of all pupils have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average and principally includes pupils with moderate learning difficulties and/or disabilities. The proportion of those pupils who have a statement of special educational need is above the national average. A significant number of pupils leave or join the school at different times in the year. The Early Years Foundation Stage consists of a morning and afternoon Nursery and three Reception classes. The school holds the Gold Artsmark and Healthy School awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Manford is a good school where children achieve well because they are well taught in a happy and supportive environment. They have an excellent range of learning experiences and enjoy being at school. The high-quality care, guidance and support that pupils receive are an outstanding feature of the school. Every child is valued and relationships at every level are strong. A very large majority of parents are pleased with all that the school provides. One parent wrote, 'My child looks forward to school every day and her learning has progressed significantly this year.'

Children enter Nursery with skills and abilities below those expected for their age. They make a good start to their learning, but when they enter Year 1 standards are still below average in elements of literacy and numeracy. Pupils achieve well throughout the school, regardless of their abilities, gender or ethnicity. Standards are average and this is because the apparent progress that pupils make, as represented by the results of national assessment, is distorted by the effect of mobility. During the current academic year 71 pupils joined the school and 52 left. In 2008 attainment at the end of Year 2 was below average. Current data indicate that as a result of effective initiatives to improve pupils' literacy and numeracy skills, they have made clear gains and are likely to attain standards that are broadly average. Standards at the end of Year 6 are also broadly average but better in mathematics as a result of the focus on multiplication tables, problem-solving and mental maths. Booster groups for higher-attaining pupils have led to clear improvement in their attainment at the end of Year 2, but the full impact of initiatives is not yet evident at the end of Year 6.

Pupils' personal development is good. They behave sensibly and well around the school and show lively sociability at lunch and playtimes. They understand the importance of a healthy lifestyle, confirmed in the Healthy School award, and behave safely and respect others. In lessons the vast majority of pupils are attentive and work well. Any incidents of unacceptable behaviour are dealt with quickly and fairly. The school council is a respected voice in the school and play leaders are proud of their role in initiating playtime activities. Pupils have a love and loyalty for their school which shows in the mature way they carry out responsibilities, the respect they give to staff and the care they show each other. Attendance and punctuality remain a great concern. The school monitors attendance carefully and works hard to impress upon parents that late arrival and frequent absences means valuable learning time is lost for some pupils. A significant factor in pupils' personal development is the very high quality of care provided for them. Pupils feel safe and have confidence in the adults who care for them. All aspects of safeguarding and pupils' welfare are rigorously managed. The guidance they receive from teachers on how to improve their work is also of a high order. Pupils of all ages know how well they are doing and what they can do to improve their work because they have clear targets set for them which they find very helpful. The good progress that pupils make and their good social development ensures they are well prepared for the next stage of their education. One parent, whose daughter is leaving Year 6, wrote in appreciation of the school, 'I feel confident that my daughter is leaving primary school with a good standard of education and will start Year 7 with confidence in her abilities.'

Pupils enjoy their lessons because teaching is good. Most lessons are well planned, taken at a good pace and full of interest for pupils of all abilities. Good subject knowledge and questioning skills help extend pupils' understanding as well as encourage lively discussion in class. The progress pupils make is carefully monitored so that any underachievement is identified quickly

and well-targeted support is provided. One pupil said, 'I really like my school because all our teachers are friendly and spare time for us.' Lessons are carefully monitored by senior staff and guidance is provided for teachers to extend their skills further. Senior leaders are aware that the sharing of expertise among teachers will raise the quality of teaching further and this will have a consequent impact on raising achievement and standards. Teaching assistants are well deployed and provide a sensitive and extensive range of good support for those pupils who find learning difficult or are developing their English language skills.

The excellent curriculum stimulates and excites pupils. Well-developed links between subjects and regular theme weeks make learning interesting for pupils. The initiatives selected by the school to improve attainment in literacy and numeracy are effective and are already showing signs of success, especially in Key Stage 1. Creative subjects are well developed and this is recognised in the Gold Artsmark award gained by the school. Recently the choir have sung at the Albert Hall and pupils spoke with excitement about their work with a visiting artist. There are extensive opportunities planned to enrich learning outside the classroom on trips and through the many clubs they can join. Older pupils, for example, have the opportunity to take regular sailing lessons.

The headteacher works closely with the deputy headteacher to provide inspirational leadership for the school. Their complementary skills have united staff, who work as a committed team. They are not complacent and identify accurately further improvements for the school. Subject leaders, some still developing their role, are ambitious and monitor with growing skill developments, teaching, learning and pupils' progress in their subjects. Areas identified for improvement in the last inspection have been addressed and overall the school provides good value for money. The school is placed securely at the heart of its community. The excellent care provided for pupils, including those with physical disabilities, also extends to parents through the work of the parent support worker. Initiatives to involve parents in their child's development form an important element of the caring ethos of Manford. Community cohesion is well planned and there are excellent links with a range of services, agencies and other schools to extend the good care provided for pupils in school. Governors are very supportive of the school, have good knowledge of its work and are steadily developing their expertise in monitoring developments. The school's self-evaluation is secure and it has a good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children settle quickly and grow in confidence because of the good care they receive. Activities are well planned and provide a good range of learning experiences both in the classroom and the outside learning area, especially in Reception. Children enter Nursery with skills and abilities that are below expectations. As a result of good teaching children make a good start to their learning. They enter Year 1 with standards that are broadly average but still below average in important elements of literacy and numeracy. Number work, especially their understanding of space, shape and measuring, is developed systematically. A sustained emphasis on phonics, careful encouragement of speaking skills and development of vocabulary is helping to improve literacy and writing skills. Children's personal development is good and they enjoy working and playing together. They are encouraged to become independent, to share and to consider the needs and feelings of their classmates. Leadership and management are good and staff work with a productive team spirit. Children's development is carefully monitored, beginning with home visits, and parents are kept well informed about their child's progress.

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

- Raise standards in English, mathematics and science by improving teaching across all lessons through sharing existing good and outstanding practice.
- Improve pupils' prompt and regular attendance at school by focusing sharply with parents on the impact of poor attendance and punctuality on their child's progress.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	1
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?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

## 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 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**

16 July 2009

Dear Pupils

Inspection of Manford Primary School, Essex, IG7 4BX

Thank you for making us feel welcome when we visited your school. You were very friendly and we very much enjoyed talking to you and your teachers. We were able to see you in lessons, look at your work and find out about the things you enjoy most in school. You told us you thought your school was good and we agree with you.

We saw that you all behave well and care about one another. In your lessons you show enthusiasm and you want to do as well as you can. Everyone works hard to make sure that you are safe and very well cared for in school. You all understand about keeping safe and what you need to do to have a healthy lifestyle. Your teachers work hard to make sure your lessons are interesting. You told us that you find the targets set for you in literacy and numeracy very helpful in showing you how to improve your work. You have an exciting range of activities in your lessons and in all the things you do out of class, such as the visits you make and the clubs you can join. We think your school is well led and managed and that is why you enjoy learning and make good progress.

We have suggested two things we think could make your school even better.

- Your teachers can share all their good knowledge of teaching with one another to make your lessons even better and continue to improve the standards you reach in English, mathematics and science.
- We have asked the school to explain very carefully to some of your parents how very important it is that you come to school regularly and arrive on time so that you do not miss important learning.

We know you will continue to work hard and we wish you every success for the future.

Yours faithfully

Norma Ball

Lead Inspector