

# Manley Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	105472
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	324227
<b>Inspection date</b>	8 January 2009
<b>Reporting inspector</b>	Michael Onyon

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.

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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 (total)	470
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maria Boylan
<b>Headteacher</b>	Mr Gary Handforth
<b>Date of previous school inspection</b>	4 July 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>	College Road Whalley Range Manchester M16 0AA
<b>Telephone number</b>	0161 8813808
<b>Fax number</b>	0161 8810390

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement, particularly in the Early Years Foundation Stage (EYFS) and Key Stage 1; the personal development and well-being of pupils; teachers' use of assessment in setting challenges and targets according to pupils' different learning needs; and the extent to which leaders check the work of the school to raise standards. Evidence was gathered from observation of lessons, pupils' work, discussions with staff, governors and pupils, and a scrutiny of school documents and questionnaires. Other aspects of the school's work were not investigated in detail, but the 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 this report.

## Description of the school

This split site school is larger than average in size and serves a largely disadvantaged community. The proportion of pupils entitled to free school meals is well above average. A broadly average proportion of pupils has learning difficulties and/or disabilities. Two thirds of the pupils are of Pakistani heritage. The remaining third are from a range of ethnic backgrounds. Four fifths of the pupils speak English as an additional language and one tenth are at an early stage of learning English. The school provides education for the EYFS in the Nursery and Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Manley Park is a good school that provides good value for money. The headteacher, ably supported by a talented leadership team, is building strongly on the school's good reputation to enable it to reach new heights. As a result, the school is popular with parents and comments such as, 'There have been very positive developments,' and 'Staff are always helpful and accommodating,' typify their views. At the heart of the school's work is the good care, guidance and support it provides for pupils. Safeguarding procedures are fully in place and meet requirements to ensure that pupils are safe and protected. Teachers, bilingual staff and teaching assistants work closely with the many pupils who require help with English. They provide engaging activities and ask probing questions to encourage these pupils to achieve well. As a result, by the end of Year 6, in English, the vast majority of pupils have at least achieved the standards expected for their age and many reach even higher levels.

Pupils' personal development is excellent. They behave extremely well and are enthusiastic to learn. The school has worked hard to improve attendance, building strong links with parents and carers. Whilst attendance is at the national average pupils enjoy school immensely. They develop an excellent understanding of cultural diversity and show exemplary respect for each other's beliefs. This is largely why there is very little bullying or racism in school. Pupils' spiritual, moral, social and cultural development is excellent. Pupils are eager for responsibility. They become good playground leaders, school council members and act responsibly as mediators with their peers. They make mature and informed decisions about creating a better school and a better world. By learning about good diets and exercise, pupils acquire a particularly good understanding of how to lead safe and healthy lifestyles. As they move through school, they develop good literacy and numeracy skills. Visits outside school and visitors help pupils to learn about the workplace. Pupils are well prepared for the future.

Pupils achieve well. Standards are average in reading, writing and mathematics by the end of Key Stage 1. However, given pupils' initial language difficulties and low starting points, they make good progress in Years 1 and 2. Weaknesses in the language skills of younger pupils sometimes restrict the pace of their learning. The school needs to extend opportunities for developing pupils' ability to speak and understand English, particularly for the increasing number of pupils who speak English as an additional language. By Year 3, most pupils have mastered English and are able to achieve well in many subjects. Progress accelerates between Years 3 to 6 because they enjoy many practical activities and have good opportunities to talk about them. By the end of Year 6, standards are above average in English and mathematics. Pupils from different ethnic backgrounds, boys and girls, the more able pupils and those who require additional support, achieve equally well because their progress is tracked carefully and swift intervention prevents any underachievement. The school provides a good curriculum, which meets pupils' different needs and interests successfully. Many extra activities, such as drama, educational visits and creative arts, all add to pupils' enjoyment of school.

Teaching and learning are good, with examples of outstanding teaching. Lessons are calm and purposeful and pupils work hard. Teachers assess learning carefully and provide work at just the right level to match pupils' different learning needs. Pupils who need extra help are supported well. Those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Pupils are eager learners because teachers use interesting methods and encourage them to find out for themselves. They enjoy being independent and are actively engaged in reflecting on the progress they have made in lessons and considering what it is they

still need to do. Staff work together well to make sure that pupils know how to improve. Clear targets are set to help them to reach the next level. The marking of pupils' work is good as leaders encourage teachers to add pointers for improvement to help pupils to take the next step in their learning.

The quality of leadership and management is good. Excellent leadership is provided by the headteacher. By successfully harnessing the considerable talents of the leadership team, rigour and purpose have been added to the checking of planning, teaching, learning and pupils' progress. The team successfully seeks continuous improvement. There has been good progress since the previous inspection. Any weaknesses are identified and shared with teachers. Decisive action is taken to make improvements. This depth of analysis leads to accurate self-evaluation and gives the school a good capacity for further improvement. For example, actions taken to address perceived weaknesses in writing in Key Stage 1 have led to improved standards. Governors provide good support and hold the school to account. Whilst the school has clear policies to promote community cohesion, pupils do not yet have a good understanding of the wider community. All pupils are included fully in all activities and the school is rightly proud of the social harmony within the school.

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

### **Grade: 2**

Children's skills on entry to school are below those typically expected for their age. Literacy and numeracy skills are well below expected levels. Many children are unable to speak English. Good provision helps them to achieve well. They make a good start in the Nursery and, by the end of the Reception Year, reach varying standards across the areas of learning. Their personal and social skills have reached the levels expected for their age. Children's reading and writing skills are still below those expected for their age but compare favourably with those in schools in similar circumstances. Teaching is good. Accurate assessments are made of children's learning and are used effectively to plan the next steps. Children benefit from a good balance of activities led by adults and those they choose themselves. They have good opportunities to explore and learn independently. Outdoor provision is in the process of development so that it can provide greater challenge and stimulation to children's learning to improve their physical and social skills. The quality of leadership and management is good. This is evident in the well planned induction to school, the high levels of care and support provided for children and the attractive classrooms which stimulate interest in learning.

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

- Accelerate progress in learning to speak and understand English, particularly in the EYFS and Key Stage 1.
- Develop pupils' understanding of the wider community.

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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?	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	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

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<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>	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
The extent to which learners enjoy their education	1
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

<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?	2
How well are learners cared for, guided and supported?	2

## 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**

Inspection of Manley Park Primary School, Manchester, M16 0AA

Thank you all very much for the friendly way you greeted us and helped us when we inspected your school recently. We particularly enjoyed joining you in your lessons and talking to you at lunchtime. You told us how much you enjoy school and what its strengths are. We agree and think yours is a good school and that it has some outstanding parts too.

We judge your personal development to be excellent. Your school has a really inclusive feel to it. Everybody is included and gets the chance to play a part, take on new roles and learn new skills. We were particularly struck by how well pupils from different cultures get on so well together. After the good start the youngest children make in Nursery and Reception your school helps you to make good progress. By the end of Year 6 you reach standards that are above average, which prepares you well for secondary school. Your teachers work hard and, as you say, 'Make your learning not only fun but interesting.' This helps you to concentrate fully on your work and gives you the confidence to take part in classroom activities.

The headteacher and staff look after you well and are always looking for ways to make your learning more interesting and to involve you. To assist them in this, we have asked the school to help pupils to learn and understand English as quickly as possible in the EYFS and Key Stage 1. It will help raise standards even further and make sure that everyone achieves their very best. We have also asked the school to help you all to develop a greater understanding of the wider community.

You can help by continuing to play a full part in school, trying your hardest and maintaining the pride you display in all that your school offers.

Our very best wishes for the future.