

Manorbrook Primary School

Inspection report

Unique Reference Number	130978
Local Authority	South Gloucestershire
Inspection number	328537
Inspection dates	7–8 July 2009
Reporting inspector	Michael Sutherland-Harper

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)	180
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
Appropriate authority	The governing body
Chair	Sheila Ellis
Headteacher	Angela Evans
Date of previous school inspection	23 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Park Road Thornbury Bristol BS35 1JW
Telephone number	01454 867225
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Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average sized primary school. Nearly all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below the national average, with most having behavioural, emotional and social difficulties. Provision in the Early Years Foundation Stage is in the Reception class. Over the last two years, there have been a significant number of maternity leaves and some prolonged staff illness. There is a privately run after-school club which uses the school building. On the school site, there is a privately run pre-school group.

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. There are strengths in pastoral care and relationships and in the sense of community, which ensures that everyone is prepared to contribute to school improvement. Behaviour is good and pupils enjoy their lessons, as demonstrated by good attendance and the high quality work on display. Pupils have a good understanding of healthy lifestyles, with many taking part in a variety of activities at lunchtime or after school. Pupils feel safe in school and watch out for each other. Instances of bullying are rare. Staff take great care to ensure pupil safety at all times. Pupils benefit from a range of opportunities to contribute to school life, not least in the school council, which is an effective voice for pupils.

Children start the Early Years Foundation Stage with skills below those expected for their age, especially in communication, language and literacy. They make good progress in all areas of learning except in knowledge and understanding of the world, where it is satisfactory and standards are below average. In the other five areas of learning, standards are average at the end of Reception. Children have a wonderful learning resource in the woodland walk which has been developed in conjunction with the hard work and dedication of parents. In Years 1 to 6, achievement is good so that pupils leave Year 6 with above average standards. Results at the end of Year 2 in reading and writing have improved this year thanks to effective support from leadership and management, especially through improved tracking and monitoring of pupils' progress.

Leadership and management are good. The headteacher and senior managers have an increased focus on raising standards and achievement which is filtering through to all levels. Staff are increasingly being developed as subject leaders. The role of teaching assistants has increased in importance in the school, especially in the light of some significant staffing issues. The school has a good capacity for further improvement.

Teaching and learning are good. Good teaching helps to drive up standards, especially in Year 6 mathematics, where the most able have managed to do Level 6 mathematics papers, representing a level of achievement usually seen in 11 to 14-year-olds. Relationships with pupils are good and teachers manage behaviour very effectively to ensure good learning. Increasing use of mentoring and assessment data enables the school to take learning forward by providing a more precise focus on pupils' learning. The curriculum is good and there is a full range of extra-curricular clubs and enrichment which impact positively on strengths in pupils' personal development. The quality of academic guidance is improving. Marking is good in some classes but needs to be more consistent to ensure that pupils are clear how to improve their work.

The school benefits from good parental support and welcomes parents into school for events such as commendation assemblies, which are well attended. As one parent put it, 'Manorbrook School has been and continues to be a welcoming family environment which children enjoy attending.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Effective systems and regular pre-school visits ensure children settle quickly into school routines. Good teaching and varied practical activities effectively engage children's interests and ensure good progress in learning, especially in early reading and writing skills. However, there is insufficient focus on developing children's knowledge and understanding of the world, especially

through their use of information and communication technology. Children thoroughly enjoy their learning, as seen in their enthusiasm to use their own binoculars to find jungle animals in the woodland area and to make animal puppets. The outdoor area is used appropriately but the school recognises the need to develop this setting to extend children's learning experiences. Good emphasis is placed on developing children's speaking and listening skills through effective questioning and discussion. Most children are confident and articulate. Children quickly gain in independence and respond well when given responsibility, such as organising activities for visiting pre-school children. Relationships are good. Children work and play well together. Leadership and management are good. Staff work well as a team. Planning and assessment systems are thorough. Children's progress is carefully recorded and information used effectively to plan learning. Parents find staff friendly and approachable and supportive of their children's learning. Most children are working within the expected goals as they enter Year 1, especially in communication, language and literacy, problem solving, reasoning and numeracy, and in personal, social and emotional development.

What the school should do to improve further

- Ensure consistency of marking across the school so that children are clear how to improve their work.
- In the Early Years Foundation Stage, improve pupils' knowledge and understanding of the world, particularly through the use of information and communication technology.

Achievement and standards

Grade: 2

There is clear evidence that the school is reversing the recent downward trend in standards and achievement in Years 1 and 2. In the Reception Year, good progress is made in all areas of learning except knowledge and understanding of the world, where it is satisfactory. As a result, except in this area, children are entering Year 1 with average standards. In Years 1 and 2, good planning and work carefully matched to individual needs ensure that pupils make good progress in relation to their starting points and capabilities. Increasing emphasis on pace, questioning and independent work skills helps to ensure that pupils continue to make good progress at the start of Year 3. Pupils' progress is carefully tracked. Pupils know their targets and these are regularly reviewed to ensure that achievement is continuous.

In the national assessments at the end of Year 2 in 2009, the school's preliminary results were average and improving in all areas following a recent downward trend. The provisional results of pupils at the end of Year 6 in 2009 indicate that standards are likely to be above average, with further improvement at Level 5. This is confirmed by inspection evidence of pupils' current work. Gifted and talented pupils are well supported, as are pupils with learning difficulties and/or disabilities, and both groups make good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good, as exemplified by a high quality multicultural celebration of achievement assembly with more than 30 parents attending. Pupils' understanding of life in multicultural Britain is less well developed. Pupils show concern for those who are less fortunate than themselves. They raise money for a host of deserving causes and displays reflect the use of the resources provided to other communities. They take their responsibilities to each other very seriously, for example, in allowing full discussion in class

councils and on the school council prior to decision making. Learners adopt healthy lifestyles and are very conscious of the physical and emotional welfare of others as they play and learn. They adopt safe practices. Attendance is good and behaviour is well managed. No evidence of bullying was observed during the inspection. Learners develop skills which will contribute to their future well-being as a result of the improving standards and achievement in the school. Learners' outstanding contribution to the community contributes to full enjoyment of their education.

Quality of provision

Teaching and learning

Grade: 2

In the best lessons expectations are high, the pace of learning is brisk and teachers provide pupils with high levels of challenge to make them think. For example, in a Year 6 mathematics lesson, pupils were buzzing to get on with tasks that had a time limit and discussed enthusiastically with each other how to get on with the problems posed. Pupils with learning difficulties and/or disabilities make the same progress as others because of the effective support and reinforcement they receive from teachers and teaching assistants. Teachers have secure subject knowledge. They make good use of questioning, to develop pupils' thinking skills, and of resources, including the interactive whiteboard, to provide a full range of learning opportunities. Pupils work well with each other and are developing independent learning skills. Girls perform as well as boys. On a few occasions, pace is slower and pupils are not sufficiently challenged.

Curriculum and other activities

Grade: 2

The varied and stimulating curriculum effectively meets the interests and needs of all pupils and contributes well to their good progress. Appropriate initiatives in English and mathematics have been put in place to address pupils' needs. These are having a positive impact on progress. Subjects are being linked together to make learning more relevant and exciting for the pupils. For example, World War II work in Years 3 and 4 builds on a study of S.S. Great Britain in Year 2. The excellent woodland area is used very effectively to support learning across all subjects, especially in creative activities, using a range of media and natural resources whilst teaching pupils about care for the environment. The visual and performing arts are a strength of the school, with many vibrant displays celebrating pupil successes and much confident participation in music and drama. Pupils speak enthusiastically about the variety of clubs after school. The extensive range of visits and visitors to the school enriches children's learning and contributes well to their personal development.

Care, guidance and support

Grade: 2

Pupils are well cared for in a friendly welcoming environment. Relationships are very good. Pupils say that they feel safe in school, always have someone to share concerns with and feel valued as individuals. Praise and rewards are used well to boost confidence and self-esteem. Instances of bullying are very rare and pupils are confident that these are quickly resolved. All systems for safeguarding are robust and meet current requirements. Pupils with learning difficulties and/or disabilities are well supported by skilled teachers and teaching assistants to

ensure that they are fully involved in all that the school has to offer. This enables them to make the same good progress as their classmates. Pupils' progress is carefully tracked and information is used well to identify those pupils needing extra support or challenge. Pupils know their learning targets which, together with some effective marking, provide good guidance on how pupils can improve their work. However, not all marking does this. Pupils' assessment of their own learning is not consistent in all classes.

Leadership and management

Grade: 2

Leaders and managers set increasingly clear targets based on improved use of assessment data. This work is leading to whole-school improvement and ensuring quality care and education. However, inconsistencies remain in the way teachers support pupils in their learning in terms of giving them their next steps. The efforts of the leadership team have been aided by effective support from the local authority and governors. Self-evaluation is accurate. Opportunities are open to all in the school and there is no evidence of discrimination. The school has developed its work on community cohesion, especially at local and global level, and is in the process of refining this at the level of national outreach. Despite recent uncertainties of staffing, the school deploys its resources effectively to achieve value for money. Governors and other supervisory boards discharge their responsibilities well. All safeguarding procedures are in place.

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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 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	1
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 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	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**

9 July 2009

Dear Pupils

Inspection of Manorbrook Primary School, Bristol BS35 1JW

Thank you all for making us so welcome and helping us when we visited your school. It was a very special treat for all of us to see your wonderful woodland walk and the pleasure that it gives you. We were impressed to hear about the effort that many of your parents had made to provide you with this fantastic resource. I would like to thank the School Council for letting me attend their meeting and watch them at work. It was a treat to see so many of you being rewarded at your celebration assembly and I have to thank you for letting me join in with your singing. It is clear that you and your parents appreciate the way everyone can join in your learning community.

Your school is a good school. You look after each other well and make good progress as you move through the school. Your behaviour is good and you clearly enjoy the after-school clubs that you can join. Teachers help you to understand what you will be learning and how to get even better. The headteacher and her team are determined to help you make good progress and achieve even higher standards in your work.

There are a few areas that need improving so we have asked the headteacher, teachers and governors to do the following:

- Make sure that marking is always able to show you clearly how to improve your work.
- Improve your knowledge and understanding of the world, particularly through the use of information and communication technology, especially if you are in the Early Years Foundation Stage.

Once again, many thanks for being so welcoming and cheerful. I know that you will continue to work hard and become even better at all the things you do.

Yours faithfully

Michael Sutherland-Harper Lead inspector