

Manor School

Inspection report

Unique Reference Number	101582
Local Authority	Brent
Inspection number	335752
Inspection dates	17–18 May 2010
Reporting inspector	Denise Morris

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Sally Laurence Smyth
Headteacher	Jo Gilbert
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by two additional inspectors. They observed 14 lessons taught by 14 different teachers. Meetings were held with staff, leaders, governors and pupils. Inspectors observed the school's work, and looked at a wide range of documentation including pupils' learning diaries, the school development plan, assessment information and monitoring records. They analysed questionnaires from 32 parents and carers. Many staff and the majority of pupils in Years 3 to 6 also completed questionnaires.

Inspectors looked closely at the following:

- the improvements made to teaching and learning since the last inspection
- how well assessment has been developed to show progress of different groups of pupils
- how well leaders, including governors, plan to sustain improvements.

Information about the school

Pupils at Manor School come from a wide range of social and economic backgrounds. All pupils have a statement of special educational needs for severe or complex learning difficulties. Almost half have autistic spectrum disorders. Many are from minority ethnic backgrounds. A small minority are at the early stages of speaking English. Many pupils join or leave the school partway through the school year. A few pupils come from outside the borough and almost all come to school on a bus or by taxi. The school has Healthy School status and has been awarded Investors in People status. There are three Reception classes forming the Early Years Foundation Stage. One of the classes, catering specifically for children with autistic spectrum disorders, has opened since the last inspection. There are some after-school clubs, but these are managed privately and subject to separate inspection reports.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It provides excellent care and very-high-quality education for all its pupils. Outstanding vision by the headteacher, who is ably supported by the deputy headteacher and other leaders, has led to a welcoming, vibrant learning environment that provides a warm and caring ethos in which all pupils thrive. The headteacher is rigorous in striving for excellence and leaders have embedded their ambitions through comprehensive training for staff. This has ensured that there are very high levels of expertise and skill in all areas of the school. Innovative appointments have resulted in specialist provision of different therapies, which have a very positive impact on pupils' speech and language skills and on their physical abilities. Leaders, including governors, have established a relentless drive towards improvement since the last inspection. This has been achieved by rigorous monitoring of teaching and learning and by involving staff in self and peer observations. As a result, the quality of teaching and learning has improved significantly.

Thorough and accurate self-evaluation has helped leaders to identify a relative weakness in the way pupils' achievements are assessed and tracked as they move through the school. A new system has recently been introduced to do this, and although it is not yet fully embedded across the school, it is beginning to show a clearer picture of how well pupils are doing. Plans are well advanced to ensure that all staff have opportunities to learn how the new system works so that it is fully accessible to all classes. High levels of training for all staff show how well the school is committed to improving their skills, as reflected in the Investors in People award.

Pupils achieve very well in both their academic and personal development because of exceptionally good provision. The excellent range of communication aids ensures that pupils' language skills are extremely good in relation to their abilities. All groups, including those with severe learning difficulties and those with complex needs and/or autism, have a means to communicate their choices and respond to questions. As a result, they can make decisions about their own learning and they make some exceptionally good progress. Pupils' personal development is outstanding. They know and understand all about healthy living and very much enjoy their time at the school. The strong relationships across the school promote social and moral development of a very high quality.

Children get off to a very good start in the excellent Early Years Foundation Stage, where exciting and challenging activities encourage them to extend their skills and to interact with adults and peers. Pupils across the school are exceptionally well cared for. Safeguarding procedures, including child protection procedures, are very rigorous and fully meet current government requirements. The school provides very good value for

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money. High quality self-evaluation and strong improvement since the last inspection mean that the school has an excellent capacity to continue improving.

What does the school need to do to improve further?

- Embed the new assessment and tracking system fully in all classes so that all staff develop a clear long-term view of each pupil's achievements.

Outcomes for individuals and groups of pupils**1**

Pupils make progress that is consistently at least good, and often excellent, towards their own individual targets. They make exceptional progress in communication, language and literacy and in their personal, social and emotional development. As a result, most are able to interact appropriately with adults and peers and make choices about their learning. In the dining hall, for example, pupils often choose the vegetables that they would like for lunch, and their healthy choices at snack times reflect the Healthy School award and show how well they are developing a healthy approach to eating. Pupils behave exceptionally well. They move carefully around the school and are polite and courteous. The work of the school council is strong, ensuring that pupils can voice their views and help in the improvement of the school. Older pupils take care of younger ones and often organise and clear away their own resources. Social skills are extremely well developed. For example, very high quality collaboration enabled some of the older pupils to share their experiences of a residential trip in Kent the previous week. All the pupils in the class worked together on developing their thoughts until they built their ideas into a larger, joint story to be used in assembly. Pupils were proud of their achievement and were able to see how working together had led to success.

Pupils across the school raise funds for a range of different charities and develop very positive community links. Because of the wide range of different ethnic groups at the school, pupils develop very good awareness of each other's cultures. During a discussion with six pupils, they were able to communicate how happy they were at school and two pupils stressed how much they were looking forward to going on to secondary school. Pupils say they definitely feel safe and really enjoy coming to school. They attend well and are punctual. They are very well prepared for their future lives. Effective links with other similar schools enable pupils to compete with their peers in a range of sports activities.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Highly effective teaching, characterised by some exemplary planning, ensures that pupils are able to engage in learning at their own individual level. Personalised approaches to learning are successful in enabling pupils of different abilities to make rapid progress. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding. They plan effectively to build on these. Regular day-to-day assessments, annotated notes and photographs are used very well to inform the next steps of learning. For example, some pupils in Year 2 were busy commenting on photographs of their previous lesson in the hall where they had practised different kinds of 'pushes' on a variety of toy cars. Because of the instant feedback, they were highly motivated to comment on their own performances and suggest how they could have done better. Classrooms are exceptionally well presented with rich evidence of pupils' past learning. Some excellent multilingual support, along with very good levels of speech and occupational therapy, enables pupils to access learning, take part actively and improve their skills. Teaching assistants play a significant role in pupils' high quality learning. They often work individually with pupils to help them succeed.

The curriculum is highly effective in ensuring inclusion for all groups of pupils. Through high quality personal, social and health education (PSHE), pupils improve their behaviour and learn to lead healthy lives. There is a strong emphasis on physical activity and sports. Support and intervention ensure that all pupils have individualised plans based on their own realistic targets. The very effective use of communication aids such as signs, symbols and the picture exchange communication system (PECS) has a very

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positive impact on all pupils' language skills. As a result, learning is very accessible to each pupil. Enrichment is outstanding. During the inspection, several of the younger classes went on a farm visit. In preparation, they shared books, stories, songs, discussions and photographs so that they could make sense of their visit and gain the most from it. The onsite swimming pool is a major strength in promoting fitness and healthy living, and pupils really enjoy it.

Outstanding care results in the highest standards of support and guidance for all pupils. The use of good quality □Link Books' between home and school ensures that there is a strong partnership with parents and carers. The school has developed strong multi-agency links across a wide range of providers, including speech ad language therapy, occupational therapy, medical and behavioural support and the outreach Portage service. As a result, pupils' individual needs are very effectively met. Many pupils at the school struggled in their previous placements but are now thriving because of the effective nurturing that they receive. One parent wrote, □Since joining Manor School, my child is a different person. She is now secure and confident and starting to learn.'

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and the senior leadership team share a common aim: to ensure that every single child achieves their full potential. They set challenging targets to achieve this and work closely together to drive improvements. As a result of perceived limitations in the current assessment and tracking system, they have recently purchased a new one to measure each pupil's progress in minute detail and track it carefully as they move through the school. Leaders are aware that this system is not yet fully operational and that not all staff are able to use it. They are rightly planning increased training opportunities to ensure its effectiveness.

Governors are knowledgeable and supportive. They regularly challenge leaders about decisions and fully meet their statutory duties, including those relating to safeguarding. Governors are aware that some aspects of the accommodation are not suitable for purpose and are working vigorously with the local authority to seek alternative accommodation that will improve access for all groups of pupils. The school has a good strategy for community cohesion, which includes exceptionally strong local links. These have a very positive impact on provision at the school, particularly in promoting sports

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for pupils and in improving their cultural development. Leaders are rightly seeking links with schools further afield to provide even more opportunities for pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

A highly stimulating, secure and welcoming environment awaits children as they enter the Reception classes each day. Activities are varied and fully meet the needs and abilities of the children, reflecting their varied starting points and backgrounds. Behaviour is outstanding because children want to please the staff. This is due to the very strong relationships and the way in which adults really care for them. Children play well together and enjoy all aspects of their day. They show a developing sense of safety in all that they do, taking care as they play on the climbing frames and when chasing each other around the playground. Children are encouraged to eat healthily and many choose fruit for their snacks. They benefit from the good role models that adults provide. Children often make excellent progress, particularly in communication skills and in their personal development. They learn to make choices, listen, follow social cues and respond to questions. For example, in one session, staff hid objects while children hunted for them. They found this game really exciting but managed to control their enthusiasm and wait until their turn came around before going on the hunt. In a music lesson observed, children were singing each other's names and this activity also involved waiting and taking turns, which children did very well.

Leaders have a high commitment to equality and fully meet the diverse needs of the children. They are rigorous in their monitoring of the provision and of children's achievements. Regular observations and annotations show how well each child succeeds

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and highlights any areas for improvement. These areas are then reflected in planning the next steps. Links with parents and carers are extremely good and they are full partners in their child's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are extremely supportive of the school. All who responded to the inspection questionnaires said that their child enjoys school and that the school keeps them safe. They particularly like the way that their children are cared for. 'My child is very happy and settled at school. His needs are very well met. He is well understood by his teacher and teaching assistants. They work hard to help him,' is a typical comment from one parent. Parents and carers like the way the school keeps them informed and involved about their child's learning and the help that the school gives them so that they can continue to support their child at home. Several commented on the valuable work of the Portage service, for example: 'The Portage worker provides an invaluable home link from the school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	66	11	34	0	0	0	0
The school keeps my child safe	20	63	10	31	0	0	0	0
The school informs me about my child's progress	19	59	14	41	0	0	0	0
My child is making enough progress at this school	16	50	13	44	2	6	0	0
The teaching is good at this school	18	56	13	41	1	3	0	0
The school helps me to support my child's learning	17	53	14	41	1	3	0	0
The school helps my child to have a healthy lifestyle	17	53	15	44	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	34	12	47	0	0	0	0
The school meets my child's particular needs	17	53	17	38	2	6	0	0
The school deals effectively with unacceptable behaviour	15	47	15	53	0	0	0	0
The school takes account of my suggestions and concerns	15	47	15	47	1	3	0	0
The school is led and managed effectively	17	53	9	47	0	0	0	0
Overall, I am happy with my child's experience at this school	21	66	15	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2010

Dear Pupils

Inspection of Manor School, London NW10 3NT

Thank you for your help during our recent visit to your school. We enjoyed meeting you and looking at all the things you do, and hearing your views. This letter is to tell you some of the things we found out about your school.

- Manor School is excellent and provides lots of exciting things for you to do.
- You do very well in your lessons, especially in your language skills. You use your pictures and symbols very well to make choices.
- You behave very well and really enjoy coming to school.
- You know all about keeping fit and healthy.
- You told us that your teachers take you on lots of trips, which you really enjoy. We saw lots of photographs of your visits.
- Your teachers check your work every day to make sure you are always making as much progress as possible.
- You get on very well with your friends at school and play safely in the playground.
- The leaders of your school keep you safe and secure.

We have asked your school to do one thing to make it even better:

- make sure that all the teachers learn how to use the new system that checks how well you are doing. This will help them to see if you are making enough progress as you move from class to class.

Thank you again. You can help by continuing to work as hard as you can.

Yours sincerely

Denise Morris

Lead inspector

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