

Manor Primary School

Inspection report

Unique Reference Number	102729
Local Authority	Newham
Inspection number	335957
Inspection dates	14–15 October 2009
Reporting inspector	Liz Duffy

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Ms I Darling
Headteacher	Mrs K McGee
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at the school development plan, policies for safeguarding pupils, pupils' exercise books, questionnaires submitted by pupils in Years 3 to 6, and the 73 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the improvements made since the last inspection in relation to: raising achievement in English and mathematics (particularly with more able pupils); the use of assessment and marking to plan work; the monitoring of teaching and planning more effectively for school improvement
- the performance of groups of pupils from different ethnic backgrounds in the school
- the effectiveness of the provision and strategies for improvement in the Early Years Foundation Stage.

Information about the school

This is a two-form entry primary school, including a Reception class for children in the Early Years Foundation Stage. Eighty per cent of pupils are from different ethnic backgrounds; a high proportion of pupils speak English as an additional language and there are 57 languages spoken in the school. A number of pupils come from refugee families who often move on to more permanent housing. The proportion of pupils with special educational needs and/or disabilities is above the national average; most of these have moderate learning difficulties. The headteacher has been in post for two years. Since 2007, two teachers have been appointed in the Early Years Foundation Stage.

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?

2

The school's capacity for sustained improvement

2

Main findings

'School is a loving and caring place to be' is a quote from the pupil questionnaires that captures the spirit of this good school. Equality of opportunity is judged to be outstanding and this is a reflection of the harmonious atmosphere that strikes you upon entering the school; all pupils work and play together happily in a supportive environment. Celebrating the diversity of the school and making each individual feel special is at the heart of the school's work. As a result, pupils have a good understanding of other cultures, feel safe and are very supportive of each other. Pupils' moral development and behaviour are excellent. Spiritual and social development are good.

Since the previous inspection, the school has worked hard with parents on improving communication systems and providing opportunities for parents to be engaged with their children's work and this is a contributing factor to the raised standards in writing and mathematics. For the past two years, standards reached at the end of Year 6 have been in line with national expectations even though children enter the school with low starting points that are well below national expectations. Pupils with special educational needs and/or disabilities perform equally as well as their peers. There has been an improvement in the performance of the more able and the numbers of pupils attaining Level 5 in all subjects has risen in the past two years. Improvements in writing in Years 3 to 6 have been rapid and this is due to pupils' understanding of clear achievable targets as well as to the good opportunities for extended writing. The regular monitoring of planning and delivery combined with effective use of support groups has improved the quality of writing with all pupils in these year groups. The same impact has yet to be seen in the Early Years Foundation Stage, where a high number of pupils enter with little understanding of English. Reading standards by the end of Year 6 have remained the same and the school acknowledges that this is a key area for improvement.

Pupils make good progress in their lessons and benefit from good teaching. All teachers use the interactive whiteboard to good effect and are confident about using an array of resources to meet the learning needs of all ethnic groups. In the best lessons, reading material is challenging and wide ranging, and pupils with special educational needs and/or disabilities are helped to access the same material as their peers. There are, however, insufficient opportunities outside literacy lessons to reinforce reading skills and to help build pupils' confidence. This is a priority outlined by the school in their school development plan. Inspection evidence indicates that there is not enough sharing of good practice in the teaching of reading.

Attendance is satisfactory. Although the school has implemented a number of schemes to encourage regular attendance, it has not yet fully explored alternative external

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resources as a means of support.

The school's self-evaluation is good. The identified priorities are focused on raising standards and improving outcomes for pupils. There is a clear idea of the underlying causes of underachievement where it occurs and appropriate strategies planned to combat this. These factors, and the extent of the school's success in raising performance since the last inspection, show that its capacity to sustain improvement is good.

What does the school need to do to improve further?

- Raise standards in reading through:
 - providing pupils with more opportunities for reading challenging texts in subjects other than literacy and
 - sharing the best classroom practice for the teaching of reading.
- Raise standards of writing in the Early Years Foundation Stage through creating activities which children will enjoy and activities which will encourage them to write on a more regular basis.
- Improve attendance through using all available external help and through exploring alternative avenues of funding to support attendance programmes.

Outcomes for individuals and groups of pupils

2

Most pupils enjoy being at school and make good progress in their lessons. There are no significant differences in the progress of different ethnic groups. In all lessons seen pupils were keen to learn and responded well, particularly where activities were practical and incorporated elements of problem solving. More able pupils benefited from extension tasks which encouraged them to think differently about a problem. In numeracy, pupils were able to articulate what they needed to do to challenge themselves further. Mathematics problems are given relevance by being applied to normal everyday life. Pupils are confident in listening carefully to others and in expressing their ideas. In lessons, there are good examples of pupils working independently, in pairs and in groups. However, lessons do not make sufficient use of the skills of reading as a core element regardless of the subject content being taught. High standards of writing were demonstrated in work by lower attainers in Years 5 and 6, and the length of responses in Year 3 was good. Pupils who have special educational needs and/or disabilities and those who speak English as an additional language make good progress and outperform similar groups of pupils in national tests. These pupils benefit from high-quality support given by teaching assistants. Pupils are also supportive of each other inside and outside the classroom. One Year 6 boy commented: 'No one is ever lonely; you always have a friend to play with.' This also highlights the fact that inspection evidence found that there is little incidence of racial issues or bullying amongst pupils. Pupils are given plenty of opportunities to practise leadership and to contribute to the local community, for example through having the opportunity to be a

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playground helper, a junior road safety officer, or a journalist for the school newsletter, or fundraising for charity.

Attendance did not improve last year due to a number of pupils being kept at home during the summer due to the swine flu outbreak. There has been an improvement in attendance this academic year.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The best lessons observed were challenging and inspiring, using a variety of resources to accelerate the learning of all. The outstanding lessons used drama to great effect, helping pupils to access more difficult material through the use of facial expressions and body language and through giving the pupils the opportunity to teach each other. There were no marked differences in the responses of girls and boys or with different groupings. All pupils worked well together. Some lessons were less successful because the pace of learning was too slow and the work was too easy.

The curriculum has been redesigned to better meet the needs of all pupils and their ethnicity. As a result, the curriculum is broad and relevant for all. The extra-curricular

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

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activities also complement the rich diversity of the school, for example incorporating an international food fair and a samba club. The school has not yet fully explored innovation within the curriculum to further enhance opportunities for pupils to make decisions and take risks in their learning. Partnerships boost curriculum provision; for example, an exciting project with the Tate Gallery took place last year. Such partnerships have inspired pupils to have higher aspirations; one Year 5 girl commented that she wanted to go to university to see how her brain works. Pupils spoke highly of their contact with a team of lawyers who regularly come in to read with them.

Pupils who speak English as an additional language benefit from excellent induction arrangements and flexible arrangements which support learning as needed. Clearly targeted support has resulted in significant improvement for this group of learners. The quality of support provided by specialist teaching assistants for pupils who speak English as an additional language is outstanding. Individual education plans to support those pupils who have special educational needs and/or disabilities are child friendly and appropriate. Good quality advice and guidance are provided consistently to help pupils to achieve their best. Although the school has implemented a number of strategies to improve attendance, it has yet to make full use of external support available.

The displays in the halls, corridors and classrooms are of exceptionally high quality and celebrate every culture represented in the school. This makes the learning environment stimulating and supportive of the pupils' learning.

Books are consistently marked, using questions to stimulate thinking and including guidance to parents on how to support their child at home. Teachers take into account their assessments of pupils' performance when planning. Checking that pupils have followed the teacher's advice lacks consistency. Target setting is well embedded and pupils know what they need to do to improve.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The staff of the school share a collective vision and are motivated to achieve the best for the pupils in their care. The school places the promotion of equality of opportunity at the heart of all its work and its aspirations are understood and acted upon consistently at all levels. The headteacher and her senior leaders possess high aspirations which are grounded in practicality. Since the last inspection, planning has become strategic, focusing effectively on outcomes and what the school needs to do to improve. The

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monitoring of teaching is thorough with an emphasis on improving quality and consistency. Robust systems for monitoring and evaluation as well as a strong professional development programme have supported subject coordinators well in developing confidence in their role and what can be achieved with such a diverse school community. They are not yet fully effective in sharing good practice in strategies for teaching reading in the subject for which they have oversight. Staff, parents and pupils alike have great confidence in the ability of the headteacher to lead the school. Governors provide good support and have improved their understanding of school issues. They have ensured that safeguarding procedures are rigorous. They are aware that they need to challenge the school in relation to performance more regularly throughout the year.

Community cohesion has been very effectively promoted and is very strong. Pupils' understanding of, and contribution to, the local community is very good. Whilst their understanding of the diversity of life in the United Kingdom is well developed, their awareness of global diversity and global issues is less so. Senior leaders and governors agree that this aspect of community cohesion is an area for improvement

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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	2

Early Years Foundation Stage

Children work well together even though a number are at the early stages of learning English. Most children enter the Early Years Foundation Stage well below expectations in all areas for their age. By the end of Reception, they have progressed to just below national expectations, demonstrating satisfactory progress over this phase. Girls perform

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slightly better than boys across the six areas of learning. Writing remains a key priority; performance in this area is particularly weak, with children not being given enough opportunities to practise writing in a variety of ways. The school has secured funding to reinvigorate the outside learning area. There is good planning evident, with the free-flow of activities from inside learning to outside learning although delivery in the classroom remains satisfactory.

Leadership and management are satisfactory overall although the support given by the attached senior leader is good. Regular and effective assessment which is shared with parents helps to support the child's 'learning journey', as do the vibrant and stimulating displays. Good photographic evidence captures children enjoying their activities. Children are well cared for and feel safe in their environment to take risks, for example with the use of fixed apparatus.

Breakfast club gives a good range of healthy food and has helped improve children's punctuality. Parents commented about how much they value the provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parental support for the school is enthusiastic and committed. The school is responsive to parents' requests; for example, the introduction of curriculum evenings was a suggestion made by parents. Parents appreciate the approachability of the headteacher and the 'very friendly staff'. Almost all parents who returned questionnaires agree that staff have high expectations and that their child is happy at school.

School events are well supported by parents; during the inspection there was a celebration of Diwali which was well attended by parents from a range of religious backgrounds. There are a number of opportunities given for parents to be engaged with the school; for example, a group of parents from Bangladesh and Somalia took part in a book project where pupils are able to produce books based on traditional tales. Parents feel they are well informed and that communication systems have improved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Primary 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 12 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school. Some parents did not complete all boxes.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	71	18	25	1	1	1	1
The school keeps my child safe	43	59	29	40	1	1	0	0
The school informs me about my child's progress	33	45	38	52	2	3	1	1
My child is making enough progress at this school	29	40	42	58	1	1	1	1
The teaching is good at this school	34	47	36	49	2	3	1	1
The school helps me to support my child's learning	32	44	38	52	2	3	1	1
The school helps my child to have a healthy lifestyle	28	38	42	58	3	4	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)	25	34	30	41	4	5	1	1
The school meets my child's particular needs	20	27	44	60	8	11	1	1
The school deals effectively with unacceptable behaviour	32	44	39	53	1	1	1	1
The school takes account of my suggestions and concerns	25	34	44	60	4	5	0	0
The school is led and managed effectively	32	44	34	47	4	5	1	1
Overall, I am happy with my child's experience at this school	38	52	31	42	2	3	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



16 October 2009

Dear Pupils

Inspection of Manor Primary School, Stratford E15 3BA

On behalf of the inspection team, may I thank you for the warm welcome we received from you. I would like to thank in particular those of you who gave up part of your lunchtime to meet us. I would also like to thank those of you in Years 3 to 6 who completed the pupil questionnaire. Most of you enjoy school and believe that the staff do a good job. The team judge your school to be a good school. There are a number of things that it does well. These include:

- the good progress you make in writing, mathematics and science
- your excellent behaviour and the way you look after each other
- the staff's good care of you so that you are safe in school
- the help you are given in small groups or when you are given guidance on your own.

There are a number of important things that we have asked your headteacher, teachers and governors to do in order to improve your school further. These are:

- to make sure that all of you make good progress in reading (you can help by making sure you read books regularly and you try reading more difficult material)
- to make sure that teachers help those children in Reception make good progress in their writing
- to encourage certain pupils to attend school more regularly.

Remember to let teachers know if work is too easy for you or if you do not understand the work you are given to do.

Yours faithfully

Liz Duffy

Lead Inspector

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