

Manor Park Primary School

Inspection report

Unique Reference Number	102976
Local Authority	Sutton
Inspection number	335996
Inspection dates	11–12 March 2010
Reporting inspector	Denise Morris

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	421
Appropriate authority	The governing body
Chair	Barry Russell
Headteacher	Danielle Scrase
Date of previous school inspection	22 March 2007
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Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons were observed and 17 teachers were seen. Meetings were held with the school's leaders, the governing body, staff and pupils. Inspectors observed the school's work, and looked at pupils' books, school planning documents, minutes of governors' meetings, assessment information and documentation about pupils with different learning needs. Seventy-four parents and carers responded to the inspection questionnaires. Pupils and staff also completed questionnaires.

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

- achievement of different groups of pupils, including the more able and those with special educational needs and/or disabilities
- the impact of teaching on pupils' achievements
- how the curriculum helps pupils to improve their awareness of other cultures.

Information about the school

This is a larger than average primary school. Proportions of pupils from minority ethnic backgrounds are high. The percentage of pupils at the early stages of learning English is above average. Twenty-two different languages are spoken at the school. The proportion with special educational needs and/or disabilities is similar to most other schools. More pupils than average leave or join the school other than at the usual times. There is Early Years Foundation Stage provision for children from the age of three. A Children's Centre shares the same site. The school has Healthy School status, the Eco-Schools award and a Travel Plan silver award.

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

This is a good school. It has improved since the last inspection because of the rigorous attention given to raising standards by the whole-school community. The headteacher has introduced a corporate approach to leadership giving responsibility to leaders at all levels. This has resulted in improved leadership in all areas of the school. As a result, the school has moved forward on all fronts. Leaders have been effective in embedding improvements and in developing ambition for the future of the school. Targets are challenging, helping pupils to achieve well. A creative approach to the curriculum has improved the range of opportunities available to all age groups. Although in the early stages of development, the curriculum is already providing some enriching experiences, including the wide choice of after-school clubs, which are well attended and include academic, sporting and musical activities.

Attainment has risen year on year since the last inspection. By the time pupils leave the school in Year 6, standards are average in English, mathematics and science. Pupils of all abilities, including those with special educational needs and/or disabilities and the more able pupils, achieve well from their starting points. The high number of pupils from minority ethnic backgrounds, including those who speak English as an additional language, also achieve well. A good focus on the monitoring of teaching has led to effective improvement and has been instrumental in driving up standards. The effective new assessment system has been embedded in practice ensuring that pupils' progress over time is tracked carefully. The marking of pupils' work is inconsistent. It does not always help pupils to improve their work on a daily basis. Challenging whole-school targets are set and were met in 2009. As a result of the fast pace of change and accurate self-evaluation, the school has a good capacity to improve.

Provision in the Early Years Foundation Stage is good and children achieve well in the Nursery and Reception classes. Teaching is good across the school. Strong relationships lead to outstanding personal development. Pupils' awareness of how to stay safe and how to lead healthy lives is outstanding. They behave exceptionally well in all areas of the school. Attendance is satisfactory. Pupils say that they enjoy coming to school but not all pupils come to school as regularly as they should. Pupils' spiritual, moral, social and cultural development is good.

The school provides outstanding care, support and guidance for its pupils and, in keeping with its stated aims, 'the welfare of the child is paramount'. Child protection procedures fully meet current government guidelines. Parents and carers are very happy and appreciative of the excellent standard of pastoral care. 'I feel my children are looked after very well,' wrote one parent. Governors are supportive and helpful. They visit the school regularly and are fully aware of the school's strengths and areas for

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development. They offer a good degree of challenge to leaders.

What does the school need to do to improve further?

- Improve the consistency of marking across the school so that it helps pupils to improve their work by:
 - ensuring that teachers' marking offers pupils clear guidance on the next steps
 - engaging pupils more fully in checking their own work and responding to marking.
- Improve attendance of the few pupils who do not come to school often enough by working closely with pupils and parents and carers.

Outcomes for individuals and groups of pupils

2

Standards across the school are improving. All groups of pupils, including those with special educational needs and/or disabilities, achieve well during their time at the school and make good progress from their below average starting points. Attainment has risen in English, mathematics and science over the past three years and in 2009, standards were average by the end of Year 2 and Year 6. Current standards show a similar picture with pupils in all year groups achieving well. Pupils do particularly well in information and communication technology (ICT) and are confident users of a wide range of technology. More-able pupils achieve as well as similar pupils nationally. Pupils say they feel very safe and secure at school. They insist that there is absolutely no bullying in and around the school and that teachers look after them. One pupil commented that 'teachers take behaviour seriously'. The behaviour of all groups of pupils is outstanding in lessons, in assemblies and in the playground. Together with their good achievement in basic skills, this means that pupils are well prepared for the next stage of their education.

Pupils have an excellent understanding of the effects of healthy eating and exercise. They benefit from good displays and the support of a nutritionist, and regularly choose to eat fruit and bring healthy snacks to school. The school council has made a real impact on the life of the school. They have been involved in improving many areas such as the library and the toilets and in organising fund-raising events for different charities. For example, they recently raised money for the Haiti earthquake. Pupils take on many responsibilities and monitoring roles around the school. Strong links with the local secondary school, for example with older boys coming into school to support reading, have helped to provide good role models and are helping to improve boys' attainment in reading. Links with the wider world to extend pupils' understanding of other cultures are developing but are not yet fully secure. Pupils say that they enjoy coming to school. Attendance, however, is satisfactory rather than good because a few do not attend as often as they should.

These are the grades for pupils' outcomes

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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	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strong relationships mean that pupils enjoy their lessons and are keen to do well. They value the good quality support that they are given and the wide range of creative activities provided. For example, pupils in Year 3 visited the Science Museum during the inspection. They were very excited as they talked about the things they had learned. Several wanted to find out more and talked eagerly about their favourite exhibit. 'I would like to know how the hydrogen rocket goes up,' commented one pupil. They were eager to respond to emails from the museum inviting them to comment on their visit. Joint planning by teachers ensures that all pupils have equal opportunities to participate. The curriculum has improved so that it now provides a good range of practical activities, visits and visitors to enhance learning. Good quality resources, such as for ICT, are helping standards to rise. Personal, social and health education lessons contribute well to pupils' understanding of health and safety. Good practical demonstrations by teachers, particularly in the modelling of writing, ensure that pupils of all abilities make good gains in learning. Teaching assistants are used well to support the learning of different groups, including those who speak English as a second language. Assessment is regular and most pupils know what their targets are. Their achievements are tracked accurately as they move through the school. The quality of teachers' marking on a day-to-day basis is inconsistent and does not always help pupils to move forward or know how they could improve their work. Pupils do not regularly check their marking to

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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see how they could do better.

The school has a very good range of policies and procedures to support the safety and care of pupils. Procedures for safeguarding are clear, known to all staff and implemented consistently. Behaviour and anti-bullying policies are rigorously applied ensuring that pupils are safe in all areas of the school. A teaching assistant with responsibility for nurturing and comforting pupils and a play-therapist both provide high quality emotional support, particularly for pupils with behavioural needs. Good quality guidance and support is provided for pupils with special educational needs and/or disabilities and for more-able pupils, helping them to achieve well. Language support for those at the early stages of learning English is regular and of a high quality. As a result, these pupils quickly learn to communicate their needs.

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	1

How effective are leadership and management?

The headteacher has a very clear vision for the future of the school. Together with other leaders, she has introduced and embedded many good new initiatives over the past three years to secure improvement. These are having a positive impact on improving outcomes for pupils. The quality of teaching has improved over recent years due to rigorous monitoring and increased training for all staff. Governors are supportive and fully involved in managing the school. They regularly challenge leaders about their decisions and meet their statutory duties well. They are aware that there is more to do to improve attendance but are rigorous in keeping pupils safe and monitor the highly effective safety and child protection procedures regularly. The school engages well with parents and carers and has developed good local links which contribute effectively to pupils' personal and academic achievements. The school is extremely effective in promoting equal opportunities and tackling discrimination. The school promotes community cohesion well, and as a result pupils have a good understanding of each other's cultures and faiths. Local links are excellent and are contributing very well to provision and to pupils' achievements, particularly in their personal development and in boys' reading. The clear strategy is productive in helping leaders to identify the way forward.

These are the grades for leadership and management

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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	2
The effectiveness of the school's engagement with parents and carers	2
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 enjoy coming to the Nursery and Reception classes and as a result they settle quickly and make good progress in their personal development and in their learning. Children show good understanding of healthy eating as they regularly choose fruit at snack time. Good teaching in both classes is characterised by strong relationships, high quality support and a good understanding of the needs and abilities of the children. This leads to good behaviour and attitudes and much excitement about the rich range of daily activities. Children are encouraged to choose what they want to do and where they want to play, and they have tasks that they need to complete by the end of each session. They know and understand these routines. This strategy helps children to develop their good social skills and their own sense of responsibility. For example, one child who was feeding the guinea pigs showed very good awareness of their needs, how to care for them and what food they needed. Children's happiness is given a high priority, which means that there is always someone for them to talk to. Teachers ensure that activities are well matched to children's abilities and they provide additional tasks for those who can achieve more, and additional support for those who require it.

The Early Years Foundation Stage is well led. Leaders have a clear overview of the provision and know children well. The children's achievements are regularly assessed, although opportunities for assessing children's language and noting down their comments are not always taken. The outdoor learning environment is spacious and provides good opportunities for children to extend their learning and, in particular, their physical skills.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school. Every parent and carer who responded to the questionnaire said that their child enjoyed school. Almost all said that the school keeps them safe. One parent wrote, 'In my opinion, everything is perfect.' Another commented, 'I am very, very happy with the school and its staff and my children very much enjoy their school day.'

A few parents and carers do not feel that the school helps them to support their children's learning at home or that the school provides well enough for the more able children. Inspection evidence shows that there are several parents' workshops organised annually which inform parents and carers about the work their children are doing. The school has identified children who are more able and extension activities are a regular part of lessons, particularly in Years 3 to 6.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Park 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 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 421 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	68	24	32	0	0	0	0
The school keeps my child safe	54	73	18	24	1	1	1	1
The school informs me about my child's progress	43	58	27	36	3	4	1	1
My child is making enough progress at this school	43	58	24	32	4	5	1	1
The teaching is good at this school	47	64	25	34	1	1	1	1
The school helps me to support my child's learning	37	50	29	39	7	9	1	1
The school helps my child to have a healthy lifestyle	43	58	28	38	2	3	1	1
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)	29	39	36	49	1	1	1	1
The school meets my child's particular needs	42	57	26	35	2	3	1	1
The school deals effectively with unacceptable behaviour	40	54	31	42	2	3	0	0
The school takes account of my suggestions and concerns	38	51	28	38	3	4	3	3
The school is led and managed effectively	48	65	21	28	3	4	0	0
Overall, I am happy with my child's experience at this school	52	70	20	27	2	3	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 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.



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15 March 2010

Dear Pupils

Inspection of Manor Park Primary and Nursery School, Sutton SM1 4AW

Thank you for your help during our recent visit to your school. We enjoyed meeting you and hearing about the things you like doing. Manor Park is a good school. This letter is to tell you about some of the things we found out about your school.

- You behave very well in and around the school and enjoy your learning.
- You know about the importance of eating healthy foods and keeping fit.
- You all achieve well in your lessons and by the time you leave school you reach similar levels to pupils in most other schools.
- We liked the way that the school council get involved with lots of improvements, such as those made to the toilets, and in raising money for charity.
- Teachers provide you with lots of exciting things to do. We enjoyed hearing about your trip to the Science Museum.
- You work well with the local community.
- Your leaders keep you very safe and secure at school.

We are asking the school to do two things to help you achieve even better:

- To improve the way your work is marked so that it helps you to get to the next steps. You could help with this by checking any comments that teachers make so that you know how you could get better.
- To work with you and your parents and carers to make sure you all come to school as regularly as possible. You could help by coming to school every day.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead Inspector

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