

# Manor Primary School

## Inspection report

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|                                |                |
|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 109944         |
| <b>Local Authority</b>         | Reading        |
| <b>Inspection number</b>       | 337405         |
| <b>Inspection dates</b>        | 9–10 June 2010 |
| <b>Reporting inspector</b>     | Peter Clifton  |

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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|--|---|
| <b>Type of school</b>                      | Primary                                     |
| <b>School category</b>                     | Community                                   |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed                                       |
| <b>Number of pupils on the school roll</b> | 363   |
| <b>Appropriate authority</b>               | The governing body                          |
| <b>Chair</b>                               | Stephen Innes                               |
| <b>Headteacher</b>                         | Fiona Swain                                 |
| <b>Date of previous school inspection</b>  | 12 June 2007                                |
| <b>School address</b>                      | 110 Ashampstead Road<br>Reading<br>RG30 3LJ |
| <b>Telephone number</b>                    | 0118 9015494                                |
| <b>Fax number</b>                          | 0118 9015496                                |
| <b>Email address</b>                       | mano3lj1@reading.gov.uk                     |

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|--------------------------|----------------|
| <b>Age group</b>         | 3–11           |
| <b>Inspection dates</b>  | 9–10 June 2010 |
| <b>Inspection number</b> | 337405         |

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and observed 13 teaching staff. Meetings were held with governors, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. They analysed 96 responses to the parents and carers' questionnaire and took account of the views of parents and carers with whom they spoke during the inspection. It was not possible to observe the current Year 6 pupils' learning because they were away on a residential visit.

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

- the current picture of learning and progress in different year groups, especially literacy in the Early Years Foundation Stage, and mathematics through the rest of the school
- how well provision has been adapted to meet the needs of boys, cater for those who need additional support, and to promote higher levels of learning
- how effectively leaders hold teachers to account for the progress that their pupils make and support them through monitoring and evaluation
- how well leaders at all levels understand the school's strengths and weaknesses and take concerted action to improve pupils' attainment.

## Information about the school

This is a larger-than-average size school with 12 classes. The proportion of pupils known to be eligible for free school meals is slightly above average. A majority of pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is above average. Their main difficulties relate to speech, language and communication. The school has a resource unit for cognition and learning which has 10 funded places. These pupils are provided for separately in the mornings and integrated into lessons in the afternoons. There are an average proportion of pupils who speak English as an additional language. The school runs an early morning breakfast club. Children in the Early Years Foundation Stage are taught in separate Nursery and Reception classes which have their own outdoor learning area.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school where pupils' achievement is satisfactory and their attainment is average. Pupils make satisfactory and sometimes good progress from their different starting points. The leadership team has reversed a recent decline in attainment and this is now improving. Children make a satisfactory start in Nursery and Reception. However, children's play activities occasionally lack purpose and there are insufficient challenging activities, particularly in early writing. Pupils in the resource unit for cognition and learning achieve well because provision is matched closely to their needs. Good planning and assessment ensure these pupils make good and sometimes outstanding progress. However, the use of assessment and planning to meet the different abilities of pupils across the rest of the school is not consistent enough to promote good learning. Overall, pupils with special educational needs and/or disabilities make satisfactory progress.

Most pupils enjoy their work. Pupils' good behaviour and positive attitudes contribute well to their learning. However, there are a very small minority of White British boys who are insufficiently engaged in learning in some classes. Pupils from different ethnic origins get on well together and show a good deal of respect towards each other. Those with significant additional needs are fully accepted by their peers during playtimes and in lessons. Pupils are polite and well mannered. Staff know them well as individuals and they are well cared for and, as a result, feel safe.

Teachers foster good relationships and expect the pupils to work hard. A recent initiative to encourage talk as a starting point for writing is developing well and this is helping both boys and girls to develop their ideas and vocabulary. The help provided by additional adults to support pupils with significant needs is very beneficial. Activities are mostly directed strongly by teachers, however, and, as a result, there are insufficient opportunities for pupils to develop independent learning through extended tasks or investigation, including in mathematics. Opportunities for pupils to be involved in assessing their own work and setting goals for improvement are at an early stage of development.

Leaders have made satisfactory progress in addressing the issues raised when the school was last inspected. Systems for tracking pupils' progress have improved significantly. In writing, a number of good initiatives have been introduced, and early signs of their impact are positive, although they are yet to have a full effect on attainment. The school's capacity for sustained improvement is satisfactory. Leaders understand the school's strengths and weaknesses. However, inconsistencies in provision remain because monitoring the effectiveness of learning in lessons is not sufficiently rigorous or regular. Messages given to staff about the need for improvement

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are not always acted on sufficiently well.

## What does the school need to do to improve further?

- Improve the consistency of teaching and learning by:
  - using assessment information more sharply when planning lessons
  - ensuring that work is closely matched to the individual needs of pupils across the school
  - ensuring that play and exploration activities in the Early Years Foundation Stage are purposeful and challenging.
- Sharpen monitoring and evaluation, especially of the learning taking place, by:
  - increasing the frequency and rigour of lesson observation
  - providing clear messages about how to improve learning, and ensuring that change is implemented more consistently.
- Improve opportunities through the curriculum to promote active learning by:
  - increasing opportunities for pupils to develop independence in learning through problem solving and investigation
  - developing self-assessment strategies for pupils.

## Outcomes for individuals and groups of pupils

**3**

Pupils' learning and progress from their different starting points is satisfactory. Lessons observed by inspectors, and reviews of pupils' work, confirm that learning is good when teachers plan well to meet the needs of different groups. This was evident, for example, in a lesson used to develop persuasive language in Year 5 and when pupils were using text to describe the different behaviour of characters in Year 4. More typically, learning is satisfactory. The match of work given to pupils' needs is not always precise enough and expectations for pupils of different abilities too variable. On some occasions, the more able pupils are only expected to complete more work of the same level of difficulty as that expected of others, for example by merely writing more sentences than less able pupils

The Year 6 work shows that attainment is now rising in both English and mathematics. The school's tracking information shows that pupils have made good progress in English and satisfactory progress in mathematics since Year 2. Pupils have secure basic computation skills in mathematics and writing skills are improving. Pupils are developing a secure understanding of environmental and economic issues through working in the gardens and exploring issues such as fair trade.

Boys and girls both say the school is a happy and friendly place where they feel safe. Pupils with significant difficulties are integrated very well. Pupils are confident in raising concerns and have a strong voice in the school. Playtimes are lively, for example, but football dominates activities and girls comment that they would like a wider range of play equipment. The school council promotes pupils' interests well. Pupils enjoy the

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range of after-school clubs including sporting activities which help them to be active and healthy. Older pupils have a good understanding of the different food groups and the importance of a balanced diet. Healthy meals are provided in the breakfast club and at lunchtime; they are friendly, relaxed social occasions. The quality of the pupils' artwork, enthusiastic singing and reflection in assembly demonstrate the pupils' good spiritual development. Pupils have respect for the different cultures and faiths represented in the school.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers expect pupils to listen carefully and work hard, and most respond well. A few, mainly White British boys, find it difficult to maintain their concentration or show sufficient interest in their work. In part, this is because planning is not always effective and this results in a lack of challenge for a few pupils, with others struggling to keep up. This is affecting more able pupils as well as those who need additional support. Teachers use electronic whiteboards confidently and this helps to hold the pupils' attention and interest. However, opportunities for the pupils to work on extended

<sup>1</sup> 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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investigation or problem-solving activities are not frequent enough and this is limiting the pupils' scope for independent learning. While the deployment of additional support is carefully targeted for those pupils with complex needs, it is typically weaker during whole-class teaching. In the resource unit for cognition and learning, teaching takes account of the pupils' communication needs and frequent checks of understanding helps pupils to maintain a good level of interest. Overall, marking is satisfactory. It is better in English than in mathematics because steps for improvement are more frequently identified. Pupils are clear about what they are learning in lessons but are less certain about their personal targets and what they need to do to improve.

The school has made a positive start in developing the curriculum to improve writing. This includes the use of vocabulary walls and using talk as a starting point for writing. An increasing use of visits, for example to art galleries, is helping to make learning more relevant. There is good provision of French and examples of good artwork on display and in the samples of work. Information and communication technology (ICT) is used, for example, to find out information. However, pupils do not use computers enough on a daily basis to support their learning.

The school provides a positive learning environment. Pupils are treated with kindness and respect by staff. Leaders have a good understanding of the needs of pupils who are potentially vulnerable because of their circumstances, and can point to examples where they have successfully tackled low attendance and strong partnerships with social services to help looked after children. Good support is provided for the pupils and families to improve attendance.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

Leaders have a secure understanding of the strengths and weaknesses in the school and are taking positive steps to bring about improvement. Monitoring and evaluation to improve the quality of learning in lessons are satisfactory. Observations sometimes lack sharpness and do not always provide sufficient critical feedback. Leaders are working effectively with external partners and there is a secure drive and ambition to move the school forward. The unit for cognition and learning is well managed. Provision in the unit is based on a thorough understanding of the needs of the pupils and good support is provided by outside therapists.

Governors are involved well on a day-to-day basis with school organisation and have a

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visible presence in the school. They provide satisfactory challenge to hold leaders to account. The school ensures that pupils learn in a safe environment through having clear policies and procedures which are effective, including in respect of e-safety. Staff training is up-to-date and pupils are made aware of how they can report any concerns they may have. The site is secure and well maintained.

The school's work with pupils who have complex needs is highly inclusive. Leaders track the progress of different ethnic groups and those who speak English as an additional language carefully. Some variation in the performance of different groups remains but this is closing. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory. Leaders ensure there is a good partnership with parents and carers who report that they feel welcomed in the school. The school itself is a very cohesive community with different groups getting on well together. There are good local links including different places of worship and with local care homes to improve liaison with older residents. Planning to promote wider national and international links is in place but at an early stage of development.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

**Early Years Foundation Stage**

Children start school with knowledge and skills that are below age-related expectations. They subsequently make satisfactory progress across the areas of learning. In both Nursery and Reception, the children play happily and safely together. Most children pay attention when learning letters and their sounds or counting numbers as a whole group. However, a few White British boys are less well focused and easily distracted. They are also less confident in choosing challenging activities. In the inside area, the children in



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Reception enjoy role play in the 'jungle' and using more adventurous vocabulary with good support from adults. Children are able to write their names or simple words for example, using the electronic white-boards. However, there are limited resources for them to draw on in order to develop this skill further; too few books or words are kept on display to encourage a wider range of writing.

The outside learning areas provide a good range of activities in both Nursery and Reception classes. Larger equipment such as the climbing frame and slide are much enjoyed, particularly by the boys, and children take turns appropriately. Nursery children enjoy selling 'pizzas' and taking orders on the telephone. However, there are too few opportunities to develop counting skills for example, by providing money for them to use.

Leaders are aware of what needs to be done to strengthen provision. Staff keep suitable records and checks on children's progress. However, these are yet to be used to their fullest extent to provide targeted activities that meet the differing needs of the children, and this is limiting progress.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| 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**

The questionnaires reflect a positive relationship with parents and carers. Most comments made reflect considerable satisfaction. Very few comments were made which indicated any dissatisfaction with what the school provides. There were a number of positive comments which indicate that the parents and carers are happy with the school, for example that communication is good and that the staff are always helpful. One parent typically commented, 'Dealing with this school is always a pleasure.'

## 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 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 363 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 67             | 70 | 26    | 27 | 3        | 3 | 0                 | 0 |
| The school keeps my child safe  | 74             | 77 | 22    | 23 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 59             | 62 | 33    | 35 | 2        | 2 | 1                 | 1 |
| My child is making enough progress at this school   | 63             | 66 | 26    | 27 | 3        | 3 | 0                 | 0 |
| The teaching is good at this school   | 59             | 61 | 35    | 36 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child's learning  | 52             | 54 | 39    | 41 | 3        | 3 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 46             | 48 | 44    | 46 | 1        | 1 | 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) | 54             | 56 | 37    | 39 | 2        | 2 | 0                 | 0 |
| The school meets my child's particular needs  | 46             | 48 | 44    | 46 | 4        | 4 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 52             | 55 | 41    | 43 | 1        | 1 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 42             | 44 | 48    | 51 | 3        | 3 | 0                 | 0 |
| The school is led and managed effectively   | 45             | 48 | 45    | 48 | 2        | 2 | 1                 | 1 |
| Overall, I am happy with my child's experience at this school   | 62             | 65 | 32    | 33 | 2        | 2 | 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| 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.**



11 June 2010

Dear Pupils

Inspection of Manor Primary School, Reading, RG30 3LJ

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were impressed with your friendliness and with the confident way you spoke about what you liked and disliked in school.

You go to a satisfactory school. Adults in the school know you as individuals and care for you well. They keep you safe. Satisfactory teaching is helping you to make satisfactory progress. We were impressed by the very positive attitudes that most of you have to learning. Your headteacher and other adults are making changes which are helping your school to improve.

These are some of the other important good things that we found.

- Those of you with more complex needs are achieving well because of the good support provided which is carefully matched to your needs.
- Your good behaviour and politeness ensure that the school is a happy and welcoming place.
- Leaders keep a close eye on how well you are doing in your lessons by looking at the progress you make.
- You get on well with each other regardless of your different ethnic origins.
- Your teachers have introduced changes which are helping you to improve your writing.
- Those of you with more complex needs are achieving well because of the good support provided which is carefully matched to your needs.
- Your good behaviour and politeness ensure that the school is a happy and welcoming place.
- Leaders keep a close eye on how well you are doing in your lessons by looking at the progress you make.
- You get on well with each other regardless of your different ethnic origins.
- Your teachers have introduced changes which are helping you to improve your writing.

We have asked your headteacher and the other adults to do these things:

- improve teaching by making sure you get work at just the right level and that play

and □investigating' activities are always purposeful and challenging

- make sure all adults make changes when asked and then check carefully and regularly that they are helping you to learn better
- give you more opportunities to work out for yourselves how well you are doing.

You can help by always paying attention and doing your best.

Yours sincerely

Peter Clifton

Lead inspector

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