

Manor Park School and Nursery

Inspection report

Unique Reference Number	111237
Local Authority	Cheshire East
Inspection number	337647
Inspection dates	10–11 June 2010
Reporting inspector	Clare Henderson

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	205
Appropriate authority	The governing body
Chair	Dr C Millson
Headteacher	Mrs Sarah Greensides
Date of previous school inspection	12 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons taught by nine teachers. They held meetings with governors, staff and pupils. They observed the school's work and looked at documents relating to safeguarding, the progress and attainment of pupils, the curriculum, the school's development plan and the way in which the school evaluates its own performance. The views of parents and carers, through 85 returned inspection questionnaires, and the opinions of staff and pupils were analysed.

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

- pupils' attainment, particularly that of boys and pupils with special educational needs and/or disabilities, in English, mathematics and science
- the quality of outdoor provision in the Early Years Foundation Stage
- what the school has done and with what success to improve attendance
- the success of leaders and managers including governors in ensuring that all pupils achieve their potential.

Information about the school

This school is average in size. The proportion of pupils known to be eligible for free school meals is high. The percentage of pupils with special educational needs and/or disabilities is high. The majority of pupils are of White British background. A few are from minority ethnic groups. The school has gained the National Healthy Schools, Activemark and Inclusion Quality Mark.

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 is the hub of its local community. All pupils make at least good progress in their learning and develop an outstanding understanding of what is needed to lead healthy and safe lifestyles. Furthermore, the contribution they make to their school and wider community is outstanding. Instrumental to the school's success is the outstanding leadership provided by its senior leaders. Their dedication is shared across the school and all staff contribute to outstanding care, guidance and support. The result is that all pupils and, in particular, those whose circumstances make them the most vulnerable and those with special educational needs and/or disabilities enjoy high levels of self-esteem and confidence.

High quality provision in the Early Years Foundation Stage ensures that children from a below expected starting point get off to a good start in their learning and development. Comments such as, 'From Nursery onwards children are made to feel important and valued,' and, 'Every time I walk through the school I see happy faces, exciting wall displays and cheerful staff,' reflect the positive views about the school of most parents and carers.

The quality of teaching is good and, in a small minority of lessons, outstanding. Teachers and support staff work well together and make use of good quality assessments to ensure that no pupil is left behind. The curriculum engages pupils' interest very well and is enhanced by a wide range of extra-curricular activities. The standards pupils attain by the time they leave school have improved year on year since the last inspection and, in 2009, were average in mathematics and science and above average in English.

Pupils' behaviour is good. Their attendance is average and improving as a result of high quality focused support both for pupils and for parents and carers. However, despite the school's best efforts, the attendance of a few pupils is poor. Although pupils have a good understanding of the different cultures that exist locally, their knowledge and experiences of religions and cultures other than those represented in the school are limited.

The school is a vibrant community which knows its purpose and how to achieve success. This is because its self-evaluation is rigorous and very accurate. Governors support the school exceptionally well, particularly in ensuring that safeguarding of pupils' well-being is outstanding. Excellent partnerships, which ensure that all pupils are given many opportunities to succeed, coupled with rising standards, demonstrate this school's good capacity to improve further.

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What does the school need to do to improve further?

- Continue to employ current strategies to raise further the attendance of the small minority of pupils who are persistently absent to enable them to be more fully engaged in school life.
- Extend pupils' experiences of different religions, cultures and communities both nationally and internationally.

Outcomes for individuals and groups of pupils

2

Achievement is good because pupils are enthusiastic and well motivated to learn. This is because lessons are interesting and appealing to all groups and, consequently, pupils take an active role in their own learning. Such qualities partly explain a continuing rise in pupils' attainment in English, mathematics and science, particularly for boys and more able pupils. Such is the attention and support given to the pupils whose circumstances make them the most vulnerable and those with special educational needs and/or disabilities that their progress is good and, for a small minority of pupils, outstanding.

Pupils enjoy school and their behaviour is good. A wide range of roles and responsibilities, such as acting as peer councillors, buddies and running the school bank, are undertaken gleefully. Pupils eagerly enter design competitions and initiate other events to market particular areas, such as writing their own safety leaflets or discussing the impact on their community of changes proposed to the availability of doctors' surgeries. Pupils make good use of their literacy and numeracy skills in many real-life situations, such as in costing and planning their trips or in operating the school bank. This enables them to develop good workplace skills and prepares them well for their economic well-being and future. Pupils' spiritual, moral, social and cultural development is good overall, although their knowledge of other religions and cultures is less well developed.

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

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

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

How effective is the provision?

Teachers and support staff use questions skilfully to enable pupils to work things out for themselves and to encourage teamwork and independent thinking. Pupils' enthusiasm for learning is further enhanced by the many positive comments made by teachers in their marking and the quality of marking is generally good.

The curriculum is both interesting and engaging. The focus the school places on making links across subjects is helping pupils to apply their literacy and numeracy knowledge and skills increasingly well. Pupils' enjoyment is enhanced further by an excellent range of extra-curricular activities, visits and visitors. For instance, Year 5 pupils were extremely excited at being able to play their musical instruments with the Hallé orchestra. Another group of pupils were preparing for an audition to join the Hallé choir. Such opportunities enable pupils to develop both their self-confidence and their talents exceedingly well.

Relationships between staff and pupils are exemplary. Well thought out resources include a sensory room provided by qualified staff. Excellent work with external agencies takes place ensuring, for example, that those pupils with special educational needs and/or disabilities are enabled to make at least good progress in their learning. The school, together with external partners, is making strenuous efforts to minimise persistent absenteeism and it has a range of strategies in place to help the few pupils who are absent a lot to catch up with their learning.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	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?

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

The headteacher provides outstanding leadership. She has created a strong team which shares her vision of an inclusive school, although a few subject leaders are new to their roles and their checks on pupils' learning are at an early stage of development. Leaders, including governors, know the strengths of the school extremely well and what needs to be done to improve. They ensure that pupils are extremely safe through exemplary policies and regular checking of adults in school. Relationships with parents and carers are well developed. Good work has also been undertaken to promote community cohesion within the local community. The school has plans in place to promote engagement with groups beyond the local area. It is developing links with schools outside this area and has formal links with a school in Spain. The school's work, with external partners to promote pupils' learning and well-being, particularly for those whose circumstances make them the most vulnerable, is outstanding. The learning mentor and the special educational needs coordinator take a strong lead in such arrangements. This ensures that pupils whose circumstances make them the most vulnerable and the few pupils who do not attend regularly are not disadvantaged. Strategies in place to improve attendance for the few who are persistently absent are working and the number of pupils who regularly miss school is decreasing. Such concerted effort highlights the school's strong commitment to promoting equality of opportunities.

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	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Leadership and provision in the Early Years Foundation Stage are outstanding. This

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leads to children making good progress overall. Their achievement in the Nursery class is good while in the Reception class it is outstanding. They enter the Nursery class with skills below expected levels and, for a minority of boys, weak skills. Children make good progress in the Nursery as a result of the excellent provision, though occasionally activities are overly adult-led. Children's rate of learning and development accelerates in the Reception class because adults fully take account of and extend children's interests. For instance, a recent trip to Manchester airport inspired children to design and test out the quality of the airplanes they have made. One child was heard to say, 'This plane flies further outside because the wind helps it to go faster.' Here children are totally engrossed in their play and are developing independence well. As a result of excellent provision, including stimulating outside areas, the children are confident, friendly, inquisitive and increasingly articulate. Their social skills are developing well and are enhanced by, for example, Nursery and Reception, and at times Year 1 children, playing together. As a result, when they move to Year 1, the majority of children are working within the range of skills expected for their age. Excellent relationships exist with parents and carers and assessments are used very well to track how children are doing in all the areas of their learning and development. This enables adults to build on previous learning and to teach children new skills.

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	2
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

Most of the 85 parents and carers who replied to the questionnaire agree that their children enjoy school. Most say that the school keeps their children safe and that they are content with the education and care their children receive. A few feel that their views are not taken into account, unacceptable behaviour is not dealt with effectively and that the leadership of the school is not as strong as it could be. Evidence indicates that parents' and carers' individual concerns are responded to appropriately and that behaviour observed during the inspection was good. The inspection found that leadership is particularly strong at senior levels and that there is excellent governance. Inspection evidence confirms the positive responses which most parents and carers submitted about all aspects of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Park School and Nursery 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	65	27	32	1	1	1	1
The school keeps my child safe	63	74	16	19	3	4	1	1
The school informs me about my child's progress	58	68	23	27	3	4	0	0
My child is making enough progress at this school	50	59	34	40	1	1	0	0
The teaching is good at this school	63	74	21	25	1	1	0	0
The school helps me to support my child's learning	57	67	27	32	1	1	0	0
The school helps my child to have a healthy lifestyle	52	61	30	35	2	2	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)	42	49	40	47	0	0	0	0
The school meets my child's particular needs	50	59	34	40	1	1	0	0
The school deals effectively with unacceptable behaviour	46	54	29	34	8	9	1	1
The school takes account of my suggestions and concerns	42	49	36	42	2	2	0	0
The school is led and managed effectively	59	69	21	25	3	4	0	0
Overall, I am happy with my child's experience at this school	59	69	22	26	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). 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.



14 June 2010

Dear Pupils

Inspection of Manor Park School and Nursery, Knutsford, WA16 8DB

I would like to thank you for helping the team when we inspected your school. I especially enjoyed listening to the children practising for their singing auditions and I hope you were successful. Now I would like to share with you what the inspectors found out about your school. Yours is a good school. Here are some of the best things about it.

- You make a super start to your education in the Nursery and Reception classes, have lots of fun and enjoy learning and make good progress overall.
- All adults including your headteacher, governors and senior leaders take outstanding care of you and you told us that you feel very safe in school.
- You are making good progress and reach average standards in English, mathematics and science overall by the time you leave Year 6.
- You behave well and have an excellent knowledge of how to lead a healthy lifestyle and to stay safe.
- The way you contribute to school life and life within the community is outstanding.
- Partnerships within your community are excellent and provide you with lots of opportunities to learn new skills in sports and music.

To make the school even better, I have asked your headteacher and teachers to:

- work even harder to get the small minority of you who are absent a lot to attend more often so that you do not miss out on so much of the fun
- give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom and of the world.

You can all help by always trying your very best and letting teachers know if your work is too easy or too hard, and some of you can try to come to school much more often.

Yours sincerely

Mrs Clare Henderson

Lead inspector

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