

Manor Primary School

Inspection report

Unique Reference Number	114437
Local Authority	East Sussex
Inspection number	338361
Inspection dates	14–15 July 2010
Reporting inspector	Linda Pickles

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Kim Savage
Headteacher	M Coleman
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 20 lessons taught by 15 teachers. They held meetings with governors, staff and groups of pupils. Inspectors looked at a variety of school documentation including development plans, the school's monitoring of provision, safeguarding policies and 213 questionnaires completed by parents and carers. They also analysed questionnaires from 98 pupils in Years 3 to 6, and from 36 staff.

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

- pupils' attainment and their progress, and how well teaching challenges the more able in mathematics and writing
- the extent to which the curriculum and care, guidance and support meet the needs of all pupils, including those with special educational needs and/or disabilities and vulnerable pupils
- the effectiveness of monitoring and evaluation by leaders and managers at all levels to raise attainment and drive improvement.

Information about the school

This is a larger-than-average primary school. The very large majority of pupils are from a White British background. The proportion of pupils who speak English as an additional language is higher than that found nationally and none is at the early stages of learning English. The percentage of pupils with special educational needs and/or disabilities, including those with statements, is well above that found nationally, and these predominantly relate to speech, language and communication difficulties. The school has resourced provision for pupils with autistic spectrum disorder. There is a hearing support facility based on site which is not managed by the school. Nursery provision is provided on the school site which is not managed by the governing body and is subject to a separate inspection report. The school has awards for the promotion of healthy living and sport.

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

2

Main findings

Manor Primary is a satisfactory school which provides a safe, friendly and welcoming environment for pupils. Pupils much enjoy school and have positive attitudes towards their learning, shown by their good behaviour and above average attendance. As one pupil said, 'Teachers try to make learning fun through the things we do and they succeed.' Pupils have an excellent understanding of how to keep themselves safe and feel well looked after by the adults around them. Parents and carers appreciate the school's work, particularly the good level of care it provides for its pupils and their families, including those identified as vulnerable. This parental comment is typical of many, 'Manor is a happy school. My children feel valued and supported.' The overwhelming majority of parents and carers who responded to questionnaires are happy with their child's experiences at the school.

Children get off to a good start in the Early Years Foundation Stage and make sound progress from then on to reach broadly average levels of attainment by the time they leave school. Pupils identified as more able make adequate progress from their starting points. Progress in reading is consistently good across the school and attainment is above average. The school's clearly focused actions to improve attainment in writing, through increased extended writing opportunities, are starting to have an impact. Progress in writing and mathematics is improving, but is not yet consistent and is stronger in the younger year groups than the older ones. Pupils with special educational needs and/or disabilities make good progress because of the well-targeted support they receive both in class and through additional, individual programmes. The small minority of pupils with statements of special educational needs in the resourced provision made good progress because of the specialist support they receive.

The quality of teaching is satisfactory overall, with some good and outstanding lessons observed. Some teachers, however, do not use previous learning sufficiently rigorously to plan activities which challenge all pupils, particularly those identified as more able. In some lessons, pupils' learning and understanding are not checked closely enough to ensure all pupils are making good progress. Teachers mark work regularly. However, the extent to which pupils are given guidance about how to improve their work further and are involved in assessing their own progress is inconsistent across subjects. The well-planned curriculum provides pupils with varied and interesting opportunities and contributes to their high levels of enjoyment. Themed topics, known as learning journeys, make clear links across different subjects and promote pupils' good awareness of cultures and beliefs different from their own.

Leaders and managers have a very accurate and realistic understanding of the school's strengths and weaknesses. The headteacher's purposeful leadership has ensured that

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priorities for improvement are closely focused on raising attainment and sustaining the good progress made by pupils in Key Stage 1. The senior leadership team has strengthened its monitoring and evaluation role through a focused timetable linked to school priorities to drive improvement further. The quality of teaching is improving as a result of systematic monitoring and the school has been successful in improving the proportion of outstanding teaching, although good practice is not shared fully enough. Systems for tracking pupils' progress are comprehensive and rigorous and this is evident in the accelerated progress made by all year groups in reading and the improving progress in writing and mathematics. These demonstrate the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the proportion of good and better teaching to raise attainment and accelerate progress in writing and mathematics by:
 - sharing existing good and better practice within the school
 - using previous learning more rigorously to plan activities which challenge all learners, particularly more able pupils
 - checking pupils' understanding more systematically during lessons to ensure all pupils are making good progress.
- Improve the quality of assessment by:
 - ensuring marking gives clear guidance to pupils about how to improve their work further
 - providing more opportunities for pupils to be actively involved in assessing their own learning.

Outcomes for individuals and groups of pupils**3**

The quality of learning seen during the inspection was satisfactory overall, and the attainment levels in the older classes reflected the school's average national test results. Pupils consistently show positive attitudes towards their learning and apply themselves well to tasks. They make good progress when they are actively involved in demonstrating their understanding and activities challenge and extend their thinking. In an outstanding Year 1 literacy lesson, pupils worked purposefully in pairs to retell their story before writing the middle section. Pupils made excellent progress because they were clear about what they had to do, and their independent writing tasks were appropriately structured to reflect their different levels of ability and clearly promoted the use of skills and vocabulary that they had been practising.

They responded extremely positively to the teacher's high expectations and the lesson's brisk pace. Progress is slower when pupils have limited opportunities to actively participate during lessons and activities consolidate rather than extend their existing skills and knowledge. Additional adults are deployed well to support pupils with special educational needs and/or disabilities in class, so that they develop into confident

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learners. There is no significant variation in outcomes between different groups and the school is taking action to ensure all pupils make good progress in their learning to match the accelerated progress made by pupils with special educational needs and/or disabilities.

Pupils greatly enjoy school, as shown by their above average attendance, and are extremely confident that any concerns they have will be sorted out by the adults around them. They have an excellent understanding of how to keep themselves safe both in and out of school, particularly when using the internet. They are proud of the contribution they make to the school community and feel their views are valued and listened to, particularly through their participation in evaluating the school's curriculum through the learning evaluation group. The school's inclusive ethos pervades all aspects of school life and pupils are kind and considerate to each other. The school council, chaired by a pupil, manages the school stationery shop and organises whole-school activities. Pupils have a good understanding of how diet and exercise contribute to a healthy lifestyle and take up of extra-curricular sporting activities is high. Pupils regularly raise money for charity through the fundraising committee and understand the importance of helping others who are not as fortunate as themselves. The extent to which pupils develop workplace skills, including the use of information and communication technology (ICT), is satisfactory and they are adequately prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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	
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teachers manage well-ordered classrooms and relationships between staff and pupils are very positive. Pupils make good progress when expectations of what they can achieve are high. In such lessons, teachers use assessment data effectively to plan activities which build on pupils' previous learning and pupils are actively involved in all aspects of the lesson through discussion, demonstrating their understanding and focused independent work. For example, in a good science lesson in Year 6, pupils made good progress when investigating the structure of biscuits because the teacher ensured all pupils were clear about the learning skills they should apply, checked their understanding of scientific vocabulary and provided practical activities which involved all pupils and were well matched to their varying abilities. In lessons where progress is slower, activities do not provide sufficient challenge to extend pupils' learning, particularly that of the more able, and too much teacher talk and extended time on the carpet limit opportunities for pupils to be actively involved. Marking is regular and supportive, but is not used consistently across subjects to inform pupils how to improve their work further or involve them in assessing their own learning.

The curriculum effectively promotes pupils' use of basic skills, including ICT, and clear and imaginative links are made across subjects which engage and motivate pupils. The school is making effective use of interactive technology through the learning platform to promote pupils' learning and further improve the school's links with parents and carers, which are good. Residential visits and trips provide pupils with good opportunities to develop their skills of independence and contribute to their good personal development. The curriculum is considerably enriched through themed learning journey topics and activities which celebrate and promote pupils' understanding of cultures different from their own, as well as regular drama and musical performances. Year 6 pupils greatly enjoyed the opportunity to do their end-of-year performance of 'Alice' and pupils from the dance club enthusiastically performed their dance in an assembly for pupils and parents.

Good levels of care and support enable the individual needs of pupils to be met. The school works effectively with a range of external agencies to support pupils with special educational needs and/or disabilities. Close working with specialist agencies provides good support for pupils with complex needs, particularly those pupils with autistic spectrum disorder and hearing impairment. There are clear systems in place for monitoring attendance and the school provides effective support for families who are experiencing difficulties. Systems for monitoring attendance are rigorous and the school has been successful in maintaining above average attendance since the last inspection.

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Transition arrangements are well established across the school and there is good support for pupils when they transfer to the next phase of their education, including for those pupils with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteacher and senior leaders are committed to the drive to quicken the rate of pupils' progress and have a comprehensive understanding of the school's strengths and weaknesses based on accurate self-evaluation. Improvement planning is centred on raising attainment and accelerating progress and this is starting to have an impact, although the school recognises that it is not yet even across year groups. The quality of teaching is improving as a result of the school's rigorous monitoring and all senior leaders regularly monitor lessons and closely track progress to ensure progress continues to improve. Systems for sharing good practice are developing to further improve the quality of teaching. Leaders of non-core subjects regularly monitor outcomes for their subject areas and are developing their monitoring of provision. Governors provide good challenge and support for the school. They have clear procedures for monitoring all aspects of the school's provision and contribute to strategic planning through participation in school improvement groups, working closely with staff. Governors are rigorous in fulfilling all their statutory responsibilities and ensuring all pupils and staff are safe. The protection of children has a high priority and procedures for safeguarding are good.

The school adequately promotes equality of opportunity and tackles discrimination and has accurately identified that not all groups of pupils, particularly the more able, are making the progress of which they are capable. Challenging targets are set and the school recognises that pupils need to make sustained good progress in order to reach them. The school makes a good contribution to community cohesion and pupils from different backgrounds work and play together harmoniously. Leaders and managers know their school community well and provide good opportunities for pupils to regularly correspond with children in Wales and Hungary, as well as developing links with a school in West Yorkshire. Links with home and school are strong and the school's effective work with a range of other partners make a significant contribution to pupils' enjoyment and well-being.

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	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into school routines, enjoy their learning and achieve well because of the good care and support they receive from well-trained adults. Children's progress has improved over the previous two years and staff are now building on this in Key Stage 1. Children make particularly good progress in reading, writing and mathematical development because the learning environment, both indoor and outdoor, provides a good range of activities which promote children's basic skills and creative development. Children respond enthusiastically to the imaginative role-play areas and greatly enjoyed steering the pirate ship and recording their ideas in the ship's log which provided excellent opportunities for independent writing. Relationships between adults and children are positive and children behave well and understand the importance of taking turns and sharing equipment.

Children have a wide range of opportunities to develop their skills of independence because there is a good balance of activities led by adults and those that children choose for themselves. Adults provide effective support during child-led activities, although there are some instances where a small minority of children are not actively engaged on self-chosen tasks for a sustained period. The Early Years Foundation Stage is led effectively and systems for monitoring teaching and outcomes for children are robust. Improvement planning is securely focused on continuous improvement, including ensuring children having regular and consistent opportunities to use ICT. Children's safety and welfare are promoted well through high levels of supervision and links with parents and external agencies are strong and make a significant contribution to children's good achievement.

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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

The returned questionnaires show that the school enjoys the confidence and support of the very large majority of parents and carers. Most responses to the questions were positive and the overwhelming majority agree that the school is led and managed effectively and keeps their child safe. A few noted concerns about how effectively the school deals with unacceptable behaviour. Behaviour observed in lessons and around school during the inspection was good and relationships between adults and pupils were very positive.

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 213 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	152	71	56	26	1	0	0	0
The school keeps my child safe	161	76	48	23	1	0	0	0
The school informs me about my child's progress	143	67	65	31	4	2	0	0
My child is making enough progress at this school	149	70	57	27	5	2	1	0
The teaching is good at this school	160	75	47	22	4	2	0	0
The school helps me to support my child's learning	134	63	72	34	5	2	0	0
The school helps my child to have a healthy lifestyle	121	57	87	41	2	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)	150	70	56	26	3	1	0	0
The school meets my child's particular needs	135	63	71	33	5	2	0	0
The school deals effectively with unacceptable behaviour	117	55	75	35	10	5	5	2
The school takes account of my suggestions and concerns	122	57	79	37	4	2	3	1
The school is led and managed effectively	154	72	55	26	0	0	2	1
Overall, I am happy with my child's experience at this school	160	75	50	23	2	1	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.



16 July 2010

Dear Pupils

Inspection of Manor Primary School, Uckfield TN22 1UB

Thank you for making us so welcome when we visited your school recently. We enjoyed talking to you and listening to your views about the school. You told us that you enjoy school and that the teachers and other adults take good care of you. We judged your school to be satisfactory, which means that it does some things well but some things need to be improved.

These are the things that we think are good about your school.

- The adults in school take very good care of you and help you to develop into kind and considerate young people.
- You behave well in lessons and come to school regularly.
- You have good relationships with your teachers, adults in school and your friends.
- You have an excellent understanding of how to keep yourselves safe.
- You learn about lots of interesting things in school.
- The headteacher and leadership team know the school well and understand what they need to improve.
- The governors help the headteacher and staff make sure you do well.

To help the school become better, these are the things we have asked the headteacher, teachers and governors to do.

- Make sure that work in lessons is not too easy for you, especially in writing and mathematics.
- Check how well you are understanding what you learn about in lessons.
- Give you more information about how you can make your work even better and involve you more in finding out how well you are doing.

You can help by continuing to try hard in lessons and coming to school every day. We wish you all the very best for the future.

Yours sincerely

Linda Pickles

Lead inspector

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