

# Manor Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124079
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340488
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Clive Lewis

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

---

<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>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lady Jane Ackers
<b>Headteacher</b>	Mr Richard Lane
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Drayton Lane Drayton Bassett Staffordshire
<b>Telephone number</b>	01827 475200
<b>Fax number</b>	01827 475200
<b>Email address</b>	office@manor.staffs.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent most of their time in school directly inspecting learning. They visited 10 lessons and observed all the teachers at least once. They held meetings with groups of pupils, governors and staff and informal discussions with parents. They observed the school's work, including a sample of pupils' books, teachers' planning documents, tracking and assessment data, and analysed questionnaires from 63 parents and carers, 33 pupils and seven staff.

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

- the quality and consistency of teaching
- the quality and use of the school's assessment and tracking procedures
- provision in the Early Years Foundation Stage.

## Information about the school

This is a small rural school which draws its pupils from a wide area. The proportion of pupils eligible for free school meals is lower than average, as are the proportions from minority ethnic groups and those for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities varies from year to year due to the small year groups but is currently below average. The school has achieved Dyslexia Friendly status, the Healthy Schools status, the ICT Mark and the Investors in People 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

Manor Primary has improved significantly since the last inspection and continues to do so under the strong leadership of the headteacher who provides a very clear sense of purpose and direction, closely linked to school improvement. His strong and effective leadership has ensured that teaching and learning have improved and clear priorities have been set for further improvement. Parents are extremely supportive of the school. They particularly like the positive family atmosphere. One parent wrote: 'I have two children at Manor Primary and they are very happy, outgoing children who love coming to school.' Another exclaimed: 'Simply a wonderful school!'

Pupils achieve well. Due to the small cohorts, overall standards can vary from year to year, but standards in Year 6 in the latest national tests were exceptionally high in English, mathematics and science. Standards in information and communication technology across the school are well above expectations. Children get off to a good start in the Early Years Foundation Stage. Planning, provision and resourcing are good and, as a result, children make good progress. Throughout the school all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching is good overall as a result. Pupils' progress is tracked very carefully and regularly and their attainment assessed accurately. Pupils all know their targets for reading, writing and mathematics and they confidently assess their own work 'and we give ourselves a next step'. Marking is up to date, supportive and gives pupils useful guidance on how well they have done and what they need to do next.

Parents say their children enjoy coming to school and pupils agree enthusiastically. Pupils have well-developed personal skills. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit within the school's ethos. This is reflected in pupils' outstanding behaviour and, in turn, has a very positive effect on the good and at times very good progress pupils make in lessons. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. Pupils have a wide range of responsibilities in the school and, through the work of the school council, which meets regularly, make a good contribution to the school community. Pupils' spiritual, moral, social and cultural development is strongly promoted, although their cultural awareness is relatively less well developed. Their good social skills and above average attainment equip them well for the future. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the very good range of after-school activities and clubs, including physical activities. The school provides excellent care and support, especially for pupils

**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

for whom circumstances have made them vulnerable. Procedures to ensure the safeguarding of pupils are rigorous. Relationships with parents are excellent and the school has very strong links with a wide range of partners which are very effective in promoting learning. The school has very good links with its local community but realises it could do more to develop pupils' awareness of those whose backgrounds are different to their own by establishing links with schools in other areas of the United Kingdom and overseas. The school has a good understanding of how well it is doing and what needs to be done next, and due to this good self-evaluation, it has a good capacity to maintain and sustain improvement.

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

- Improve the school's contribution to community cohesion by developing pupils' appreciation of different faiths and cultures through links with schools in contrasting settings nationally and globally.

**Outcomes for individuals and groups of pupils****2**

Although standards vary from year to year due to the small size of each year group, the school's data demonstrates clearly that pupils make good progress during their time in the school. Standards of teaching in lessons and work in books seen during the inspection confirm this good progress. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies. Pupils say they enjoy coming to school. One pupil said, 'This is the best school, ever!' while Year 6 pupils stated that they'd be sorry to leave the school in the summer. This enjoyment is clearly reflected in the above average levels of attendance. Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. Their outstanding behaviour makes a very strong contribution to the good or very good progress they make in most lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They take on responsibility and play a constructive role in the school and, through the school council, have had influence on decisions about school life.

*These are the grades for pupils' outcomes*

---

<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.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good teaching was observed across the school, with some exemplary practice in a few lessons. Outstanding teaching and engaging lesson content created a very high level of motivation and enthusiasm in one lesson as Year 6 pupils investigated the author's use of flashbacks in 'Harry Potter and the Philosopher's Stone'. Teachers use information and communication technology very effectively to engage all pupils in learning. They have strong subject knowledge which enthuses and challenges pupils and contributes to their good progress. Most lessons are well planned with clear learning objectives that are routinely shared with pupils. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. Carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning, especially that of individual pupils with additional learning needs. Teachers are acutely aware of their pupils' capabilities and of their prior learning and understanding and plan very effectively to build on these. Pupils understand how they can improve their work and are supported in doing so.

The curriculum provides carefully adapted activities to ensure all groups of pupils experience success and, with the recently introduced skills-based topic curriculum, staff are beginning to link subjects to make learning more meaningful. The curriculum is enriched with a good range of visits and visitors and a wealth of extra-curricular activities which are much enjoyed by the pupils. Collaboration with other schools further enriches the curriculum and the school's good links with the local physical education college provide skilled coaching for a range of sporting activities throughout the year.

**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

Links with extended services, for example, the health visitor, the school nurse, police and the educational welfare officer support the development of the wider curriculum very well. The school's excellent arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning very well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Since the last inspection, undertaken shortly after the headteacher joined the school, he has consistently communicated to the staff his high expectations about continuing to improve provision. The result of this is clearly evident in the significant improvement made. With the able support of a very enthusiastic, committed and well-motivated staff team he has identified and has rigorously and successfully tackled areas requiring improvement. As a result, most aspects of the school are good and a number are outstanding. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. Subject leaders are knowledgeable, up to date with current thinking and have clear action plans for improving pupils' attainment.

The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. It has good systems to ensure that pupils and staff are safe and governors discharge their duties effectively.

Self-evaluation has identified all the key priorities for development. As a result of regular monitoring and support, teaching is good across the school and planning is founded on robust evidence and based on very good quality data. The school has a highly positive relationship with parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. School leaders and governors have a good understanding of safeguarding procedures and adopt recommended good practice for safeguarding pupils across all areas of its work. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, of the need to further develop pupils' understanding of those living in contexts which are different to their own, for example through links with schools in more contrasting urban environments in

**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 United Kingdom and with schools overseas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Provision for the youngest children is good and they make good progress across all six areas of learning because of the well-planned environment. Children in the Nursery and Reception class clearly enjoy school, have settled into the routines well and play happily together and individually. They undertake a variety of whole-class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things. There are very good relationships with parents and carers, initially through parental conferences and an open evening and, once children start school, through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities.

The Early Years Foundation Stage classroom has free access to a large, secure outdoor area with a range of free-choice and adult-led activities. This allows children to explore things with purpose and challenge and encourages the development of their independent learning skills. Good leadership ensures that adults have a good knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. All staff work together as a close-knit team because the lead teacher sets a clear direction and is a good role model. There are good systems for the long-term assessment and tracking of children's progress. Staff monitor and record children's progress effectively on a day-to-day basis and observations and achievements are



**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

recorded in individual 'eProfiles'.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 overwhelming majority of parents have very positive views of the school and all the parents who responded to the inspection questionnaire feel that the school is led and managed effectively, that the school informs them about their child's progress and that their child is kept safe in the school. The overwhelming majority agree or strongly agree with most of the other statements. A very small minority of parents feel that the school does not deal effectively with unacceptable behaviour. The inspection team looked closely at pupils' behaviour in and out of the classroom, during lunchtimes, assemblies and playtimes and found pupils' excellent behaviour to be a real strength of the school.

### 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	67	20	32	1	2	0	0
The school keeps my child safe	51	81	12	19	0	0	0	0
The school informs me about my child's progress	45	71	18	29	0	0	0	0
My child is making enough progress at this school	38	60	23	37	2	3	0	0
The teaching is good at this school	42	67	19	30	1	2	0	0
The school helps me to support my child's learning	40	36	22	35	1	2	0	0
The school helps my child to have a healthy lifestyle	40	63	21	33	1	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)	30	48	28	44	2	3	0	0
The school meets my child's particular needs	37	59	24	38	2	3	0	0
The school deals effectively with unacceptable behaviour	31	49	27	43	4	6	0	0
The school takes account of my suggestions and concerns	37	59	23	37	2	3	0	0
The school is led and managed effectively	43	68	20	32	0	0	0	0
Overall, I am happy with my child's experience at this school	43	68	19	30	1	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 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"> <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.**



4 March 2010

Dear Pupils

Inspection of Manor Primary School, Drayton Bassett, B78 3TX

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. I enjoyed watching lessons and talking to some of you. You attend a good school that is a happy and friendly place. Outstanding features of your school are:

- your excellent behaviour, which is something you should all be really proud of
- the way the school cares for you all
- the understanding all staff have of how well you are all doing
- the strong partnership between the school and your parents.

It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and be healthy as well as keep safe. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. You work hard and try to succeed in all that you do. Well done!

We have asked your school to do one thing that we feel will help you to improve the school.

Make links with schools in other parts of the United Kingdom and overseas so that you can learn more about the lives of children from different backgrounds to your own.

I wish you well in your future education.

Yours sincerely

Clive Lewis

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**