

# Manorside Combined School

## Inspection report

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<b>Unique Reference Number</b>	134709
<b>Local Authority</b>	Poole
<b>Inspection number</b>	341509
<b>Inspection dates</b>	21–22 September 2009
<b>Reporting inspector</b>	Michael Barron

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Hand
<b>Headteacher</b>	Helen Roderick
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Evering Avenue Parkstone Poole BH12 4JG
<b>Telephone number</b>	01202 380103
<b>Fax number</b>	01202 380102
<b>Email address</b>	manorsidecombinedschool@poole.gov.uk

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

T: 08456 404045

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff, groups of pupils, parents and a representative of the local authority. They observed the school's work and looked at school development planning, minutes of governors' meetings and school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupils' records and samples of work. The views of parents in the 37 Ofsted questionnaires returned were also considered.

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

- the achievement of pupils, especially in literacy and numeracy, focusing on pupils in Year 2, Year 6 and Year 7 and the reasons for possible differences in the progress of different groups of pupils, especially those with special educational needs and/or disabilities
- possible differences in the quality of teaching and learning throughout the school and the impact of any potentially disruptive behaviour on pupils' progress in different classes
- the quality of pupils' personal development, especially regarding pupils' awareness of the multicultural nature of modern British society and the school's contribution to community cohesion
- the quality of leadership and management and its impact on raising pupils' achievement and attainment focusing on any issues arising from the lack of a deputy headteacher.

## Information about the school

This is a larger than average primary school set in an area with a high level of social and economic deprivation. Most pupils attending the school are from White British backgrounds and nearly all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is well above the national average. An above average number of pupils enter or leave the school at times other than at the beginning or end of the academic year. The school holds several awards including Investors in People and the Active Mark and Arts Mark awards. Pupils transfer to secondary school at the end of Year 7.

**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. It provides a sound education for pupils and prepares them satisfactorily for the next stage of their education. Improvements in provision over the last few years have successfully raised pupils' achievement and this has resulted in improving standards, which are now average by the time pupils leave school. However, standards in writing are below average in all year groups and lower than standards in reading, science and numeracy in Year 7.

The headteacher is dedicated to school improvement. She has worked effectively with her senior leadership team and governors to ensure the school has continually evaluated its performance in order to develop a clear idea of what it needs to do to improve. This has been an important factor in the school's successful drive to improve achievement and standards in recent years. It is an indication of the school's satisfactory capacity to improve in the future. Even so, the quality of teaching varies throughout the school. It is at its best in Year 3 to Year 7 and in the Early Years Foundation Stage. However, lessons in Year 1 and Year 2 tend to lack pace and tasks given to pupils to complete are not always sufficiently challenging and this affects the progress pupils make, especially in developing their writing skills.

The curriculum is broad and balanced. However, opportunities for pupils to develop a realistic understanding of the multicultural nature of modern British society are limited as pupils do not have regular opportunities to visit other schools or settings in Britain which display a greater ethnic diversity. The school meets all safeguarding regulations and duties. Pupils are well cared for and the level of pastoral support they are provided with is good and contributes effectively to their well-being. This is especially true for the most vulnerable pupils and the school seems to go that 'extra mile' to ensure this group of pupils are very well cared for and fully involved in all aspects of school life. The level of academic support for pupils with special educational needs and/or disabilities is satisfactory and ensures that these pupils make similar progress to all other pupils.

Pupils say they enjoy school and that they are made to feel valued as individuals. They fully understand the need to make sensible and healthy choices and have a good understanding of the importance of keeping fit and staying safe. Older pupils talk enthusiastically about their roles as peer mediators in the playground and how they are expected to take on other responsibilities in the school, such as making sure that pupils' bikes are safely stored away.

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

- Implement strategies to improve standards in writing throughout the school by

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ensuring that pupils make similar good progress in developing their writing skills in all year groups.

- Improve the quality of teaching, especially in Year 1 and Year 2, by ensuring that pupils are consistently provided with activities which provide them with the challenge they need in order to make the progress they are capable of.
- Increase pupils' awareness and understanding of the multicultural nature of modern British society by developing links with schools or other settings in Britain which display a greater ethnic diversity.

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

Pupils enjoy coming to school and list literacy and numeracy among their favourite subjects. Older pupils say they enjoy lessons, especially when teachers use interactive whiteboards to enhance learning. Several examples of well-focused teaching were observed during the inspection in Year 3 to Year 7, and in the Early Years Foundation Stage. Lesson planning ensured that expectations were high and that pupils were provided with challenging tasks to complete. No differences were observed in the progress of girls and boys, whilst pupils with special educational needs and/or disabilities made similar progress to other pupils because of the effective level of support they received.

Children enter their Reception Year with skills and understanding that are well below the levels expected for their age, especially regarding their language and social development. They make good progress in the Early Years Foundation Stage because of good teaching which consistently caters well for their needs. However, although the quality of learning in the school is satisfactory, it varies in different classes and different year groups. The quality of learning is good in Year 3 to Year 7 and in the Reception classes but it is, at best, satisfactory in Year 1 and Year 2 and this reflects the variations in the quality of teaching. During lesson observations, it was noticeable that Reception class children clearly enjoyed the activities they were involved in and played purposefully and constructively. Likewise, Year 7 pupils worked hard during a well-taught literacy lesson and were proud to show off the pieces of writing they had completed. However, pupils in an observed Year 2 lesson looked uninterested and bored when they were presented with work that offered them little challenge. As one Year 2 pupil put it, 'When is playtime?'

As a result of inconsistencies in teaching and learning, the good progress children make in the Early Years Foundation Stage is not consistently built on successfully in Year 1 and Year 2 and this affects pupils' progress not only in these year groups, but also the progress pupils make in later years. This is especially true of pupils' progress in developing their writing skills and results in pupils attaining below average standards in writing in Year 7 even though they make good progress in developing their writing in all other year groups. As a result, achievement is satisfactory and pupils attain average standards by the time they leave the school. However, standards in writing remain lower than those that pupils attain in other subjects.

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Pupils' personal development and well-being are good, as is their spiritual, moral and social development. Pupils' moral and social development are particular strengths and are reflected in pupils' good attitudes and behaviour, their awareness of the needs of others and in their clear understanding of the importance of adopting safe practices and healthy lifestyles. However, although pupils' understanding of local culture is good, they display only a slight understanding of the multicultural nature of modern British society and this affects one aspect of their appreciation of the importance of community cohesion. Even so, the extent to which pupils contribute to the school and to the wider community is satisfactory. Pupils talk about the responsibilities they are given and how the school council enables them to have a voice in school affairs. Pupils say they enjoy school, although attendance is only satisfactory, and several older ones comment that they really do not want to leave next summer. However, some younger pupils say there are times in lessons when they feel bored because the work they are expected to complete is too easy.

*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: 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: 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?

<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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When teaching is at its best, lessons are well structured and teachers use a variety of approaches to try to make learning interesting. Relationships between staff and pupils are positive and this ensures pupils develop good attitudes towards learning. Tasks are well matched to pupils' abilities and offer a realistic level of challenge and, as a result, pupils enjoy working hard and get a real thrill when they complete their work successfully. Teaching assistants and teachers work effectively together as a team in order to ensure that pupils needing help with their learning are provided with support to make similar progress to all other pupils. However, the quality of teaching is inconsistent throughout the school and is less successful in Year 1 and Year 2 where lessons often lack pace and pupils lose interest. When this happens, pupils do not make the progress they are capable of and this has an effect on their attitudes to learning, their behaviour in class and on their achievement.

The school has developed a curriculum which is popular with pupils and links subjects together well. A range of interesting visitors to the school and regular visits to places of interest, such as Marwell Zoo and Poole Museum, help to increase pupils' understanding of the world in which they live. The school's links with the local secondary school are used effectively to enhance learning. Provision for personal, social and health education is good and ensures pupils are aware of the importance of keeping fit and healthy. The school provides a diverse programme of enrichment activities for pupils, including a wide range of popular after-school clubs. However, pupils do not have enough opportunities to develop their understanding and appreciation of the diversity of cultures within modern British society.

The school provides a good level of pastoral care and support for pupils and this is the basis for their good personal development. Parents value the supportive way the school looks after their children and pupils say they are confident there is always someone to approach if they have a problem. Good induction and transfer arrangements help pupils settle quickly into new routines.

The school has implemented good procedures to assess and track pupils' progress. However, the quality of academic guidance and support varies throughout the school. It is used well in most year groups to enhance learning, but is not used to best effect in every year group.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: 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?**

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The headteacher has a good understanding of the school's strengths and weaknesses and provides the school with clear direction for improvement. She has worked well with staff and governors to ensure that the school has recovered effectively from a period of changes to both the management of the school and to the teaching staff, which initially led to a decline in standards.

The governing body fulfils its statutory duties satisfactorily and supports the school well. Many individual governors are closely involved in school life and have a good idea of the school's strengths and those areas needing improvement. However, there are occasions when the governing body does not always offer the school a sufficient level of challenge. Policies for safeguarding children meet current government requirements and are reviewed regularly. All staff have received suitable training and are well qualified in safeguarding procedures. The school has developed a very realistic idea of which pupils are most at risk and gives priority to safeguarding their welfare.

The school provides satisfactory value for money and uses resources satisfactorily to support learning. The school's work in promoting equal opportunities is satisfactory. Whilst the school has developed good systems to evaluate the participation of different groups of pupils in school life, pupils in Year 1 and Year 2 do not receive the same opportunities to improve their work as pupils do in other year groups. The school has successfully built up effective links with the local community and works in partnership with other schools to promote learners' well-being.

The school makes a satisfactory contribution to promoting community cohesion and this is evident in the way pupils accept each other's differences. It is displayed in the effectiveness of the school's initiatives to engage parents and carers and in the way the school has successfully involved hard-to-reach families in their children's education. However, the school has not developed pupils' appreciation of the value of cultural diversity in modern British society.

*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: 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>3</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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>



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**The effectiveness with which the school deploys resources to achieve value for money**

**3**

## Early Years Foundation Stage

Children make good progress during their first year at school because teaching is consistently good and caters well for the needs of all children, regardless of their ages or abilities. Good leadership and management ensure that teachers and teaching assistants work together well to ensure lessons are planned and structured effectively in order to blend opportunities for children to work both with adult direction and independently. Classrooms are colourful and well resourced and the outdoor learning area is used well to build up the skills associated with outdoor play. Staff work effectively to ensure there is always an emphasis on children's safety and welfare. Progress in children's personal development and well-being is good and parents appreciate the care and support their children receive. Even at this early stage in the school year, children are happy to share and take turns and they join in lesson activities enthusiastically. Recording of progress is ongoing and used well when planning further work. As a result, children achieve well and make good progress in all areas of learning. Even so, aspects of language development, especially writing, lag behind the standards children attain in other areas of the Early Years Foundation Stage curriculum.

*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

A very large majority of the parents who returned the questionnaires or who spoke with inspectors had positive views about the school. All parents who responded agreed that their children enjoyed school and that the school kept them safe and free from harm. One typical comment was, 'My daughter is enjoying being at school and can't wait to go everyday.' Several parents and carers commented favourably about how the school had improved in recent years. Many felt that the quality of teaching was now good. A small number of parents expressed individual concerns. For example, some were concerned about how the school dealt with unacceptable behaviour although the majority thought behaviour was good. A small proportion of parents felt that the school did not listen to their concerns. However, the majority of parents thought their views were taken into account by the school. Inspectors considered these comments and judged that pupils'

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behaviour was good and that parents were well informed.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manorside Community 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 12 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	49	19	51	0	0	0	0
The school keeps my child safe	16	43	21	57	0	0	0	0
The school informs me about my child's progress	12	32	18	49	4	11	0	0
My child is making enough progress at this school	11	30	20	54	2	7	1	3
The teaching is good at this school	12	32	19	51	1	3	0	0
The school helps me to support my child's learning	10	27	19	51	1	3	0	0
The school helps my child to have a healthy lifestyle	14	38	17	46	2	7	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)	9	24	20	54	3	8	0	0
The school meets my child's particular needs	11	30	18	49	3	8	0	0
The school deals effectively with unacceptable behaviour	11	30	12	32	5	14	3	8
The school takes account of my suggestions and concerns	12	32	14	38	6	16	0	0
The school is led and managed effectively	13	35	18	49	3	8	0	0
Overall, I am happy with my child's experience at this school	15	41	16	43	3	8	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.**



23 September 2009

Dear Pupils

Inspection of Manorside Community School, Poole BH12 4JG

Thank you for making the other two inspectors and me feel very welcome during our visit to your school. You were all very friendly and we really enjoyed talking to you about what you like most about school and seeing you work in lessons.

Here are some of the things we found out about your school.

- Your school is a satisfactory school which gives you a sound start to your education and makes sure you make satisfactory progress in learning.
- You get off to a good start when you first start school because the Reception class teachers work well to make sure you make good progress.
- You enjoy school, you behave well and you have a good idea of how to stay healthy and keep safe.
- The quality of care and support you receive from the school is good.
- Your headteacher and the school governors are all working to make sure that your school improves in the future.

We believe your headteacher and teachers can make your school better. We have asked them to:

- help you to reach the same standards in writing as you do in other subjects
- make sure that teaching improves so that it is at least good in all classes
- help you to find out more about the customs and traditions of people in this country including those from different cultural backgrounds than your own.

Once again, thank you for making us feel so welcome in your school and remember you can help your school to get better by continuing to work hard.

Yours faithfully

Michael Barron

Lead inspector

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