

The Manor CE VC Primary School

Inspection report

Unique Reference Number	134992
Local Authority	Wiltshire
Inspection number	341592
Inspection dates	22–23 June 2010
Reporting inspector	Anthony Shield

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Rebecca Raymond
Headteacher	Beverley Martin
Date of previous school inspection	26 June 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons or parts of lessons, and all teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They also spoke to a few parents at the school gate, observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. In reaching their judgements, they took into account the views of 63 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the extent to which improvements in attainment and progress have been sustained, particularly in Key Stage 1
- whether leadership and management at all levels have contributed to improvements in pupils' outcomes
- the extent to which teaching challenges all pupils
- evidence to support the school's judgement that the school's curriculum, care, guidance and support for pupils and aspects of pupils' personal development are outstanding and strengths of the school.

Information about the school

The school is an average sized primary school, although numbers of pupils are falling as a result of demographic changes. It draws most of its pupils from the town of Melksham, but many of the pupils in its three specialist learning centres come from a wider geographical area. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of those with special educational needs and/or disabilities is much higher than is found in most schools. The specialist learning centres cater for pupils with autism and a variety of complex needs. The school provides for children in the Early Years Foundation Stage in its Reception classes. The school manages an after-school club, which is open to all children. It has received a number of awards in recognition of its work in promoting basic skills, the arts, its international work and healthy lifestyles. It has also been awarded National Support School status, with the headteacher becoming a National Leader in Education.

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?

1

The school's capacity for sustained improvement

1

Main findings

The Manor is an outstanding school. Its journey since the school was created from the amalgamation of two schools in 2005 has been remarkable. At its heart is a strong commitment to the education and personal development of each child. Inequalities are challenged rigorously and each child is valued as an individual. As a result, all pupils achieve well and feel exceptionally safe. Rapid improvements have been made because of the determined drive to provide the best for all pupils. Thorough and accurate self-evaluation, informed by a detailed analysis of performance data and systematic monitoring of provision, provide an excellent framework for continuing improvement.

There are a number of key strengths and areas for further improvement.

- Children get off to a good start in the Reception classes. They settle quickly and feel very safe both physically and emotionally in the welcoming environment.
- Attainment in English, mathematics and science is broadly average and has improved significantly year on year. From a very low starting point, all pupils make good progress, including those with special educational needs and/or disabilities.
- The school is assiduous in the careful attention it gives to every child's care, guidance and support. Exemplary safeguarding procedures are in place to ensure pupils have a keen understanding of how to feel safe.
- Most pupils are polite and kind. They behave sensibly and with maturity. Their understanding and tolerance of those pupils who on occasions show less control is impressive. The school applies its behaviour management strategies consistently and sensitively.
- The curriculum is planned imaginatively within learning themes to promote exciting and interesting lessons. As a result, pupils are motivated to learn and their positive approach makes a good contribution to the progress they make.
- The provision for pupils with special educational needs and/or disabilities is carefully and sensitively planned. Excellent partnerships with external agencies ensure that these pupils have access to specialist support when needed.
- In lessons, the climate for learning is good. While much teaching is good and sometimes inspirational, some inconsistencies remain. Where teachers do not use targets and information about how well pupils are doing to adapt and modify lesson plans to set work which makes demands on all pupils, progress is slower. In addition, some teachers and teaching assistants do not allow pupils enough time to work things out for themselves before giving them the answer.
- The headteacher articulates her ambitious vision clearly. The contribution of leaders at all levels is making a real difference to the life chances of pupils through their dedication and success in improving areas for which they have responsibility.

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Governors are experienced and highly knowledgeable partners in the school's leadership.

A very large majority of parents and carers are happy with their children's experience at school. As one parent wrote, 'The school is a caring place that focuses on the child. My child has made exceptional progress and loves going to school.'

What does the school need to do to improve further?

- Improve the learning and progress of all pupils by:
 - making more consistently better use of information about how well pupils are doing and of pupils' personal targets to adapt tasks in lessons to meet the needs of individual pupils
 - encouraging pupils to take more responsibility for their own learning and solve problems independently of adults in the classroom.

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

Pupils of all ages are eager to learn. They listen well and readily cooperate when working with partners and in small groups. Well-chosen tasks and activities are helping them develop good skills in developing and revising ideas, negotiating with others and making decisions. Analysis of the school's performance data and lesson observations show that most pupils are making good progress towards the challenging targets set for them. The school has worked successfully to eliminate any underachievement of the younger pupils in Key Stage 1 and pupils are rapidly catching up. In a Year 4 French lesson, pupils made good progress in consolidating and expanding their vocabulary because of the imaginative approach of the teacher, adapting the story of the king who lost his glasses.

The progress of pupils with special educational needs matches and often exceeds that expected of all pupils nationally. This is due to the early identification of their needs, well-designed learning programmes and the well-targeted one-to-one and small group support they receive. For pupils with more complex needs, the school works well with external agencies to identify specific support required and to plan for the steps they take in their learning. In an outstanding music lesson for pupils with complex needs, excellent relationships and a range of communication strategies encouraged pupils to overcome any reluctance they had initially and make excellent progress in learning a rhyme about spiders, flies and caterpillars.

Pupils have a keen appreciation of how to lead healthy lives. Through the well-planned programme for collective worship and close links with the church, pupils reflect on their personal values and empathise with others. They contribute well to community life both within school and locally, as members of the choir entertaining the elderly and in participating in the town carnival. They develop other skills that leave them well prepared for later life. For example, the school Eco-club hosted a 'Green Day' event for local pressure groups to examine ecological issues in Melksham. Attendance is broadly

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average. Most pupils' attendance is good, but the overall school figures are affected by a small group of pupils who are awaiting alternative school placements. Pupils' spiritual, moral and social and cultural development is good. Pupils have a good appreciation of diversity within the United Kingdom as well as an understanding of global issues such as Fairtrade.

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
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
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils comment that there are 'loads of people to help us', and this statement reflects the exceptionally strong pastoral support which contributes significantly to pupils' sense of well-being. Wide ranging partnerships with external agencies ensure that all pupils, and particularly the most vulnerable, are well looked after. Parents appreciate the attention given to transition and induction arrangements, particularly for these vulnerable pupils. The inclusion team works effectively with pupils and their families to enable them to make the most of all that the school offers.

Much thought has gone into providing a curriculum which provides exciting and memorable learning experiences. Learning themes provide a vehicle for developing

¹ 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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pupils' skills, knowledge and understanding within a real-life context. First-hand experience is regarded as essential and pupils benefit from a range of trips, visits and visitors. An extensive programme of clubs further enriches the opportunities for pupils. The after-school club provides good additional learning opportunities.

Understanding, for example, of the importance of eating healthily was reinforced at one session observed. Pupils with special educational needs and/or disabilities are very well catered for through a mix of class-based learning and withdrawal.

Strengths of the teaching include the purposeful atmosphere in lessons and the effective use of response partners for pupils to discuss and share ideas. Tasks usually motivate and enthuse the pupils and a practical approach ensures learning is active and tasks are relevant to everyday situations. In the most effective lessons, expectations are high and activities encourage pupils to think for themselves. In general, teachers cope well with the exceptionally wide range of abilities in the class. However, not all do so consistently well, and progress is less good when tasks are not adapted to match the needs of individual pupils and when pupils are over reliant on the teachers and teaching assistants when they get stuck.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's drive and ambition has created a rapidly improving school, in which no stone is left unturned in the pursuit of the best for every child. Her vision is widely shared and all staff, through their roles as both champions of different groups of pupils and as subject leaders, make a strong contribution. The sophisticated system for the collection and analysis of performance data informs the self-evaluation process alongside a comprehensive programme of monitoring and review. Governors play a full part in this, listening, checking and sharply questioning to ensure everybody keeps up to the mark. They have a good appreciation of the school's issues and offer perceptive support to its strategic direction. They painstakingly ensure the school meets its statutory responsibilities.

Safeguarding procedures are robustly applied. The child protection policy is well understood by all and staff are clear about their roles in relation to pupils' safety. The school actively promotes equal opportunities. It has taken steps to reduce potential barriers to learning for pupils with specific difficulties and to secure increased challenge for others. The school improvement plan is well constructed and encourages the staff to

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tackle improvements systematically.

Strong links with parents and carers are maintained through newsletters, the website and workshops to explain how parents can help their children. The school recognises that it has more to do to improve parents' perception of the school and to build even more fruitful relationships. The school has a good understanding of its local community and its curriculum does much to promote an understanding of the wider national and international community.

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	1
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	1
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

Children make good progress from their well-below-average starting points on entry to Reception. The Early Years Foundation Stage team shares a commitment to nurturing children's readiness to learn and their personal skills, particularly as some children have singular early difficulties with communication, social and emotional development. Children achieve well in acquiring the key skills that underpin future learning in literacy and mathematics. Phonics skills for reading and spelling are practised regularly, using resources that enable children to build and decode words effectively. Their awareness of number was well promoted when clapping together or when asked to count the legs on a spider. The diet of learning includes many opportunities for practical investigation and discovery, particularly in the extensive outdoor area and natural grounds.

On some occasions, adults miss an opportunity to draw out and extend learning through incisive questioning of what the children have been doing. Nevertheless, children play together happily and harmoniously. Their welfare is promoted extremely well and

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children are confident in the trusting and kind relationships which permeate the classrooms. Children's progress is carefully tracked and individuals are constantly assessed and moved on to the next stage in their learning. The Early Years Foundation Stage is well led. The leader has a good understanding of the provision's strengths and has clear ideas for developing it further.

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

Parents responding to the questionnaire were generally very supportive of the school and are highly appreciative of all that the school does for their children. A large majority believe that their children are happy, safe and doing well at school. Many parents and carers who added comments said how much they appreciated the way teachers cared for their child. On the other hand, some parents were concerned about the impact of the large number of pupils with special educational needs on their children's progress. Inspectors found no evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Manor C of E 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 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	46	29	46	5	8	0	0
The school keeps my child safe	29	46	31	49	3	5	0	0
The school informs me about my child's progress	24	38	27	43	9	14	2	3
My child is making enough progress at this school	22	35	27	43	13	21	1	2
The teaching is good at this school	27	43	29	46	7	11	0	0
The school helps me to support my child's learning	22	35	27	43	11	17	2	3
The school helps my child to have a healthy lifestyle	27	43	32	51	4	6	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)	22	35	30	48	4	6	4	6
The school meets my child's particular needs	27	43	21	33	11	17	1	2
The school deals effectively with unacceptable behaviour	25	40	24	38	7	11	3	5
The school takes account of my suggestions and concerns	21	33	23	37	11	17	7	11
The school is led and managed effectively	21	33	28	44	8	13	6	10
Overall, I am happy with my child's experience at this school	28	44	25	40	9	14	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.



24 June 2010

Dear Pupils

Inspection of The Manor C of E Primary School, Melksham SN12 7DZ

I am writing to thank you for helping us during the inspection of your school. We particularly enjoyed talking to you and listening to what you had to say. We very much value your views and we have taken them into account in writing this report. The Manor is an outstanding school and you are rightly proud to attend it. Here are some of the main findings from the report.

- You told us how much you enjoy coming to school. We noticed how well you all get on together, and how understanding you are of each other's feeling and behaviour. Most of you make good progress in all your subjects.
- When you join in Reception, you settle quickly and get off to a good start.
- The school takes exceptionally good care of you and this enables you to feel safe and happy.
- Teachers make sure they give you exciting things to learn about and you respond really well to this approach. While most teaching is good, sometimes teachers do not use information about how well you are doing to set you work which suits your ability, or allow you to find things out on your own. We have asked them to think carefully about this to help you do even better! You can help by trying harder to work things out for yourselves if you get stuck!
- Children who find learning difficult and those with special needs are given very good help to make sure they keep up with the rest of you.
- The governors, the headteacher and all the staff are working successfully to make the school even better.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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