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Mr J Smith
Headteacher
Manor Park Primary School
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Dear Mr Smith

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 8-9 October 2009, for the time you gave to our phone discussions and for the information which you provided during my visit. Would you please pass on my thanks to the staff and pupils.

As a result of the inspection on 18-19 September 2008, the school was asked to;

- ensure that the assessment information is used rigorously by all staff so pupils' progress is accelerated and standards rise in English, mathematics and science
- provide a curriculum that engages pupils' interest, especially boys, and gives them opportunities to use and apply their language and mathematical skills
- embed the new monitoring and evaluation systems, ensuring leaders at all levels are rigorously involved in raising standards.

Having considered all the evidence I am of the opinion that at this time the school has made:

Satisfactory progress in making improvements and

satisfactory progress in demonstrating a better capacity for sustained improvement.

Although the 2009 end of Key Stage 1 and Key Stage 2 test and assessment data showed little improvement from 2008, there are signs that pupils' attainment is now rising. For example, the September 2009 teacher assessments showed that; one in

September 2009



four pupils in the current Year 6 had attained level 4 in mathematics, compared with one in twenty in September 2008; over one half of the number of pupils in Year 6 had attained level 4 in reading in September 2009, compared with fewer than one quarter in September 2008; and one quarter of the number of pupils in Year 6 had attained level 4 in writing in September 2009, compared with no pupils in September 2008. School data show that pupils' attainment in science is also rising. However, despite these improvements, pupils' attainment in all year groups remains low.

Pupils' progress has improved in most year groups over the past year because senior leaders have effectively implemented initiatives to raise the quality of teaching and improve pupils' behaviour. Considerable work has been successfully undertaken with pupils who were experiencing social and emotional difficulties. In the observations undertaken during the inspection, classes were calm and pupils' attitudes to learning were good. The school's tracking data show that, over the past year, pupils' progress in the majority of year groups was good and in some classes it was outstanding. However, senior leaders are aware that there are some classes where the progress made by pupils continues to be too slow.

The tracking system is used rigorously by the assessment leader to identify pupils, and groups of pupils, who are not meeting their progress targets. Other leaders are continuing to develop their skills of using this information to raise pupils' achievement within their own areas of responsibility. Teachers are now becoming much more aware of the progress made by pupils and are using the information more carefully to match pupils' work to their capabilities. However, this is still inconsistent and, consequently, some pupils do not learn as well as they could. All pupils have targets for improvement, but not enough opportunities are provided for pupils to practise and reinforce their targets during lessons.

Since the last inspection, the curriculum has been revised to make it more enjoyable and relevant to all pupils, especially the boys. Although it is still developing, the monitoring of the impact of the new curriculum by the senior leaders shows that, in those year groups where it was trialled, pupils' attendance improved, the incidences of misbehaviour decreased and pupils said that they found the work much more interesting and stimulating. The curriculum correctly has a major emphasis on improving pupils' literacy and numeracy. Although these skills continue to be taught regularly within discrete subjects, teachers are increasingly taking opportunities for pupils to practise their basic skills through many aspects of the new curriculum. Outdoor play in the Early Years Foundation Stage has improved and is now used to extend children's skills and knowledge in all areas of learning.

At the time of the last inspection, the headteacher extended and improved the leadership team through additional appointments and greater clarity of roles. New systems for monitoring and evaluating the work of the school were put into place and are now rapidly becoming embedded. Performance management systems are increasingly being used by leaders to hold teachers to account for the progress made the pupils and the quality of provision they offer. All leaders share a common



vision and are aware that raising pupils' achievement in literacy and numeracy is their priority. They work very effectively as a team, offering support and challenge to each other and staff as needed.

The school reports that the challenge and advice from the school improvement partner have been helpful, but other support from the local authority has been limited.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Roy Bowers
Her Majesty's Inspector

