

# Carr Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	107913
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	354358
<b>Inspection dates</b>	17–18 June 2010
<b>Reporting inspector</b>	Stephen Fisher

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	498
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Clare Humphries
<b>Headteacher</b>	Mrs L Bowles
<b>Date of previous school inspection</b>	13 November 2006
<b>School address</b>	Carr Manor Road Leeds West Yorkshire LS17 5DJ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, and observed 18 teachers. They held meetings with parents, pupils, staff and governors. They observed the school's work, and looked at documentation including improvement plans, school policies, records of pupils' attainment and progress, pupils' work in their books and policies and procedures relating to safeguarding. The inspection team analysed 158 questionnaires returned by parents and carers and those returned by Key Stage 2 pupils and by school staff.

- current achievement, and whether the 2009 end of Key Stage results can be viewed as a slight 'dip' in an otherwise significantly above average trend
- the quality of marking and of the dialogue between adults and pupils about their attainment and progress
- the extent to which provision in the Early Years Foundation Stage meets children's needs.

## Information about the school

The school is above average in size. Pupils in the school come from a wide range of ethnic backgrounds and around a third speak English as an additional language. The proportion of pupils known to be eligible for free school meals is slightly below the national average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. Since the last inspection two nearby primary schools have closed; changing the home locations of many of the school's intake of pupils.

The school has gained many national awards which recognise its significant contributions to promoting the health and well-being of its pupils. There is a Children's Centre on site which will be subject to a separate inspection.

**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

Carr Manor is an outstanding school. It has maintained the many significant strengths since its last inspection, including the quality of the teaching, the curriculum, the care, guidance and support for pupils and of its leadership. These combine to enable pupils to achieve high outcomes in their personal, social and academic development.

The inspection team was very impressed by the quality of relationships between adults and pupils, by the great enthusiasm of the pupils and by parents' and carers' high regard for the school. One parent summed the school up very accurately in saying that the staff, 'balance all aspects of growth and development within a happy, safe and inclusive environment.' Pupils throughout the school behave exceptionally well and show genuine care and consideration for each other in lessons, assemblies and at play times. Pupils with special educational needs and/or disabilities receive high quality support to enable them to participate fully in all that the school provides. The school's commitment to supporting its pupils was accurately described by one parent as follows, 'Children's needs are being met and their learning is supported within an environment that clearly values diversity and aspiration.' Pupils readily say that they are happy and safe at school. They know how to keep healthy and speak enthusiastically about the range of physical activities provided for them.

As a result of the excellent provision made for them, children in the Early Years Foundation Stage make rapid progress. From the beginning of Key Stage 1 onwards, consistently good and often outstanding teaching, combined with high quality curricular provision, ensures that pupils' overall achievement is outstanding by the end of Key Stage 2. Teachers offer challenge, have good questioning techniques, provide interesting and motivating activities for their pupils and engage them very well. Some teachers give their pupils very clear information about how well they are doing and how they can improve further, though this is not consistent practice within and across year groups.

The leadership and management of the school is outstanding. Self-evaluation is firmly established and largely accurate. Leaders at a range of levels are very effective and are continually seeking to improve further. The school has excellent relationships with parents and carers and with a wide range of organisations for the benefit of pupils. Leaders continue to secure exceptional outcomes for pupils and as such, the school has an outstanding capacity to improve.

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

- Ensure that in all classes in Key Stages 1 and 2, teachers give pupils clear

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information, through dialogue and through their marking, about how well they are doing and what they need to do to improve further.

## Outcomes for individuals and groups of pupils

**1**

Pupils, including those with special educational needs and/or disabilities, make outstanding progress. They respond very well to the wide range of stimulating and interesting activities provided for them. They enthusiastically discuss their work, listen carefully to their teachers and behave very well in lessons. For example, in a Year 5 literacy lesson, pupils were asked to display a range of emotions such as devastated, bored, worried, happy and angry. They did this quickly and in a mature manner. In a Year 4 lesson in the computer room, pupils created presentations designed to inform Year 2 pupils about e-safety. When asked to comment on each other's work, pupils confidently talked about the strengths of presentations as well as how they might be improved.

When they start school, the level of children's skills varies, but overall it is slightly below average. By the time they reach the end of Year 2 pupils have developed good social skills and standards in reading, writing and mathematics that are broadly in line with the national average. Though there was a dip in standards at the end of Key Stage 2 in 2009, pupils continue to make excellent progress relative to their starting points. Attainment by the end of Key Stage 2 has been consistently above average since the last inspection and current Year 6 pupils are on track to maintain this trend.

Pupils are very proud of their school and play a significant part in its success. The school council, playground buddies and tour guides are very active. For example, the school council recently won a competition by making a film about e-safety, which is now used by other schools in Leeds. Pupils also contribute to a local forum which looks at recreational facilities for young people in the local area. The school takes positive steps to promote and improve attendance and has had some success in reducing the number of persistent absentees. Though their attendance is broadly average, the quality and breadth of the school's curriculum means that pupils are prepared well for the next stage of their education. Pupils have very good insight into similarities and differences amongst themselves and an excellent understanding of the cultural diversity of the world.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The quality of teaching is outstanding. In the best lessons teachers ensure that they begin in a lively manner and involve all the pupils. Pupil talk is encouraged and questioning is challenging and makes the pupils think hard. Information communication technology (ICT) is used very effectively to explain to pupils what they will be learning and how they will be expected to work. Teachers have very good subject knowledge and engage with and manage their pupils very well. They ensure that their lessons have a good balance of teacher input, pupil talk and independent work. Teachers plan work that is suited to the needs of pupils of different abilities and give them praise and encouragement. There is some excellent assessment practice in the school. For example, in a Year 1 literacy lesson where pupils were composing sentences about 'Chocolate Island', pupils were encouraged to assess the quality of their own writing and the teacher made very good use of 'next step' targets for improvement. However, this practice is not consistent within and across year groups and teachers do not all routinely give pupils clear guidance about how well they are doing and what steps they need to take in order to improve further.

The curriculum meets the needs of pupils very well. There are strong links between subjects in order to help pupils apply their literacy, numeracy and ICT skills and subject matter is relevant to their daily and future lives. An outstanding range of visits out of school and visitors to the school enables pupils to broaden their knowledge and experiences. There is a good programme of extra-curricular activities and the work of the gifted and talented art group on display around the school is outstanding. The school makes the most of some highly effective partnerships to promote pupils' learning,

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for example, the local high school effectively promotes a range of sports activities at Carr Manor and Leeds Metropolitan University students work with pupils to develop their history skills.

Pupils are cared for very well in this inclusive school. It works effectively with a wide range of organisations to ensure that the learning, personal development and well-being of its pupils are the school's foremost priority. The school provides excellent support for pupils who may be at risk of falling behind or who have special educational needs and/or disabilities. It is an enormously welcoming, stimulating and yet calm environment, so much so that during the course of the inspection, a number of pupils said to the inspectors that they did not wish to leave the school!

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher, senior leaders and the school's governors are highly ambitious and very effective in promoting high standards and the success of their efforts is clearly evident when meeting the pupils and observing them at work and play from the Nursery class through to Year 6. The school has highly developed and very effective systems for monitoring and evaluating the quality of its provision and of pupils' outcomes. The governing body is actively involved in the strategic development of the school and achieves a good balance between monitoring, challenging and supporting school leaders. The school places a strong emphasis on staff development, the success of which is seen in the high proportion of outstanding teaching in the school. The school's procedures for tackling all forms of discrimination are effective and its promotion of equal opportunities is outstanding; the school makes sure that all pupils benefit as much as possible from the range of activities that the school provides. The school's procedures for safeguarding its pupils are excellent. The school's promotion of community cohesion is good. Community cohesion is very strong at local and national levels and the school has a clear plan to enhance its provision further. The school's relationships with parents and carers are outstanding and the school is highly regarded in the local community. The school uses of its resources and facilities to produce high quality outcomes for pupils and provides outstanding value for money.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Provision in the Early Years Foundation Stage is outstanding. Learning indoors and outside is of high quality for the Nursery and Reception children. There is a very wide range of stimulating activities provided for the children, supported by good quality resources and, most importantly, staff who have a very good understanding of children's needs and ensure that they are met. The Early Years Foundation Stage facilities are spacious, safe, well-equipped and provide extremely well for each area of learning. Activities for children to choose from are creative and stimulating, and as a result, children show great interest and involvement when playing and investigating, and their behaviour is immaculate. Adults interact with children exceptionally well to help develop their thinking and speaking skills, not just in specific literacy sessions but also when children are painting, building, riding wheeled toys, eating their healthy snacks and when looking at animals and plants in the expansive garden areas. Phonics teaching is of high quality and engages children well. For example, when plastic letters were hidden in the garden area and children were told that they had to go on a 'treasure hunt' to find them, the children responded with delight and accurately read the sounds of their 'treasures' on their return to the class. Assessment procedures are outstanding. Evaluations of child-initiated learning activities accurately assess the stages of development reached by each child and 'next steps' are provided to promote further progress. Parents and carers contribute to their children's 'learning journey' books which provide an excellent picture of every child's academic and social development. The Early Years Foundation Stage leader has a clear vision for further improvement, which includes modifications to the Early Years Foundation Stage rooms to create a single Early Years Foundation Stage unit for the beginning of the next school year.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A majority of parents and carers responded to the questionnaire. They were overwhelmingly positive about the quality of the school's provision. They were particularly positive in saying that their children enjoy school, that it keeps them safe and that it helps them to have a healthy lifestyle. A very small minority said that they did not feel that their school dealt with inappropriate behaviour well enough or that it communicated with them about their children's progress effectively enough. The inspection team explored these issues and were satisfied that the school's behaviour management strategies are very effective and that it communicates with parents and carers very well.

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

Ofsted invited all the registered parents and carers of pupils registered at Carr 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	66	44	30	3	2	1	1
The school keeps my child safe	101	69	41	28	4	3	0	0
The school informs me about my child's progress	75	51	66	45	2	1	0	0
My child is making enough progress at this school	93	64	45	31	6	4	1	1
The teaching is good at this school	101	69	43	29	1	1	0	0
The school helps me to support my child's learning	86	59	51	35	6	4	1	1
The school helps my child to have a healthy lifestyle	82	56	61	42	3	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)	63	43	74	51	2	1	0	0
The school meets my child's particular needs	74	51	57	39	8	5	1	1
The school deals effectively with unacceptable behaviour	77	53	54	37	9	6	3	2
The school takes account of my suggestions and concerns	57	39	72	49	7	5	3	2
The school is led and managed effectively	89	61	49	34	4	3	1	1
Overall, I am happy with my child's experience at this school	100	68	37	25	5	3	2	1

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](http://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"> <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.**



Dear Pupils

Thank you very much for the warm and friendly welcome that you gave to the inspection team when we visited your school recently. We were very impressed by your school, so much so, that we have judged it to be outstanding. This reflects the exceptional work of the staff and governors of the school and, of course, on yourselves. Well done!

Here are some of the reasons why we have judged your school to be outstanding:

- you make outstanding progress in your learning as you move through the school
- you behave very well and know how to keep safe and healthy
- you enjoy school, are proud of it and many of you take on roles of responsibility
- the teaching and the curriculum are outstanding and staff look after you very well
- your school is led exceptionally well.

I have asked your teachers and governors to do something to make your school even better. I have asked that teachers make sure that when talking to you about your work and when marking it, they tell you how well you have done and how you can improve your standards even further.

I know that the school are pleased many of you are attending school more often so please keep coming to school regularly, and thus make the most of your time at Carr Manor.

Keep up the good work!

Yours sincerely,

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