

# Manor Park Primary School

Ulverscroft Road, Cheylesmore, Coventry, CV3 5EZ

**Inspection dates** 8–9 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The good quality of education in the Nursery and Reception classes has been maintained since the previous inspection. Children make good progress because of the consistently good quality of teaching. Some make exceptional progress in the extended nursery because staff show they care so much.
- All groups of pupils make good progress in English and mathematics by Year 6. Pupils in the enhanced speech and language unit are integrated effectively in lessons and also make good progress.
- Teaching is consistently good and sometimes outstanding, meeting the needs of all pupils, including those who use English as an additional language, effectively. Skilled support staff work extremely well with teachers to support all pupils learning, Disabled pupils and those who have special educational needs are particularly well supported in lessons.
- Behaviour is good in lessons and around school, and pupils feel safe. They clearly enjoy breakfast and after-school clubs. Above-average attendance has been maintained since the previous inspection.
- Leadership and management are good. The staff are working well as a team, inspired by the highly effective partnership between the headteacher and deputy headteacher and wisely delegated responsibilities. Regular and rigorous checks are made to confirm improvements in pupils' achievement and in teachers' competent performance.
- The governors have much expertise and ask the senior leaders increasingly searching questions about the pace and level of improvement. This is enhancing the school's good capacity to go on improving.

### It is not yet an outstanding school because

- Pupils do not achieve as well in writing and mathematics as they do in reading by the end of Year 2 because the recent focus for improvement has been on reading well.
- In the Reception classes, planning for each area of learning varies in detail, and outdoor learning does not always follow up on skills learnt indoors.

## Information about this inspection

- The inspectors observed 34 lessons, of which three were joint observations involving the headteacher and deputy headteacher. Inspectors reported their findings back to teachers.
- Meetings were held with the pupils' council and a group of Key Stage 2 pupils, the Chair of the Governing Body and two other governors, and the headteacher and other leaders.
- A meeting was held with a representative of the local authority about the support and advice provided for the school.
- There were 59 responses to the online questionnaire (Parent View) by the end of the inspection. The inspectors sought the views of parents and carers as they arrived at school.
- The inspectors observed the school's work, and looked at a number of documents including: the school's own data on pupils' recent and current progress; planning for school improvement; leaders' checking on teaching and pupils' progress; records relating to behaviour and attendance; and safeguarding records.
- Provision in the enhanced speech and language unit, the extended day-care nursery and at the breakfast- and after-school clubs was inspected.

## Inspection team

Joseph Peacock, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

Sherry Gladwin

Additional Inspector

Philip Winch

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school. Pupils are admitted from a wide and diverse area and almost half are from minority ethnic backgrounds. The largest group are of Indian origins. Over a quarter of all pupils speak English as an additional language and numbers have increased latterly.
- There are two Nursery classes for pupils to attend on a part-time basis and extended nursery provision for 16 children in a separate class each morning. These children stay in school for the full day when they join a Nursery class each afternoon. Each year group from Reception to Year 6 has three single-age classes.
- The school has an enhanced speech and language unit with places for 12 pupils, some of whom have autism. Pupils are taught in mainstream classes in the afternoons.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is broadly average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs. The numbers of pupils in these categories are increasing.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast club and after-school club are provided each day.
- Pupils are educated on the school site. There is no regular, off-site, alternative provision.

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

- Raise attainment in writing by Year 2 by:
  - ensuring teachers plan sufficient time to make better use of pupils' well-developed reading and spelling skills in writing sessions
  - planning more opportunities for pupils to write when they are learning in all the other subjects they study.
- Raise attainment in mathematics by Year 2 by:
  - ensuring pupils of all ability levels are able to calculate answers quickly in their heads when adding, subtracting, multiplying and dividing numbers
  - planning more opportunities for pupils to use these arithmetical skills in mathematics lessons.
- In the Reception classes, improve planning of learning by:
  - ensuring that there is sufficient detail about activities and skills to be learnt in each of the areas of learning
  - making sure that outdoor learning is linked more closely to skills being taught indoors so that children have more opportunities to practise, consolidate and learn these skills.

## Inspection judgements

### The achievement of pupils is good

- When they join the Nursery, children's skills and understanding are typically below the levels expected for their age. A warm welcome and consistently good teaching make sure children settle quickly and make good progress in all areas of learning.
- Routines are quickly established in the smaller extended nursery unit and children thrive in the caring and supportive atmosphere. Activities such as building a bonfire and cooking hot dogs are enjoyable and promote speaking skills well. In the Nursery, outdoor learning is well planned with a wide range of independent activities and equipment such as wheeled toys to share.
- All children in Nursery and Reception benefit from daily sessions to learn letters and their sounds (phonics) and learn to read successfully. Achievement in reading is good because all pupils have a good range of strategies to read unfamiliar words, such as sounding out letters or breaking longer words up into readable segments. Children thoroughly enjoy attending Reception and invariably make good progress, adding well to their positive experience in the Nursery.
- However, in Reception, planning of what children will do is not always detailed enough for each area of learning to ensure a good balance of activities. Links between skills being promoted indoors are not always made in outdoor activities. Consequently, children's learning is not fully consolidated and their progress is not always as rapid as it might be.
- More pupils are joining the school who speak English as an additional language or are disabled or have special educational needs, and although both groups make good progress, some of these pupils struggle to attain average standards by Year 2. Staff are working hard to overcome individual pupils' learning difficulties and are particularly successful in promoting reading skills with most pupils achieving well in reading.
- There is a strong emphasis on teaching reading skills throughout the school. Pupils use their phonics skills in Key Stage 1 to work out and read difficult words. Through research when using computers, older pupils successfully develop their reading skills. The excellent school library enhances pupils' enjoyment of books.
- Achievement in writing and mathematics is not more than average in Key Stage 1. Pupils enjoy the rapid pace of mental mathematics sessions at the start of each mathematics lesson and these are just beginning to raise standards and pupils' confidence with numbers. The additional fun element is helping those who speak English as an additional language to learn English quickly. Opportunities to promote writing skills are sometimes missed in literacy sessions and other subjects and, consequently, limit pupils' attainment in this skill in Key Stage 1.
- By Year 6, standards are well-above average in English and mathematics. All groups of pupils are making good progress because of the consistently good quality of teaching. Some pupils of Indian origin have, until recently, not achieved as well as other pupils. Their language difficulties are recognised by staff, who give them active support in lessons to ensure they achieve well.
- Pupils in the speech and language unit are integrated well in mainstream classes each afternoon. They benefit from working alongside other pupils and are helped well by staff in these classes to make consistently good progress. Opportunities are occasionally missed to promote their speaking skills, both within the unit and in lessons, but the staff are currently and successfully concentrating on building up pupils' confidence to use speech and language skills in different situations.

- Pupil premium funding is used effectively to provide one-to-one support for eligible pupils in lessons, and also for additional help with learning for some of these pupils outside timetabled lessons. As a result, almost all of these pupils are helped to maintain as good a rate of progress as other pupils. Their progress improves rapidly in Year 6 and there is no significant gap between the attainment of pupils eligible to receive the pupil premium funding compared with that of others.

## **The quality of teaching** is good

- Decisive action to improve teaching following the previous inspection has ensured that teaching and learning are now consistently good and, sometimes, outstanding in lessons throughout the school. Teachers expect pupils to achieve really well and match work closely to the full range of pupils' ability levels. There is a good pace to learning in lessons, helped by pupils' positive attitudes and good behaviour. Consequently, all pupils in Key Stage 2 achieve well and are confident to move on to secondary school.
- The partnership between teachers and their skilled teaching assistants is a particular strength, helping all groups of pupils to succeed and make good progress. Disabled pupils and those who have special educational needs receive well-directed help in lessons so they can successfully tackle new learning.
- Pupils in the speech and language unit benefit from good teaching in the morning when most are unit based with staff who have considerable expertise which they use very well. Pupils' learning is closely supported when they join other classes, assisted by the favourable ratio of support staff and teachers, who plan carefully to involve the pupils in all class activities.
- In the Nursery and Reception classes, staff plan exciting activities for children to enjoy both indoors and outside in the spacious and well-equipped accommodation. Reception children test objects that glow in a darkened tent or experiment with musical instruments, for example. However, in Reception, opportunities to follow up indoor learning are sometimes not included in teachers' planning for outdoor activities so children do not reinforce all their earlier learning.
- Teachers check up on and judge accurately pupils' rates of progress. They use the information they gain well to plan relevant tasks for pupils of different abilities. Pupils have targets with which to improve their learning and progress in the front of their books and keenly check upon their own progress. Marking has improved significantly following the previous inspection. It is thorough and detailed, giving pupils additional information on how to improve their work and make better progress.
- Pupils' basic skills are usually developed well through planned links between work in different subjects. Reception children use computers confidently to produce and print artwork. In a Year 3 religious education lesson, for example, pupils sketched their versions of a mosque and used their literacy skills to annotate different features in preparation for their visit.
- In Key Stage 1, teachers have successfully concentrated on improving reading skills and are now turning their attention to writing and mathematical skills in order to raise standards. Their planning of learning does not yet provide sufficient opportunities for pupils to apply their good reading and spelling skills to their writing in different subjects. Similarly, pupils are, sometimes, not made to practise their mental arithmetic skills enough in lessons to solve mathematical problems.

- Pupils who speak English as an additional language benefit from time with language specialists who visit school regularly to promote language skills. Staff have built up an expertise in helping and supporting pupils in lessons, enabling them to learn English quickly and be fully involved in class activities.
- Staff provide a good range of after-school clubs in sport, dance and music that contribute well to pupils' achievement and their spiritual, moral, social and cultural development. Zumba dancing and the 'level 6 maths club' are some of pupils' favourites and are well attended.

### **The behaviour and safety of pupils are good**

- Pupils typically behave well around school, showing consideration for one another and respect for adults. In all the lessons observed, their behaviour was at least good and often outstanding.
- Pupils say that they feel safe and enjoy coming to school. Parents who responded to the inspection questionnaire (Parent View) think that their children are happy and feel safe. A few parents and carers who responded were not positive about how effectively bullying is dealt with, but pupils questioned during the inspection were much more positive and had no concerns over this issue.
- There have been no permanent or fixed-term exclusions since the last inspection. Pupils are polite and have positive attitudes towards school. Younger pupils enjoy joining in with older ones at the exceptionally well-organised and happy breakfast and after-school clubs. A typical comment from parents was, 'I wish staff did not make it so nice. It is an awful job getting them to come home.'
- Pupils of all ages have a good understanding of different types of bullying, such as making racist comments and name-calling. All those spoken to said that bullying in any form rarely happens, although a very small number said that they have experienced name-calling.
- Behaviour is consistently well managed and any cases of inappropriate behaviour or name-calling are dealt with quickly and effectively by staff. Pupils are confident that the staff will look after them if they have any concerns. Parents spoken to during the inspection agreed that the school does deal effectively with behaviour and bullying.
- Attendance is above average and has been maintained at this level since the previous inspection, showing how keen pupils are to come to school.

### **The leadership and management are good**

- The highly experienced headteacher and deputy headteacher, who have been in the school for many years, make a formidable, well-respected – yet helpful – partnership. They lead and inspire staff to tackle effectively any identified weaknesses. Marking, a previous weakness, is now a strength, for example.
- There is strength in depth in the leadership and management. A well-developed structure delegates responsibilities to all staff who have leadership roles. All closely evaluate the quality of teaching, both formally each term and through regular informal visits to lessons. Leaders

regularly check on the quality of pupils' completed work. This ensures that teaching is consistently good. Any general areas for improvement are quickly identified and included in the school improvement plan. Pay and promotion of staff are closely linked to their performance in ensuring pupils' successful learning and progress. Current national standards for teaching are applied in judging teaching quality.

- Pupils' progress and achievement are closely tracked across the school. For example, leaders responsible for managing the provision for children in the Nursery and Reception, and that for disabled pupils and those who have special educational needs check pupils' achievement regularly. This ensures prompt action is taken for any pupils who are falling behind.
- Leadership of the speech and language unit is very helpful to these pupils' learning and personal development. The integration of pupils from the speech and language unit into mainstream lessons enables them to work successfully alongside other pupils in a positive learning environment. The school does all it can to ensure all pupils have an equal opportunity to succeed, and refuses to accept discrimination of any kind.
- The local authority recognises that this large school has an effective leadership team. The authority provides as much support as the school needs, and periodically questions the school closely on its performance to ensure that there is continuous improvement.
- The subjects studied by pupils in and out of school provide them with a wide range of learning experiences. Mathematics has a high profile, with pupils particularly enjoying the 'level 6 maths club'. Pupils in Years 3 to 6 learn to speak French and Spanish. The Comenius project gives the school links to these and other European countries and successfully raises pupils' cultural awareness. Visits to a mosque, links with Columbia and India and studies of world religions through topics give pupils a good understanding of other faiths.
- Staff responsible for the day-to-day organisation of the breakfast and after-school clubs are extremely caring and conscientious. They ensure safe and enjoyable sessions for pupils. Staff from the extended nursery provision continue their high-quality support for children at afternoon sessions and this continuity has a significant impact on these children's enjoyment of school and their learning.
- The school works well with parents and carers, and most who responded to the inspection questionnaire were very positive about their children's experience at school. Those spoken to during the inspection agreed that pupils are happy, and virtually all said that they would recommend the school to others.
- **The governance of the school:**
  - Governance is effective because there is a broad span of relevant expertise among governors and this benefits the school enormously. All governors are deeply committed to improving the school and most visit regularly to find out for themselves how effectively the headteacher and staff are working. Financial resources, including pupil premium funding, are particularly well managed. The additional staff in classrooms, funded through the pupil premium, is ensuring that those who are disadvantaged make good progress alongside others. A small budget surplus is wisely maintained to cover any unforeseen contingencies. Governors regularly attend training sessions to equip themselves to be fully involved in evaluating how well the school is tackling areas identified for improvement. This gives them a good understanding of the school's strengths and weaknesses. Governors identified, for example, that some pupils of Indian origins were not doing as well as they should, and their questions resulted in decisive action being taken by staff to bring about improvement. Governors see challenging questioning and regular visits to school as an effective way of holding the school

to account for its performance and stimulating its continual improvement. Each year the performance of the headteacher and each teacher is checked from use of information about pupils' progress and standards achieved. Governors' own monitoring visits give them a good grasp on teaching quality. The headteacher's and staff pay is linked to this evaluation process. Governors have a good knowledge of aspects such as child protection and safeguarding. All current statutory requirements relating to safeguarding are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103691
<b>Local authority</b>	Coventry
<b>Inspection number</b>	400643

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>	655
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Cooke
<b>Headteacher</b>	Adam Hewett
<b>Date of previous school inspection</b>	25 May 2010
<b>Telephone number</b>	024 76501736
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