

# Manor Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	103691
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	336132
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Nina Bee

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>	611
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Cooke
<b>Headteacher</b>	Adam Hewett
<b>Date of previous school inspection</b>	16 January 2007
<b>School address</b>	Ulverscroft Road Cheylesmore West Midlands
<b>Telephone number</b>	02476 501736
<b>Fax number</b>	02476 501100
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 27 lessons and saw 26 teachers. Discussions were held with governors, staff, groups of pupils and parents. They observed the school's work, and looked at policies, internal and external monitoring evidence, school tracking data, teachers' planning and safeguarding documentation, and analysed 88 parental questionnaires.

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

- the achievement of pupils in Years 3 to 6 compared to their achievement in Years 1 and 2
- how well the quality of teaching meets the needs of different groups in Years 3 to 6
- how effectively the leaders and managers, including the governors are working on raising achievement, especially in Years 3 to 6.

## Information about the school

Manor Park is much larger than most primary schools. Just over half of the pupils come from White British families. The remainder come from a wide range of other ethnic groups. The proportion of pupils who are learning to speak English as an additional language is above average. A small minority of pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. The Early Years Foundation Stage consists of two Nursery classes and three Reception classes. There is extended childcare provision for 16 children of Nursery age along with a breakfast and after-school club all of which are managed by the school.

**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

Manor Park is a satisfactory school. The school's strengths are in the provision for the children in the Nursery and Reception, in aspects of pupils' personal development and the care all pupils receive, including the extended childcare provision. The school engages well with parents and successfully promotes the need to attend regularly. Attendance is above average. Behaviour is good. Relationships develop effectively as pupils work and play together. Attitudes to learning are positive, resulting in keen and eager learners. Children begin in Nursery with skills and knowledge that are slightly below those typical of their age. They get off to a good start in the Early Years Foundation Stage and make good progress to begin Year 1 with attainment that is close to age-related expectations. Their good achievement across Nursery and Reception is successfully built on in Years 1 and 2, as a result of good teaching, and pupils in these year groups make good progress. Progress slows down as pupils move through Years 3 to 6 because teaching and learning in these year groups are satisfactory rather than good.

Leaders and managers have an accurate picture of the quality of teaching in the school. While lessons observations identify what teachers can do to improve their teaching, they do not focus enough on the impact of teaching on learning. The good and sometimes outstanding practice that is seen in some lessons is not shared across the school to help improve teaching, particularly in Years 3 to 6. The way teachers mark pupils' work has improved since the previous inspection and some comments inform pupils well on what they need to do to improve. However, this is inconsistent across the school and teachers do not always tell pupils how near they are to reaching their targets. In addition, teachers do not keep clear records on how effectively pupils who are learning English as an additional language are developing their fluency in English.

Issues from the previous inspection have been satisfactorily addressed. Good behaviour, attendance and procedures to ensure that pupils are well looked after have been maintained. Staff and governors are now more aware of the rate of progress pupils are making in English and mathematics and documentation shows this is shared and discussed much more effectively than at the time of the last inspection. Teachers are more involved in tracking the progress that pupils in their classes make. As a result, previous underachievement has been largely eradicated. School data for the current Year 6 shows that almost all pupils have made at least satisfactory progress as they have moved through Years 3 to 6. A minority have made good progress. This is an improvement when compared with the progress made by pupils in Year 6 who took their National Curriculum tests in 2009. These successes, along with accurate self-evaluation, indicate that the school has satisfactory capacity to improve.

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

- Ensure that the good and outstanding practice in teaching is promoted in all year groups but particularly in Years 3 to 6 by:
  - giving staff more opportunities to share, and learn from, the good and outstanding practice
  - ensuring that when lessons are observed by senior and middle leaders there is sufficient focus on identifying the impact of teaching on learning
  - using questioning to extend pupils' thinking and ensuring introductions are not overlong
  - ensuring that all teachers' marking enables pupils to have a clearer picture of what they need to do to improve their work in order to reach their targets.
- Improve the system for recording assessments to show clearly how well pupils who are learning to speak English as an additional language are acquiring English language skills as they move through the school.
- About 40% of schools whose effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Achievement is satisfactory and most pupils say they enjoy school. Attainment is average at the end of Year 6. Learning and progress are satisfactory in relation to pupils' prior attainment. In classes where teaching is good, pupils work well together to discuss their learning, in pairs and small groups. This supports their good social skills. When given the opportunity, pupils work well on their own on extended pieces of work. Year 6 pupils, for example, were seen working well independently as they used the internet to research planets. Pupils with special educational needs and/or disabilities make satisfactory progress. Those from different ethnic groups make similar progress to their classmates. Pupils who are learning to speak English as an additional language make satisfactory progress because they are generally soundly supported. However, recording of their progress is not as clear as it could be and does not show how pupils are progressing in relation to acquiring basic language skills.

Pupils are enthusiastic about the many extra sporting activities that are offered and show a good awareness of why they should adopt a healthy lifestyle. They say they feel safe in school and know about potential hazards they may come up against such as cyber-bullying. Pupils are enthusiastic school council members and raise an impressive amount of funds for local and national charities. They readily empathise with people in difficult circumstances and pupils from a wide range of different backgrounds get on well with each another. Their understanding of cultural and religious diversity is good. Pupils are well prepared personally and satisfactorily prepared academically for their next school.

*These are the grades for pupils' outcomes*

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<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers establish effective working relationships with pupils. This secures their good co-operation in lessons. Where teaching is good or better, for example in Years 2 and 4, activities are well developed to match the needs of pupils and actively engage pupils in their learning. In these lessons, teachers' clear explanations make sure pupils understand what they have to do. Questioning effectively develops and assesses pupils' learning. In otherwise satisfactory lessons, seen in both Key Stages 1 and 2, questioning is not as effectively used to extend learning for all pupils and they have too few opportunities to openly discuss and comment on the each others' answers. In some lessons, teachers talk for too long and learning then slows down. Occasionally, all pupils have the same task, so that not all abilities are sufficiently challenged. Interactive whiteboards and computers are used well to support learning. Pupils have clear and useful targets for improvement but not enough reference is made to these, either in lessons or when work is marked, to make sufficient impact on pupils' learning.

The curriculum enables pupils to make satisfactory progress and reach average standards in English, mathematics, science and information and communication technology. Themed events such as 'Who do you think you are?' focus soundly on pupils' identity and their cultural development. However, links between subjects and opportunities to apply skills learned in English and mathematics to other subjects are not fully utilised. There is a good range of out of school clubs and productive links with

<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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schools in other parts of the world. Well-planned educational visits further enrich pupils' spiritual, moral, social and cultural development when they visit places such as Coventry Cathedral or Lunt Roman fort. Residential visits enable pupils to learn to live along side each other as well as take part in exciting activities.

Pastoral care is good and ensures pupils' safety. Strong links with other specialist professionals particularly enhance pupils' personal, social and health education and support those with specific needs. The extended childcare provision, such as the breakfast and after school sessions including the extra Nursery class, is of good quality.

*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?**

The headteacher is well supported by the deputy headteacher who is relatively new to the post. Together they have an accurate idea of the school's strengths and areas for improvement. The newly structured senior leadership team are ambitious and are committed to accelerating the rate of pupils' progress and eliminating any remaining underachievement from previous years. It is still early days, but the impact of their work can be seen in the way pupils' progress is now checked more carefully, and class teachers are more involved in the system. As a result, pupils who begin to fall behind are identified quickly and action is taken to help them to keep up with others. Equality of opportunity is satisfactory now that the differences between the achievement of pupils are being narrowed, but there is further work to be done to ensure that all pupils achieve well. Monitoring of teaching is satisfactory, but tends to focus on what the teacher is doing and not on how pupils are learning. Senior managers have rightly identified that teaching assistants, while satisfactory, could provide greater impact on learning and acknowledge that their role is in need of review.

Governors are effectively involved in the work of the school. As a result, they are able to support and challenge the school when necessary, and have been instrumental in the way community cohesion has been successfully addressed. Pupils, for example, have a clear idea of different ethnic groups in the school and a range of world religions. An audit of community cohesion has been undertaken and the staff and governors are starting to review the impact of their work. Good links have been established within Europe and the wider world. At the time of the inspection, safeguarding procedures were good. Good attention is paid to health and safety, and risk assessments are thorough.

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*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>2</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>2</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>2</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>3</b>

## Early Years Foundation Stage

Children are keen and eager to come to school and settle in quickly because induction procedures are good. Achievement is good in the Nursery and Reception because teaching is consistently good. Parents are pleased with this provision and feel well informed about how their children are progressing. Attainment on entry into Nursery is below the levels expected at this age. Children make good progress and most are on course to reach the expected levels at the end of Reception. Interesting activities are planned and there is a good selection of adult-focused activities and those which children choose for themselves. As a result, children learn well. Those who find it difficult to acquire basic skills are sensitively supported and individual plans set out clear next steps to promote their learning. Children who are learning to speak English as an additional language receive good quality support. Although records are kept on these children, they are not detailed enough to clearly show how well each child is acquiring basic levels of language.

Adults interact effectively and contribute well to the good learning. All children begin to learn about basic letters and numbers. They have many opportunities to use pencils and begin to make marks on paper and later develop basic writing skills. Children behave well and develop good relationships with the adults who help them. Assessment is used effectively to give children feedback. However, sometimes opportunities are missed to record information to help children who need further support. All children have learning records but these are not shared with parents regularly and so learning can not always be reinforced at home. Leadership and management are good because adults have a



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clear idea of how young children learn. They know the children well and plan effectively for their individual needs. Good procedures are in place to make sure that all children are well cared for.

*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**

The very large majority of parents and carers who returned questionnaires are happy with their experiences of school and are confident that the school keeps their children safe. A few parents feel that their children are not making enough progress and that the school is not catering for their children's individual needs. Inspection evidence shows in the past not all pupils have done as well as they should. A very small minority of parents feel that the school does not deal with unacceptable behaviour effectively and does not help parents to support their children's learning. Inspection evidence suggests that behaviour is usually well managed and that, in the main, the school engages well with parents to help them to support their children's learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Manor Park 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 611 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	67	29	33	0	0	0	0
The school keeps my child safe	52	59	34	39	1	1	0	0
The school informs me about my child's progress	37	42	46	52	3	3	1	1
My child is making enough progress at this school	39	44	42	48	4	5	1	1
The teaching is good at this school	47	53	38	43	1	1	1	1
The school helps me to support my child's learning	33	38	49	56	5	6	1	1
The school helps my child to have a healthy lifestyle	48	55	37	42	0	0	2	2
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)	31	35	46	52	3	3	0	0
The school meets my child's particular needs	33	38	46	52	4	5	1	1
The school deals effectively with unacceptable behaviour	25	28	55	63	4	5	0	0
The school takes account of my suggestions and concerns	25	28	51	58	3	3	2	2
The school is led and managed effectively	47	53	36	41	1	1	1	1
Overall, I am happy with my child's experience at this school	57	65	26	30	0	0	2	2

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.**



27 May 2010

Dear Pupils

Inspection of Manor Park Primary School, West Midlands, CV3 5EZ

Thank you for being so friendly and welcoming and for helping us when we visited your school a few weeks ago. We enjoyed our time talking to you and listening to all that you had to say. Manor Park is a satisfactory school.

These are the main things we found out about your school.

Children in the Nursery and Reception get off to a good start.

In Years 1 and 2, progress is good because teaching is good in most lessons.

In Years 3 to 6, pupils make satisfactory progress because teaching is more often satisfactory than good.

You are well cared for and looked after and you told us that you enjoy school.

You learn lots about the importance of eating healthily, taking lots of exercise and keeping yourselves safe.

Your behaviour is good and sometimes excellent.

We have asked the school to do a few things to improve the education you receive.

Make sure that all teachers have lots of opportunities to see the best teachers teach so that teaching becomes good or even better in all lessons.

Check that when teachers mark your work they clearly write in your books what you need to do to improve your work and achieve your targets.

Make sure that teachers keep careful records of how those who are learning English as an additional language are developing in their spoken and written English.

Yours sincerely

Nina Bee

Lead inspector

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