

Manor Primary School

Inspection report

Unique Reference Number	105041
Local Authority	Wirral
Inspection number	362696
Inspection dates	7–8 April 2011
Reporting inspector	Eileen Mulgrew HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Mrs Alison Mountney
Headteacher	Mr Nigel Greathead
Date of previous school inspection	3 June 2009
School address	Beechwood Drive Greenfields, Beechwood Prenton, Merseyside CH43 7ZU
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI). HMI observed seven lessons led by six teachers and conducted a 'learning walk'. Meetings were held with groups of pupils, a group of governors, senior leaders and managers, and a local authority officer. HMI observed the school's work and looked at a range of documentation, including arrangements for safeguarding, information about pupils' attainment and progress, and the school's improvement plans.

HMI reviewed most aspects of the school's work. She looked in detail at a number of key areas.

- She looked at the level of attainment and rates of progress in English and mathematics for all pupils.
- She looked at the quality of academic guidance and whether it ensures pupils know how to improve their work.
- She looked at the quality of teaching and learning to enable pupils to build on prior learning and make good progress.
- She looked at the effectiveness of governors and subject leaders in evaluating the school's provision and taking steps to raise pupils' achievement.

Information about the school

Manor Primary is a smaller-than-average school. Most pupils are White British. The proportion of pupils known to be eligible for a free school meal is much higher than the average. A few pupils are looked after by the local authority. The proportion of pupils with special educational needs and/or disabilities is above the national average, with no pupil in receipt of a statement of special educational needs. There is a children's centre attached to the school which is managed separately and did not form part of this inspection. The school has received the Sportsmark award.

At the time of its previous full inspection in June 2009, Manor School was deemed to require special measures. This was the fifth monitoring visit to 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

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Manor Primary School provides a satisfactory quality of education for its pupils and is in a good position to move forward. It has several good features. Staff and the governing body responded well to the improvement points from the inspection in June 2009 and they have successfully improved many aspects of the school's work. The school now provides satisfactory value for money. Senior leaders, subject leaders and the governing body have significantly enhanced their understanding of information about how well pupils are learning and use it effectively to set higher expectations, evaluate the performance of the school and produce better outcomes. The relentless focus on raising the quality of teaching and learning has lifted this aspect of the school's work to a satisfactory level and eradicated all inadequate teaching. The more-stable staffing complement has enabled the school to push ahead with planned action and thus gather momentum. As a result, teachers have a good understanding and knowledge of pupils' prior learning and use assessment effectively to plan tasks suited to each pupil's needs and abilities. Lessons are interesting and engaging and some provide good opportunities for pupils to understand, throughout the lesson, how well they are doing. Consequently, pockets of pupils' good learning and progress are evident across the age range. However, good practice in checking pupils' understanding throughout the lesson and involving pupils so that they learn more independently and tackle higher challenges is not spread evenly.

Learning and progress in English and mathematics are satisfactory and accelerating for all groups of pupils across the school. This is a recent development which is linked directly to a more-stable staffing profile. As a result, the previous underachievement is being tackled and attainment is starting to rise. Achievement for pupils leaving Year 6 in the summer has been restored to a satisfactory level overall.

Leaders and managers have an accurate understanding of the school's strengths and weaknesses. A variety of good monitoring techniques and good professional developments have led to a growing confidence and effectiveness on the part of the committed staff. Morale is high. The track record of recent improvement, namely, the quality of teaching, the rate of pupils' progress, pupils' behaviour and key aspects of leadership and management, indicate good capacity for sustained improvement.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Continue with recent improvements to raise achievement in English and mathematics.
- Increase the proportion of good or better teaching by:
 - - enabling teachers to observe outstanding teaching
 - - ensuring teachers check pupils' understanding throughout the lesson
 - - involve pupils in tackling challenges more independently.

Outcomes for individuals and groups of pupils

3

Pupils' behaviour is good. The pupils' positive attitudes to learning are exemplified through their interest, enjoyment and excitement when approaching activities. Practical tasks, particularly, engage pupils' curiosity and they settle quickly to try their best, for example, when pupils from Year 6 supported pupils from Year 1/2 in developing a presentation about their topic on the computer. Activities like this allow pupils to set their own challenge and take responsibility for their learning.

Children enter Year 1 with below average attainment. Progress is accelerating, especially in writing, throughout the school as pupils understand what is expected of them and respond to well-matched guidance to improve their work. Pupils know their targets and value the pink and green marking; 'I know where I am up to and how to get better' was a comment echoed by many pupils. Attainment is strongest in reading as pupils have hooked on to the benefits of regular reading activities. Pupils are becoming more competent in tackling mathematical problems and attainment may be set to rise on the 2010 results. However, although skills in writing are advancing well and pupils appreciate the increased chances to write in all subjects, standards are rising more slowly. There are no significant differences in the achievement of any group of pupils. The progress of pupils with special educational needs and/or disabilities is satisfactory and improving just as well as their peers' because of the more effective and purposeful support they receive.

Pupils have trust in all adults and are confident of help whenever they are troubled. They feel well cared for and comment on the improved safety measures, for example, the recently installed fence and the fact that there is a teacher on the playground when they arrive in the morning. Healthy lifestyles are promoted well. Pupils appreciate the opportunities to cycle to school, understand the benefits of eating nutritious food and taking regular exercise. A few pupils admit that they do not always follow a healthy lifestyle, although they know they should. Pupils know right from wrong and work and play together harmoniously. They recognise that steps to ensure good behaviour are fair and ensure any disagreements are sorted out quickly. They comment that the school is a much better place where they can get on with their learning, have fun and enjoy all their subjects.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Although teaching and learning is satisfactory overall, there are particular strengths in Year 2 and in Year 6. The changes in staffing have slowed the overall improvements in this aspect of the school's work, but the recent steadiness has resulted in a rising impetus of improvement. Nevertheless, there are several strengths, which give confidence in the potential for the quality of teaching to be higher. Highly detailed plans structure each lesson and include what pupils will learn, how they will learn it and activities which match the differing needs of the pupils. Classrooms are bright and provide good learning environments with aids and prompts to support pupils' learning. Teaching assistants have enhanced their skills and provide essential support to individuals and groups of pupils, especially in delivering intervention programmes. However, there is still opportunity for all teachers to check progress of pupils throughout the lesson and reshape learning; to set more challenge and enable more independent activities to take place.

The variety, breadth and relevance of the curriculum are developing as the new approach shapes pupils' learning. Pupils comment on the exciting activities they are studying and parents and carers say that their children talk about their school work more. For example, Year 1/2 responded enthusiastically to the final activity in their study on China, which linked all their knowledge together; pupils told HMI willingly many facts they had learned. Staff have worked successfully to plan a curriculum that meets

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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the needs of the pupils while ensuring coverage and progression of pupils' knowledge and skills. Nonetheless, the system needs time to embed and it is too early to evaluate its effectiveness in raising pupils' achievement.

Care, support and guidance of its pupils are established strengths of the school. Systems to make sure nobody falls behind in their academic and personal development have been strengthened by a new coordinator for special educational needs. Parents and carers appreciate the good arrangements for children starting at the school. Action to minimise disruption as pupils move from class to class has been made stronger and the oldest feel optimistic about the next stage of their education because of the good opportunities to use the facilities of the local secondary school. Work in partnership with families, agencies and school staff is contributing to better participation and progress by some potentially vulnerable pupils and to rising attendance levels.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The quality of leadership and management has improved significantly since the inspection in 2009. The effectiveness and knowledge of the governing body and subject leaders has improved, so that they are able to evaluate the quality of the school's provision accurately. The organisation of staff into subject teams to support the delivery of the curriculum and monitor pupils' progress in different subjects is working well. The appointment of a senior teacher, who takes the role of special educational needs coordinator also, has strengthened the senior leadership team; responsibility and accountability is more evenly spread rather than resting on the headteacher. Leaders and managers know the school and, through correct self-evaluation, have identified and prioritised future points for action. The school is leading its own development, drawing on collaboration with other schools.

Governance is good, with no vacant positions on the governing body. Enthusiasm and expertise of new governors harmonise with the skills and knowledge of long-standing governors. Through training activities, they have developed skills which enable them to monitor and evaluate key decisions against pupils' outcomes. The effectiveness with which the school promotes equal opportunity is good. All requirements are in place and the school tracks the progress of different groups of pupils to ensure all are making similar progress. Arrangements for safeguarding are good. The school is broadening pupils' experience of different cultures and faiths through the curriculum. Though it has

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not yet evaluated their impact, there are promising signs in pupils' understanding and attitudes.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children are making good progress in this well-organised, attractive learning environment which interests all children. Good systems have been implemented to track the progress made by children and to identify future learning opportunities. Using this information, staff work very effectively as a team to plan activities which will engage and motivate all groups of children. Children enjoy learning and have fun; for example, they made bread and tasted the finished product enthusiastically. A second group joined in keenly with the story of the Little Red Hen, relishing the repetitive vocabulary. Children are very well engaged, remain on-task, sustain concentration and display good levels of behaviour. Good relationships with parents and carers develop confidence and quite rightly they trust the staff to care for their children. Children work willingly together sharing equipment and working independently in areas of learning which are well defined with resources readily available for them to use. Teacher-led activities, such as the daily well-focused session to develop children's knowledge of sounds and letters, are balanced with times for children to follow their own inquisitiveness. The leader of the Early Years Foundation Stage is relatively new to the school, but, in a short time she has identified the strengths and weaknesses of the provision, won the support of the team, taken decisive action to improve provision and has clear plans in place to develop it further.

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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

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



11 April 2011

Dear Pupils

Inspection of Manor Primary School, Merseyside, CH43 7ZU

Thank you very much for your friendliness and help on my visits to see how well you are learning. It has been a pleasure to talk to so many of you and hear how you feel the school has got better. You are correct when you say behaviour has got better and that you 'can all get on now'.

This was my last visit to your school because you are now receiving a satisfactory education and the school no longer needs 'special measures'. This is because, unlike at the time of the inspection in 2009, most of you are making better progress in mathematics, reading and especially writing. This is due to better teaching throughout the school. The youngest children are getting a better start to their education and I know you all encourage them to do their best and look after them. Manor still has some way to go to ensure you reach the academic standards you need to do well in your future, so I have asked your headteacher, governing body and all staff to carry on with the planned actions to raise your achievement in English and mathematics. For this to happen, you need good teaching in every class, so again, I have asked your headteacher to ensure all teaching is good or better by allowing your teachers to observe outstanding teaching and asking them to check your progress throughout the lesson, giving you challenges and opportunities to work independently.

It has been a privilege to watch how you have gained confidence in your learning and your growing enjoyment of school. I know you will help Mr Greathead and all your teachers by telling them if you feel you can work independently or want more challenge. I wish you all the very best for your future and hope you all achieve the careers you eagerly told me about.

Yours sincerely

Eileen Mulgrew

Her Majesty's Inspector

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