

Manor Primary School

Richardson Road, London, E15 3BA

Inspection dates 26–27 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils in Key Stage 1 do not make good progress from their starting points in reading, writing and mathematics. Attainment is well below that of other pupils nationally. Significantly, fewer pupils than nationally achieve the higher levels in any subject.
- Attainment in English grammar, punctuation and spelling is significantly below the national average in Year 6.
- Documentation relating to safety matters is not kept efficiently. Incidents of bullying, and racist and poor behaviour, are not analysed. Leaders are not clear whether incidents are reducing.
- Leaders, managers and governors have not ensured that teaching and achievement have remained good.
- Teachers do not move pupils, including the more able, onto more challenging work quickly enough or adapt lessons to take account of pupils' understanding. This slows their progress.
- The progress of pupils in mathematics is hampered because they are not provided with a range of practical resources to help their understanding. In writing, pupils are not challenged to achieve the higher levels.
- Marking is not consistent across the school. Comments are not always appropriate for the age and ability of the child. As a result, pupils are not always clear about how to improve.
- Leaders do not use the information they have in an effective way to drive up achievement.

The school has the following strengths

- Relationships between adults and pupils are strong. There is a warm and caring atmosphere in the school.
- Pupils behave well. They are polite and courteous to school staff and to visitors.
- The school works well with parents and the wider community. Parents feel welcome in the school.
- From low starting points, children in the early years make good progress because teaching is good.
- The development of pupils' spiritual, moral, social and cultural skills is good. Consequently, pupils are well prepared for life in modern Britain.

Information about this inspection

- Learning was observed on 20 occasions either in whole-class situations or small groups. Three of these were joint observations with either the deputy headteacher or assistant headteacher.
- The headteacher was absent from the school on a fact-finding mission regarding the teaching of mathematics in Shanghai.
- Inspectors heard a group of pupils read. Work in pupils' books was scrutinised thoroughly.
- Meetings were held with a group of governors, the senior leaders at the school, those responsible for leading English and mathematics, a representative of the local authority and a group of pupils. Inspectors spoke to parents informally on the playground.
- There were insufficient responses to Parent View, Ofsted's online questionnaire, to generate a report. The inspectors viewed the school's own survey of parental views. Inspectors also considered the 44 responses to the staff questionnaire.
- Documents relating to the progress of pupils, the governing body meetings, school improvement plans and the evaluation of its work, records of behavioural and bullying incidents, and information about attendance and safety matters were scrutinised.
- The breakfast club was visited.

Inspection team

Jill Thewlis, Lead inspector

Additional inspector

Caroline Drumm

Additional inspector

Kanwaljit Singh

Additional inspector

Full report

Information about this school

- This school is a larger than the average-sized primary school.
- Children in the Nursery attend either in the morning or the afternoon. Children in the Reception class attend on a full-time basis.
- The majority of pupils are from minority ethnic groups and speak English as an additional language.
- The proportion of pupils who receive support from the pupil premium is double the national average. This is the additional funding provided by the government for those known to be eligible for free school meals or in local authority care
- The deputy headteacher and the special educational needs coordinator were new to the school in September 2014.
- The proportion of pupils who have special educational needs is broadly average.
- A few pupils attend the Eleanor Smith School and receive support from the reintegration into education team to support their behaviour.
- Pupils at the school meet government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school provides a breakfast club which is managed by the governing body.

What does the school need to do to improve further?

- Raise teaching and achievement so that they are at least good, especially in writing and in Key Stage 1, by ensuring that:
 - spelling, grammar and punctuation are developed consistently by all teachers
 - pupils have challenging work which encourages them to think more deeply
 - marking comments are appropriate to the age and ability of the pupils so that they understand how to improve their work
 - pupils have a range of practical resources to support their learning in mathematics
 - teachers adapt their teaching within the lesson to take account of the understanding of the pupils.
- Strengthen leadership and management by ensuring that:
 - safety records are kept more robustly and that these are readily accessible for appropriate adults
 - information relating to incidents of poor and racist behaviour are analysed regularly so that they can be used for school improvement
 - all the information collected by the school, including that relating to the progress of pupils, is analysed effectively to ensure that the weaker areas are targeted for school improvement
 - plans for improvement focus on specific areas of need and leaders in all areas are supported to raise pupils' achievement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leaders, managers and governors have not secured consistently good teaching and achievement for all pupils and groups of pupils within the school.
- The new deputy headteacher is working with less experienced teachers to develop their skills. Her work has been effective because school records show that these teachers have all made improvements over the year.
- The school collects a wealth of information about pupils' progress. However, this information is not used effectively because there is insufficient analysis. As a result, leaders and managers do not always have a clear idea about whether or not things are improving. The school's plans for improvement are not always accurately focused on specific areas of need.
- The leaders of English and mathematics have plans for improvement. However, although there has been improvement in reading at both key stages, this is not the case with writing. The plan for improving writing is less specific than that relating to reading. The performance of pupils in the English, grammar, punctuation and spelling test was well below the national average. The school does not, as yet, have records to show whether there will be improvement in this subject this year. The leader of mathematics was new to her post in September 2014 and her actions have not yet had a demonstrable impact.
- The funding for disadvantaged pupils is used effectively. In 2014, the majority of pupils in Year 6 were supported by the pupil premium and they made better progress than their classmates. Pupils supported by this funding in other year groups also make better progress than other pupils in the year group.
- The special educational needs coordinator provides good support for these pupils and consequently, they make good progress. Pupils who attend alternative provision to support their behaviour make good progress because their needs are well met. The school monitors their behaviour, attendance and progress regularly.
- Parents and the wider community are welcomed into the school. There are formal and informal occasions arranged for staff and parents to meet. This encourages parents of all ethnic minorities to mix together and fosters positive relationships between parents, school staff and pupils.
- The performance of teachers is regularly checked. All teachers have performance-related goals and these are clearly linked to pay increases. Although the system is thorough, it would be strengthened if the information collected about the progress of pupils was used more effectively. All staff have opportunities to develop their professional expertise.
- The local authority has provided light-touch support since the previous inspection. However, more recently, they have worked with the school to check on aspects of its work which relate to the improvement of teaching, and this is starting to have an impact.
- All pupils have equal opportunities, including those who have special educational needs and those from minority ethnic backgrounds. Discrimination is not tolerated. The work of senior leaders to promote good behaviour has been effective because pupils of all nationalities work and play together harmoniously. However, the records kept by the school which relate to poor and racist behaviour are not analysed to show the frequency of incidents.
- Leaders and managers recognise the importance of pupils having a good start to the day. With the welfare of pupils in mind, they provide a breakfast club where pupils enjoy nourishing food. Consequently, pupils are well placed to have a positive start to their school day.
- At Manor, pupils have opportunities to visit the world of work. There are links with different companies who allow pupils to visit the workplace and demonstrate the skills needed to work there. The curriculum is organised into themes. This enables pupils to make links between subjects. Additionally, subject-specific days are held. For example, on a geography day, pupils across the school studied aspects of British geography. Pupils benefit from the many opportunities the school provides to enhance learning from visits to places of interest. The school arranges for a range of visitors, such as visits from authors and theatre groups, to come into the school to help pupils learn.
- The spiritual, moral, social and cultural aspects of pupils' development are well catered for. Pupils receive art lessons from a specialist teacher which enhances their skills. There are many opportunities for pupils to practise and listen to music through drumming workshops and specialist teachers. Two pupils have been accepted into the West Ham academy and four others have become members of a local athletic club.
- A well-planned programme of assemblies enables pupils to reflect on different values, for example on the value of perseverance. Tolerance of other faiths is encouraged and good relations are fostered. Festivals from all major religions are celebrated. The school holds an annual celebration of international food. Pupils in the school are well prepared for life in modern Britain. Pupils practise democracy by voting on issues in

the school council and by taking part in debates with other schools. They understand the importance of listening to the point of view of others. Many pupils are appreciative of the free education they receive in Britain and readily explain that this would not be available to them in their country of birth. The very broad and balanced curriculum is contributing to the improving progress of pupils in Key Stage 2. However, it has not yet had such a positive impact in Key Stage 1.

- The primary school physical education and sport premium funding is used effectively to enhance the skills of teachers and to ensure that pupils participate in physical activity. Approximately half of the school's pupils now take part in additional physical activities, which is an increase on previous years. There is a greater focus on competitive sport.
- The school's work to keep pupils safe meets statutory requirements and is effective. However, the school's records are not robust or easily accessible for those who need to obtain the information.
- **The governance of the school:**
 - Governors discuss the progress of pupils based on the headteacher's report which is presented to them. However, as data are not always analysed accurately, this has meant that governors have not been able to challenge senior leaders appropriately. They receive information about the quality of teaching and are clear about the link between performance and pay. There is a separate committee who oversee the performance of the headteacher and they are supported by a representative of the local authority. Despite governors' commitment to eradicating underperformance, consistently good teaching has not been maintained since the previous inspection.
 - Governors know that pupils who receive support from the pupil premium are doing better than their classmates. They are also aware of how the sport funding is spent.
 - Governors have input into the plans for improvement and self-evaluation, but these plans are not always based on accurate priorities. Governors understand their role and ensure that they make regular visits to the school. Outcomes and recommendations from these visits are reported to the full governing body. There is a safeguarding governor in place. Although recording systems require more rigour, this has not endangered the safety of the pupils.

The behaviour and safety of pupils

is requires improvement

Behaviour

- The behaviour of pupils is good.
- Pupils behave well as they move around the school. Behaviour at playtime and lunchtime is good. They are able to play collaboratively together using a range of equipment. Pupils say that occasionally there is poor behaviour but they are confident it will be dealt with. In some classes, where teaching is less than good, pupils become restless and lose concentration. However, they are not disruptive.
- Pupils with particular behavioural difficulties are well managed because the school has secured good support from specialist provision.
- There is mutual respect between pupils and all the adults in the school. Pupils are courteous.
- Leaders do not always analyse the records they have about behaviour. Consequently, they do not know where poor behaviour might occur or how often there are repeat offenders.
- The school environment is clean and tidy. Work in books is well presented. Pupils are proud of their school. Parents agree that the behaviour of pupils is good and that poor behaviour is dealt with effectively.
- The school monitors the behaviour of pupils who attend alternative provision and this is improving.
- The attendance of pupils is broadly average. It has improved over the last year.

Safety

- The school's work to keep pupils safe and secure requires improvement.
- Pupils say they feel safe in school. However, the systems of record-keeping are not robust. As a result, it is not easy for school staff to keep a thorough check on the most vulnerable pupils. Training received by senior members of staff is not quickly passed on to other staff.
- Talking to pupils, they are clear about how to keep safe from bullying, including internet bullying. Pupils also understand about keeping safe beyond the school gates.
- The procedures undertaken when visitors arrive are robust.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils, especially in Key Stage 1, do not make good progress.
- The teaching of mathematics is not supported by the use of practical resources to help pupils understand the ideas being taught. For example, some Year 2 pupils were trying to subtract by 'borrowing' a ten but because they had no equipment to help them, they became confused. Consequently, they did not make good progress in the lesson.
- In some lessons, teachers do not adapt their teaching to ensure that all pupils can make good progress. Some pupils have to complete work which is too easy for them and this impedes their progress.
- The work in pupils' books shows that there is a lack of challenge for pupils, and consequently, they do not make rapid progress.
- Pupils are not sufficiently challenged in their writing because they are not encouraged to use advanced grammar and punctuation. Consequently, fewer pupils than nationally achieve the highest levels in writing.
- The teaching of reading is good. Pupils say they enjoy reading and can talk about the books they like. They are able to apply their phonic skills (the link between letters and the sounds they make), accurately when reading.
- There are some very good examples of marking, but this is not consistent across the school. In some classes, pupils do not complete corrections; in others, comments written are not appropriate for the age or ability of the pupils.
- Teaching assistants are generally used well to support the learning of pupils. They have appropriate training to ensure that the pupils they support are able to make progress.

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils have not achieved well in Key Stage 1 over a period of time. Achievement in writing has been particularly weak.
- Children leave Reception with attainment which is below the national average. Attainment at the end of Key Stage 1 is below the national average in reading, writing and mathematics. Outcomes of the phonic screening check have improved over the last three years and are now just below the national average.
- Attainment at the end of Year 6 has been broadly average in reading and mathematics over the last three years. However, attainment in writing is weaker and pupils make less progress. Results in the English grammar, spelling and punctuation test dropped in 2014 and were significantly below the national average.
- Two thirds of the school population in Year 6 in 2014 were supported by pupil premium. These pupils attained significantly better than their classmates. They also attained more highly than other pupils nationally who are supported by this funding. Pupils who receive support from this funding make better progress than their classmates. They also make more progress than other pupils nationally. Disadvantaged pupils were approximately 18 months ahead of their classmates in reading and in the Key Stage 2 English grammar, spelling and punctuation test. They were six months ahead in mathematics and eight months ahead in writing. Compared with other pupils nationally, they were approximately eight months ahead in mathematics, 12 months ahead in reading and six months ahead in writing.
- The most-able pupils are not sufficiently challenged. The numbers achieving the higher levels at the end of Key Stage 1 are significantly below the national average in reading, writing and mathematics. At the end of Key Stage 2, those achieving the higher levels are also below those found nationally, significantly so in the English grammar, punctuation and spelling test.
- Disabled pupils and those who have special educational needs receive good support. Consequently, they make good progress. Those pupils registered with the school but who are supported in other placements make good progress.
- Work in books shows erratic progress over the academic year. There is evidence of good progress in some classes and some subjects. However, this is not consistent. In some classes and some subjects, progress is very weak. This is especially the case with writing. School information shows that if pupils currently in Year 2 and Year 6 are to reach national average, they have to make more progress between now and the end of key stage tests than they have since September.

The early years provision

is good

- The leadership of the early years is good because teaching ensures that children make good progress.
- Children enter the Nursery with skills and abilities below those that are typical for children of their age. The majority of the children move from the Nursery into the Reception class. By the end of the Reception

Year, children have made good progress and outcomes are just below the national average. Children are ready to move into Year 1 because they have good attitudes to learning.

- Teaching is good, and the activities provided are engaging and enticing. Children delighted in wearing hats and scarves to go on a 'Bear Hunt'. Writing is well promoted with a range of writing activities on offer. Children are demonstrating their writing skills in different activities.
- Children behave well because they want to learn. They are able to work together, choosing partners sensibly. Children are polite. One child was very polite when asking the inspector if she could sit down to complete her activity.
- Children are safe. They are able to use classroom and outdoor space safely. Children can navigate the equipment effectively, adapting their learning behaviours to the different activities.
- Parents are encouraged to be part of their child's learning. Parents are welcomed in the class on a daily basis to help children settle into their daily routine. They are encouraged to write with their children at this time. They contribute to the 'Learning Journeys' of the children and have many opportunities to come into the school on a formal and informal basis.

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

Unique reference number	102729
Local authority	Newham
Inspection number	448712

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Stefan Mrozinski
Headteacher	Kate McGee
Date of previous school inspection	14-15 October 2009
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