

# Manor Park Primary School

Greyhound Road, Sutton, Surrey, SM1 4AW

**Inspection dates** 14–15 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Outstanding leadership by the headteacher and other leaders ensures that pupils make exceptional progress. Leaders work hard to maintain the continued success of the school.
- Dedicated middle leaders fulfil their roles particularly well. There are excellent relationships between staff.
- Governors are highly effective. They are very knowledgeable about the school and hold leaders fully to account. They aim to provide the best educational experience for all pupils.
- Leaders regularly check the quality of teaching to ensure that it is of an outstanding quality.
- Teachers have particularly high expectations of pupils. Lessons capture pupils' imagination.
- Pupils' behaviour is outstanding. In lessons, pupils are exceptionally keen to learn. They are caring towards each other and treat each other with respect.
- There is excellent provision for pupils' spiritual, moral, social and cultural development. Pupils have numerous opportunities to develop their sporting, artistic and musical talents.
- The school is very effective in keeping pupils safe and secure.
- Parents are delighted with the school. They appreciate the help and support that their children receive.
- Pupils' attainment is consistently high. By the end of Year 6, they typically attain significantly above the national average in reading, writing and mathematics.
- The proportion of most-able pupils who reach the higher levels of attainment by the end of Year 2 and Year 6 is well above the national average.
- All groups of pupils make rapid progress from their starting points, including those who speak English as an additional language, those who are disadvantaged and those with special educational needs.
- Those pupils who join the school at times other than the beginning of Reception are given well-targeted support that enables them to catch up quickly.
- The early years provision is good. It provides effective support to enable children in both the Nursery and Reception classes to make good progress. Children are well prepared to continue their learning in Year 1.

## Information about this inspection

- Inspectors observed learning in 21 lessons and part-lessons. Many were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 2 and Year 6.
- Meetings were held with two groups of pupils and school staff. There was a discussion with the Chair of the Governing Body and two other members. A meeting was held with a representative from the local authority.
- Inspectors took account of 126 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included discussions with parents at the end of the day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 51 responses to the staff questionnaire.

## Inspection team

Elizabeth Bowes, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

Christine Dickens

Additional Inspector

## Full report

### Information about this school

- Manor Park Primary School is twice the size of the average-sized primary school.
- A very high number of pupils enter the school at times other than Reception.
- The proportion of pupils known to be eligible for support through pupil premium funding is much higher than the national average. Pupil premium money is additional funding provided by the government for disadvantaged pupils.
- There are 15 different ethnic backgrounds represented amongst the pupils. The largest three groups are White British, Any Other Mixed and Any Other White heritage.
- The proportion of pupils who speak English as an additional language is higher than the national average. Thirty four languages are spoken in the school.
- The proportion of disabled pupils and those with special educational needs on the school roll is lower than the national average.
- The early years provision consists of a part-time Nursery and two full-time Reception classes.
- The headteacher, at the request of the local authority, has supported another school to improve the standards.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that children in the early years provision make the same outstanding progress as those in the rest of the school by:
  - making sure children's skills, particularly in their understanding of numbers and technology, are more fully developed.

## Inspection judgements

### The leadership and management are outstanding

- The excellent leadership skills of the headteacher have created a culture whereby all staff feel well supported. Teaching is outstanding because the headteacher has developed an atmosphere which encourages all staff to perform to the best of their abilities. Teachers continually refine their teaching skills through effective training and coaching.
- All leaders and governors have a commitment to excellence regarding pupils' achievement and behaviour. The school is rigorous in checking the progress of each pupil. As a result, no pupil is allowed to fall behind.
- The mission statement of the school is that pupils will be confident and enjoy their learning. This was very evident throughout the inspection.
- Middle leaders, including subject leaders and leaders of Key Stages 1 and 2, fulfil their roles with diligence. They ensure that all the areas for which they are responsible for are monitored rigorously.
- The school is a very welcoming community. Pupils receive an excellent quality of education as well as good emotional support. High numbers of pupils enter the school at times other than Reception; additionally, many have limited skills in English. All pupils are quickly given very effective support to enable them to make maximum progress.
- The school believes that everyone has a right to learn and a right to equality of opportunity. Discrimination of any kind is not tolerated. The school fosters good relations because all pupils feel respected and valued.
- Excellent relationships with parents have ensured that almost all of them would recommend the school to another parent. Parents say that they are delighted by how well their children are progressing and the exciting range of additional clubs and activities. As one parent said, 'I am so pleased that there are many different clubs such as gardening, sports and arts clubs that my child can attend.'
- The effective curriculum contributes to the excellent development of spiritual, moral, social and cultural skills. Pupils enjoy studying a variety of topics that fascinate them. The topic on the digestive system entitled 'bottoms and burps' was a particular favourite. In Key Stage 1, pupils like researching and writing about their pets. Pupils' writing skills are well developed through the school newspaper. Interesting accounts had been written of the Year 4 production of *Alice in Wonderland*. Pupils had not only performed but made the costumes and choreographed dance routines. Numerous opportunities exist for pupils to learn musical instruments, such as the saxophone and trumpet.
- British values are very well promoted. Pupils learn about democracy through elections for school councillors. Pupils know about the concept of democracy and that there has been a recent general election. Pupils learn about the rule of law, including classroom rules, as well as laws to ensure a safe society. Pupils learn about the importance of living harmoniously within a diverse society of different cultures and faiths.
- Additional funding for disadvantaged pupils is extremely well spent. Often, pupils benefit from one-to-one support aimed at delivering just the right level of help in literacy and numeracy.
- Extra funding for physical education and sport is having a very positive impact. The funding is spent on ensuring that all pupils learn the qualities of sportsmanship, as well as developing their physical fitness and well-being. Pupils enjoy playing in tournaments in netball, cricket and football. All those in Key Stage 2 enjoy developing their swimming skills. During the inspection, the pupils in Years 3 and 4 enjoyed sports day.
- The impact of the support from the local authority has been effective. They have assisted the governors with setting challenging targets for the headteacher. In the past, the local authority has also asked the headteacher to support another school to improve standards.
- Arrangements for safeguarding meet statutory requirements. Any concerns are rigorously followed up and dealt with appropriately. Child protection arrangements are very effective.
- **The governance of the school:**
  - The highly effective and active governing body ensures that every aspect of school life is rigorously monitored. Governors visit the school regularly. They take responsibility for various roles and, as such, develop a high level of expertise so they are able to hold the school to account. Governors have very strong skills in management, finance and education.
  - Governors are very well aware of how the school does when compared to other schools. They know the importance of spending additional funding such as for the pupil premium and sports funding to ensure the best impact on pupils' learning.
  - Governors have a clear understanding of the quality of teaching and how teachers' performance can have an impact on pupils' achievement. They use a range of strategies to encourage highly effective

staff to stay at the school. Decisions about pay are closely aligned to teacher performance. Governors, together with the senior leaders, achieve their aim of ensuring that teaching is typically outstanding. However, governors also know the procedures to follow should they need to tackle any teacher underperformance.

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

### **Behaviour**

- The behaviour of pupils is outstanding.
- All staff and pupils say that their school operates as a harmonious community. There are clear and agreed class and school rules which all pupils understand.
- There are very few incidents of inappropriate behaviour. Leaders carefully record any incidences of inappropriate behaviour and analyse them to see if any additional help is required for that pupil. Any pupil who is experiencing problems receive the right care and support to enable them to improve. There are excellent links with parents.
- Attendance is well above the national average because the school is so careful at checking any absence and lateness. Parents report that their children are keen to come to school every day and, if they are ill, are often sad that they cannot attend.
- In classes, pupils have excellent attitudes to their learning. They know and understand the requirements of teachers and follow their instructions. Work in pupils' books is neat and well presented.
- Around the school buildings and at play time, pupils socialise very well together. They behave sensibly in the lunch hall.
- Pupils, parents and staff all consider that behaviour at the school is outstanding.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- The school site is very secure and procedures for entry into the school buildings are very robust. There are rigorous risk assessments for trips and visits.
- Pupils are all given careful guidance on how to stay safe when using the internet. They know not to reveal their personal details to strangers.
- Pupils are taught to stay safe when using public transport and when walking to and from school. All pupils said that they felt safe at school. They are confident that any concerns will be immediately dealt with.
- Pupils are adamant that there are no issues regarding bullying at the school. They know about the different kinds of bullying such as homophobic or racist bullying.
- Some pupils said how much they like the class worry boxes where they can anonymously write about a concern they have. They said that teachers always responded to these concerns and discussions held in class were fundamental to sorting out minor concerns.

## **The quality of teaching** is outstanding

- The impact of teaching over time has been outstanding pupils' progress.
- Regular training enables teachers to have a thorough knowledge of their subjects.
- Teachers encourage pupils to think carefully about subjects to really deepen their understanding. An example of this was where pupils in Key Stage 2 considered whether their personalities were the result of nature or nurture. They had written very thoughtful comments about whether or not they were like their parents.
- Teachers have an exceptional understanding of how each pupil is doing and plan carefully to ensure that each pupil makes maximum progress. As one pupil said, 'Teachers really explain everything to you in a good way, there has never been a day at school that I haven't learnt a lot.'
- Pupils read regularly both at home and at school. Teachers encourage pupils to read a wide range of different authors and give them opportunities to talk about which they prefer.
- In writing, outstanding progress is demonstrated in pupils' books over the year. Teachers model a range of different writing styles, which pupils practise both in school and at home. Additionally, teachers assist pupils in producing high-quality descriptive writing. For example, in one class, pupils developed their descriptive language when writing about the bugs they had seen at the Natural History Museum.

- Mathematics is a strength throughout the school. Many pupils reported that they liked finding out the solutions to complex mathematical problems and the relevance of mathematics in everyday life.
- Disabled pupils, those with special educational needs and those who speak English as an additional language are helped to make excellent progress. This is because teaching assistants have been well trained on a daily basis with the class teacher. Staff ensure that each child receives the right support to enable them to make the best progress.
- Pupils are delighted with the way they are taught. As one said, 'Teachers don't mind if you struggle to understand something as long as you try your best; they will keep helping you till you understand it properly.'

### The achievement of pupils

### is outstanding

- From their different starting points, all pupils make very strong progress. For the last three years, they have made significantly better progress than the national average in both English and mathematics. Due to excellent teaching and effective targeted support, by the end of Year 6, pupils attain significantly above the national average.
- A very high number of pupils join the school in year groups other than Reception. For example, in Year 5, nearly a fifth of the pupils entered the school recently. There are similarly high numbers of new pupils in Years 3 and 4. Newly arrived pupils are not only given a warm welcome but receive intensive, and often individual, support to ensure that the gaps in their knowledge are quickly addressed. This enables them to quickly catch up.
- Nearly half the pupils in the school speak English as an additional language. Those who arrive speaking little or no English receive an excellent package of support. For example, they are given regular specialist teaching and appropriate resources such as talking pens. There are strong links with parents who are fully involved in discussions about how to help their children progress. Many staff also speak their languages and so can advise parents about the best approach for each child. Many parents liked the dual language reading schemes. Due to the excellent support they receive, all these pupils make outstanding progress.
- Those pupils who have been at the school from the start make exceptional progress through every year group.
- Disadvantaged pupils, many of whom are new to the school, make the same accelerated progress as other pupils. In 2014, a much higher proportion than the national average made more than expected progress in reading, writing and mathematics. Throughout the school, these pupils make as much, or better, progress as others in their class. For example, they made better progress in reading in Years 1, 3 and 4, in writing in Years 1, 4 and 5, and in mathematics in Years 2 and 6. In 2014, disadvantaged pupils attained similarly to other pupils nationally and were around a term behind other pupils in the school. When compared to other pupils nationally, a similar number of disadvantaged pupils attained the higher Level 5 in reading and mathematics.
- Disabled pupils and those who have special educational needs make strong progress from their starting points. This is because they receive carefully targeted support that meets their exact needs. In some cases, they make better progress than other pupils, for example in Years 2 and 4 in writing, and in Year 6 in mathematics. Parents are very keen to express their delight at the support their child receives, for example, play therapy.
- The most-able pupils at the school do well over time. This is because they have the right level of challenge. Teachers plan effectively for their needs in both lessons and home learning. They achieve above, and sometimes significantly above, the national average in all subjects in both Key Stages 1 and 2.

### The early years provision

### is good

- All pupils who join the Nursery and Reception classes make good progress from their starting points. This is because the teachers and learning support assistants provide a variety of exciting activities. The 'Learning Journeys' of each child show a large range of interesting experiences. Children were very keen to talk about how they had used a torch to find out about the reflection of sparkly materials.
- Children, including those who are new to learning English, make good progress. However, it is not yet outstanding because in 2014, by the end of Reception, children achieved a level of development that was a little lower than the national average, particularly in their understanding of numbers and technology.

However, this year, more children are on track to reach a good level of development. They are becoming confident learners, well equipped with the skills needed to succeed in Year 1.

- Teachers and teaching assistants plan a range of stimulating activities that really enhance pupils' social development. This was illustrated when children from the Reception class guided and helped a child from the Nursery class to use a computer program. Because teaching is stimulating, children quickly develop a love of learning. Good-quality phonics teaching (the sounds that letters make) enables children to make good progress in reading and writing.
- Parents feel very involved in their children's learning and praise the way that teachers keep them regularly updated about their child's progress.
- There is a strong emphasis on keeping children safe and children are taught to use the range of outside equipment sensibly. Behaviour is good and children listen carefully to the teacher.
- Children's spiritual, moral, social and cultural development is strong. They enjoyed learning how to dance to traditional Chinese music using umbrellas and a traditional Chinese dragon.
- There is strong leadership in the early years provision. The inside and outside areas are well organised. Leadership has ensured that all staff know how each child is developing. They regularly check children's progress and plan lessons that meet their needs.

## 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>	102976
<b>Local authority</b>	Sutton
<b>Inspection number</b>	448720

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>	528
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Russell
<b>Headteacher</b>	Danielle Scrase
<b>Date of previous school inspection</b>	11 March 2010
<b>Telephone number</b>	020 8642 0144
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