

Manor Primary School

Richardson Road, London E15 3BA

Inspection dates

11–12 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher's strong and determined leadership, well supported by a team of skilled senior leaders, has improved the quality of teaching and pupils' outcomes. All aspects of the school's work have improved since the previous inspection.
- Teachers know their pupils very well. They use assessment information accurately to ensure that, throughout the school, pupils make good progress in reading, writing and mathematics.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make strong progress. Additional funding is spent wisely to ensure that these pupils receive good-quality support.
- Children in the early years make good progress, particularly in reading, writing and mathematics. Teachers make learning fun and children enjoy the well-resourced, stimulating classrooms and outdoor areas.
- The effectiveness of governance has improved. Governors hold leaders to account for the progress that pupils make. Governors' visits to the school are sharply focused to monitor leaders' actions to improve the quality of teaching and learning continually.
- Classrooms are calm and purposeful places for pupils to learn. Pupils' behaviour is consistently good throughout the school. Pupils display positive learning attitudes and respond well to teachers' explanations and instructions.
- Pupils enjoy a broad curriculum. Music and art are particular strengths of the school's provision and specialist teachers ensure that pupils achieve well in these subjects.
- Middle leaders understand the school's strengths and priorities well. However, the work of middle leaders is not yet fully effective in monitoring the quality of teaching and learning in their aspects of the school's work.
- The school's new strategies for teaching reading and writing are effective but now need to be fully embedded throughout the school.
- Pupils' writing has improved. There are many opportunities for pupils to write for a purpose, based on high-quality texts. However, pupils' use of punctuation and grammar when they write independently and at greater length is not consistently good.
- Sometimes, teachers' expectations of what the most able pupils can achieve, particularly in writing, are not consistently high.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - all teachers share the same very high expectations of what the most able pupils can achieve, so that a greater proportion make accelerated progress to achieve the 'working at greater depth' standard in writing
 - pupils use and apply punctuation and grammar skills consistently when they are writing independently and at greater length.
- Further improve the impact of middle leaders by ensuring that:
 - they are fully effective at monitoring the quality of teaching and learning in their subjects and aspects of the school's work
 - the new strategies used to improve pupils' reading and writing are fully embedded throughout the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has worked with determination since the previous inspection to improve standards throughout the school. Together with a strong and skilled senior leadership team, she has been successful in improving the quality of teaching and pupils' outcomes.
- Governors and senior leaders have successfully raised teachers' expectations of what pupils can achieve. Leaders acted swiftly to address the weaknesses identified at the previous inspection and have eradicated weak teaching. Senior leaders work effectively as a team and have a strong understanding of the school's strengths and priorities for improvement.
- Leaders continually reflect on what is working well in the school. They have overhauled the curriculum in English and mathematics and, over the past two years, have introduced school-wide initiatives to improve the quality of teaching in these subjects. These actions have been successful, particularly in improving pupils' use of phonics in key stage 1, and in raising standards in mathematics throughout the school. However, leaders acknowledge that these new strategies to improve pupils' reading and writing now need to be fully embedded throughout the school.
- Leaders have developed robust systems to monitor the quality of teaching. Leaders and teachers routinely discuss what works well in class and what could be even better.
- Support for teachers is strong. Leaders make good use of a range of professional development opportunities to continually improve the quality of teaching. For example, leaders model good practice, team teach with colleagues and provide bespoke advice and support to improve teaching strategies in each year group. Training is used well, including work with other schools, to share good practice and refine teaching approaches.
- The curriculum is broad and balanced. Pupils enjoy a wide range of activities in all subjects. The strong focus on building learning around high-quality children's texts is having a positive impact on pupils' reading and writing, as well as their enjoyment of learning. Work in pupils' topic books and on displays around the school shows that pupils have many opportunities to develop their history, geography and science skills.
- Teachers and pupils are right to be proud of their achievements in art and music. The school environment promotes the creative arts extremely well. Pupils' artwork on display is of very good quality. Singing, as well as other aspects of music, is taught very effectively. Specialist teachers provide pupils with expert knowledge and skills and inspire them to achieve highly in these subjects.
- Leaders make sure that pupils have a wide range of opportunities to develop their skills outside of the classroom. Enrichment activities enhance the school's curriculum very well. Pupils speak positively about the after-school sports and arts activities and the many educational visits that teachers plan for them. The outdoor environment is used well by pupils. They enjoy planting in the garden and allotment, for example, and make good use of the sports facilities available.
- Leaders ensure that the primary sports funding is well used. Additional swimming

sessions for pupils and an increased range of after-school sports sessions, such as tennis, basketball, boxing and fencing, all help to improve pupils' physical health and enjoyment of sports. Leaders invest in high-quality playground resources for pupils to use at lunchtimes. The school sports partnership with a local secondary school has effectively increased pupils' involvement in competitive sports.

- Pupils who have special educational needs and/or disabilities are well supported in lessons and through additional intervention sessions. The inclusion manager works effectively with teachers, other leaders and external agencies to meet pupils' needs. The special educational needs funding is used effectively to ensure that these pupils achieve well and make good progress in their academic and personal development.
- The pupil premium funding is spent wisely, and governors make sure that the funding is having an impact on pupils' outcomes. The use of small-group teaching, support for pupils' social and emotional development and additional enrichment activities are all having an impact on pupils' outcomes. Assessment information shows that any differences between the attainment of disadvantaged pupils and others are diminishing. The use of the funding to support pupils' reading and writing skills in key stage 1 has been effective. For example, all disadvantaged pupils achieved the expected standard in the phonics screening check.
- The local authority has supported the school effectively since the previous inspection. The school has worked closely with a national leader of education, for example, to support the improvements to teaching, learning and assessment. This collaborative approach has had a positive impact on improving pupils' outcomes.
- The school's positive ethos, centred on the 'Manor Values', enables pupils to learn the importance of respecting each other's differences. The promotion of pupils' spiritual, moral, social and cultural development is taken very seriously by leaders. Displays around the school capture the many ways in which pupils learn about the world around them, consider local and national issues and develop their understanding of life in modern Britain.
- Parents who spoke with inspectors were keen to share their satisfaction with the school. As one parent said, 'All staff are approachable and my children are very happy.' Parents are particularly pleased with the support provided to individual pupils, including those who have special educational needs and/or disabilities.
- Middle leaders share the headteacher's vision for and commitment to all pupils' high achievement. These leaders are keen and have a good understanding of the school's strengths and what is needed to improve standards further still. However, some aspects of their work are not fully developed, particularly in monitoring the quality of teaching and learning in their subjects and areas of responsibility.

Governance of the school

- Since the previous inspection, the governing body has been strengthened. New governors, including the chair of governors, bring skills and expertise to ensure that the headteacher and other leaders maintain the good standard of education in the school. Governors hold the headteacher to account for the progress that pupils make. Governors ensure that performance management procedures are thorough and robust.

- Governors visit the school regularly. These visits are purposeful and focused on key aspects of the school’s development plan. Governors meet with leaders, teachers and other staff on these visits to find out for themselves the impact of leaders’ actions on pupils’ outcomes. Governors fulfil their statutory duties effectively.
- The chair of governors ensures that safeguarding procedures are robust. Governors work effectively in teams to gain an insight into key aspects of the school’s work. At governing body meetings, governors share the findings of their visits and check that the actions set for leaders have been achieved.
- Records of governing body meetings show that governors hold leaders to account more effectively than in the past. Governors do not simply accept information they are given: they ask questions, challenge leaders and request greater detail where necessary. This closer scrutiny has improved the effectiveness of leadership and management and governors now have a clear role in the strategic direction of the school.

Safeguarding

- The arrangements for safeguarding are effective. The culture of safeguarding is thoroughly embedded throughout the school. Leaders make sure that all staff understand their responsibilities in keeping children safe. Staff training is up to date and relates to the most recent legislation.
- Leaders work closely with parents to promote pupils’ safety both at home and in school. For example, staff hold sessions for parents related to internet safety and the use of filters on home computers.
- Leaders and other staff know pupils and families very well. Leaders take the school’s context into account in relation to all safeguarding matters so that, for example, training is meaningful and relevant to the school’s community. In this way, leaders ensure that staff have an accurate understanding of the potential risks locally, and can support parents and families appropriately.
- Governors ensure that the checks made on staff to ensure their suitability are completed accurately and meet requirements.
- The curriculum incorporates good opportunities for pupils to learn how to keep themselves safe. Pupils who spoke with inspectors demonstrated a secure understanding of online safety, for example, and know not to share their personal information with others. Pupils are confident to speak with staff to report any concerns that they may have.

Quality of teaching, learning and assessment

Good

- Senior leaders have successfully improved the quality of teaching since the previous inspection. Despite some staff turbulence, leaders have ensured that good-quality teaching enables pupils to make strong progress, especially in reading, writing and mathematics.
- Mathematics is taught very well throughout the school. The mathematics leader has worked effectively to improve pupils’ learning in her subject. She has been successful,

as shown by the marked improvement in the proportion of pupils attaining the greater depth standards this year, for example. Greater emphasis on problem-solving and reasoning skills is having an impact. Pupils say that the new approaches to mathematics are helpful. Teachers make very good use of apparatus and resources to enable pupils to practise and visualise a range of mathematical problems. There are many opportunities for pupils to apply their knowledge and understanding of calculation strategies and mathematical concepts.

- Reading is taught well from early years through to Year 6. Reading is well promoted in corridors, classrooms and in shared spaces. Pupils demonstrate a love of reading and talk excitedly about their books. Teachers use high-quality texts that inspire pupils to read and write. Pupils in key stage 1 make good progress in reading, especially in Year 1.
- The school's work to improve the teaching of phonics has had a positive impact. The teaching of phonics is systematic and small-group sessions ensure that all pupils learn to read and use sounds accurately. The flexible approach to grouping pupils, alongside leaders' monitoring of pupils' progress, is now leading to better outcomes, particularly in the Year 1 phonics screening check.
- Throughout the school, it is clear to see the impact of leaders' actions to improve pupils' writing. The revised English curriculum provides plentiful opportunities for pupils to understand how to write for different audiences and to develop their writing style. Work on display and in pupils' books shows that pupils make good progress in their writing overall. However, pupils' correct use of punctuation and grammar is not consistently good when they are working independently and writing at greater length, which holds back some pupils from making even better progress.
- Teachers know their pupils well. They assess pupils' work accurately and use assessment information to plan activities that meet pupils' needs. In lessons, pupils are given work that extends their learning, and teachers build in challenges effectively, for example through careful questioning. Although teachers have improved the quality of challenge for pupils, including for the most able pupils, not all teachers share the same very high expectations of what these pupils can achieve in writing.
- Teachers work very well with support staff to ensure that pupils who have special educational needs and/or disabilities achieve well. The inclusion manager works closely with support staff and external agencies to ensure that pupils' individual needs are well met.
- Classrooms are purposeful and calm places for pupils to learn together. Throughout the school, there is a clear focus on learning. Displays in classrooms provide pupils with helpful explanations, models and examples to support their literacy and numeracy skills. Resources are used thoughtfully by teachers so that pupils have what they need to make good progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils speak positively about how all adults in the school care for them. Leaders have created a culture where pupils' welfare is given high priority. Consequently, the school's ethos is friendly and welcoming. Staff and pupils have positive relationships and pupils are confident to talk about their feelings and share their views and ideas.
- Pupils have good opportunities to learn about the world around them, including different faiths and cultures. Pupils know that racism is wrong and say that it is not tolerated at this school. Pupils show respect for others and respond sensitively and thoughtfully to events in the news. For example, pupils wrote and shared insightful 'messages of hope' following the recent terrorist attacks in their city.
- Leaders make sure that pupils are fully involved in the life of the school, including decision-making. For example, school council members recently joined a governing body meeting, where they prepared a presentation on the improvements to teaching and learning over the past year.
- Pupils develop good citizenship skills and enjoy taking responsibilities. 'Playground pals' work very effectively at lunchtimes to help others play nicely and make new friends. Sports leaders enjoy helping younger children with activities in the playground, and Year 5 pupils produce a monthly newsletter to the school community to celebrate the wide range of activities, events and achievements in school.
- Pupils designed the school's 'anti-bullying charter', which is well understood throughout the school. Pupils say that bullying is rare. Records show that any bullying incidents are dealt with effectively by leaders.
- Pupils enjoy coming to school. They are keen to talk about their learning and are proud of their achievements. Leaders promote pupils' successes very effectively. All areas of the school are used well to showcase pupils' learning across the curriculum.
- Leaders ensure that the small number of pupils who receive some of their education at alternative settings are safe, make good progress and attend well. The school works in partnership effectively with these settings.

Behaviour

- The behaviour of pupils is good. Pupils say that behaviour has improved significantly since the previous inspection. In classrooms and around the building, pupils behave well. They follow teachers' instructions readily and settle down to learning quickly.
- Pupils work well together. During lessons, group activities are purposeful because adults model effective conversations and promote good teamwork skills among pupils. Pupils wait their turn and listen to their friends as they share ideas and answers.
- Behaviour in the playground is good. The wide range of activities available and the close supervision by staff ensure that pupils have a good time and play sensibly with others. Pupils enjoy music, dancing and sports activities each lunchtime.
- Pupils take pride in their learning. They want to do well and are keen to impress their teachers. Pupils say that behaviour is usually very good and the parents who spoke with inspectors agree.
- The school's records show that incidents of poor behaviour have decreased over time.

Incidents are dealt with quickly and pupils say that adults deal with any problems effectively. The school's work to support pupils who have social and emotional difficulties is strong. Work with parents and external agencies to support pupils' behaviour is good.

- Pupils' attendance has improved since the previous inspection. Attendance is in line with the national average. Leaders' work with parents of pupils who are persistently absent from school is thorough. Despite persistent absence being higher than average, leaders' efforts have been positive and have improved attendance for some families.
- A higher than average proportion of pupils join the school at different times of the year. New pupils are helped to settle very well, not only by staff but by their peers. As one pupil said, 'We try our best to help the new children make friends and we welcome people who can speak all different languages. It makes our school better.'

Outcomes for pupils

Good

- Pupils make good progress in reading, writing and mathematics as a result of the good quality of teaching that they receive. This has directly improved pupils' outcomes throughout the school.
- From low and sometimes very low starting points on entry to the Nursery, children make strong progress in the early years. High-quality provision for the Nursery and Reception children has improved standards over time, particularly in reading, writing and mathematics. Children make good progress and are well prepared for learning in Year 1.
- Pupils continue to make good progress in Year 1, reflecting teaching that is consistently strong. All groups of pupils achieve well. Standards in phonics have improved significantly and the proportion of pupils achieving the expected standard this year is high. All disadvantaged pupils achieved the expected standard.
- Although the proportion of pupils who achieved the expected standard by the end of Year 2 was lower than average in 2016, these pupils made good progress from their low starting points in reading, writing and mathematics. Pupils currently in Year 3 are making good progress and leaders' actions to target individual pupils are having a positive impact, with some pupils making accelerated rates of progress.
- Leaders acted swiftly to understand and address the reasons for the disappointing key stage 2 results in 2016. This year, pupils' attainment has improved significantly. The proportion of pupils attaining the expected standards in reading, writing and mathematics is high. It is higher than average in mathematics and reading.
- Throughout key stage 2, pupils make good progress. A high proportion of pupils, particularly those in Year 5 and Year 6, make accelerated progress.
- Disadvantaged pupils make good progress, in line with their peers. Small-group sessions and additional teaching support help these pupils to make strong progress in reading, writing and mathematics.
- Pupils who have special educational needs and/or disabilities also achieve well. Leaders work closely with support staff and teachers to ensure that these pupils are appropriately challenged to achieve their personal targets and make good progress.

- The most able pupils, including the most able disadvantaged pupils, make generally good progress and the work in pupils' books shows that these pupils have a range of opportunities to extend their skills, knowledge and understanding, especially in mathematics. However, the proportion of pupils attaining the greater depth standard in writing is lower than average.
- Leaders acknowledge that teachers' expectations of what the most able pupils can achieve are sometimes inconsistent. Leaders are aware that the systems in place to improve pupils' reading and writing need to be fully embedded throughout the school so that the most able pupils make accelerated rates of progress and a higher proportion achieve the greater depth standards.
- Pupils achieve well across the curriculum. For example, during the inspection, Year 5 pupils performed a collaborative song exceptionally well, showing excellent understanding of tempo and rhythm. Pupils use subject-specific vocabulary very well in lessons, for instance in music, science, history and geography.

Early years provision

Good

- The majority of children join the Nursery and Reception classes with skills that are well below those typical for their age, particularly in communication, language and literacy. Teachers quickly establish children's starting points and create opportunities for them to develop their skills across all areas of learning.
- Leadership of the early years is strong. The early years leader ensures that teachers and other staff work well together to assess children's achievements accurately and plan the next steps in children's learning.
- The quality of teaching is good. Teachers make the indoor and outdoor environments exciting and inviting. Resources are well used and children have easy access to their choice of toys and equipment. Phonics teaching is effective and the strategies to promote and extend children's reading and writing skills are well embedded.
- Writing is very well promoted throughout the early years. Leaders look at each cohort carefully and ensure that activities are well matched to children's interests and needs. Last year, boys did not achieve as well as girls in Reception. Leaders have worked effectively to make alterations to the curriculum and learning environment to engage boys in their learning. Inspectors saw boys achieving well and enjoying a range of activities, including reading and writing.
- Work in children's 'memory books' and writing books demonstrates the very good progress that children make in this area of learning. The proportion of children that achieved the expected standard in reading, writing and mathematics by the end of Reception this year has improved. Children are well prepared for learning in Year 1.
- The proportion of children achieving a good level of development has improved further this year but remains below the national average. This year, several children started school much later than usual. A higher than average proportion have special educational needs and/or disabilities, particularly in relation to their personal, social and emotional development. Teachers have worked effectively to ensure that these children settle well and make strong progress.
- Children have great fun in the outdoor area because adults respond to their needs and

interests. Children's physical development is well promoted. For example, a group of children worked enthusiastically with the sports coach to refine their skills in tag races and team games.

- Children's language and communication skills are well promoted. Adults extend children's spoken language effectively and provide children with time to think about and answer questions. Adults make the most of all opportunities for children to talk, listen and respond, for example as they recall the key parts of a special story.
- Behaviour is good. Children play together harmoniously and develop strong social skills. Children are kind and caring to others and respond quickly and sensibly to their teacher's instructions.
- Parents contribute to their children's learning. For example, they complete 'wow' moments that capture children's achievements at home. This shared approach promotes good continuity in children's learning and development. Leaders ensure that there are many opportunities to come into school to find out for themselves how well their children learn.

School details

Unique reference number	102729
Local authority	Newham
Inspection number	10031701

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair	Bronwen Stuckey
Headteacher	Kate McGee
Telephone number	020 8534 2238
Website	www.manor.newham.sch.uk
Email address	info@manor.newham.sch.uk
Date of previous inspection	26–27 March 2015

Information about this school

- Manor is larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils who speak English as an additional language is much higher than the national average; so, too, is the proportion of children from minority ethnic groups.
- The proportion of pupils who have special educational needs and/or disabilities is average, although the number of pupils with an education, health and care plan is low.
- The school experiences high pupil mobility. A larger-than-average proportion of pupils join or leave the school at different times through the year.
- A small number of pupils receive some of their education at Eleanor Smith School, as well as at this school.
- The school has received support from a national leader of education.
- At the time of this inspection, Year 6 pupils were away from school on a residential

trip.

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's floor standards, which set the minimum expectations for pupils' achievement in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors visited lessons in all year groups, other than Year 6. Inspectors were joined by senior leaders on some of these visits to lessons. The lead inspector observed part of the key stage 1 sports day event.
- Inspectors scrutinised pupils' writing, mathematics and topic books during lesson visits and in a separate session alongside the deputy headteachers. Two inspectors also conducted an in-depth work scrutiny to evaluate the progress of Year 6 pupils. Inspectors looked at work on display in all parts of the school.
- Meetings were held with the headteacher, senior and middle leaders. The lead inspector also met with the national leader of education who has supported the school. He held a telephone conversation with the local authority representative and met formally with a group of governors, including the chair and vice-chair of governors.
- Inspectors spoke with parents at the start of the inspection. There were too few responses to Ofsted's online survey, Parent View, although inspectors considered the free-text comments that were submitted online. Inspectors evaluated the most recent school survey of parents' views.
- The staff and pupil surveys were not completed. Inspectors considered the most recent school survey of pupils' views, and spoke with staff and pupils throughout the inspection. The lead inspector met formally with a group of pupils to hear their views.
- A group of pupils accompanied an inspector on a tour of the school to discuss their learning and their views on the school. Inspectors also heard pupils in Year 2 and Year 5 reading.
- School documentation was scrutinised by inspectors, including information related to safeguarding, the single central record and the school's information on pupils' progress and the quality of teaching. Records of governing body meetings and the school's improvement plans were also evaluated.

Inspection team

Gary Rawlings, lead inspector	Ofsted Inspector
Joy Barter	Ofsted Inspector
Sean Flood	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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