



Manor Park Primary School

Inspection Report

Unique Reference Number 102976
LEA Sutton LEA
Inspection number 276800
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Christopher Gray AI

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

Type of school	Primary	School address	Greyhound Road
School category	Community		Sutton
Age range of pupils	3 to 11		SM1 4AW
Gender of pupils	Mixed	Telephone number	020 8642 0144
Number on roll	373	Fax number	020 8643 1673
Appropriate authority	The governing body	Chair of governors	Mr Barry Russell
Date of previous inspection	18 February 2004	Headteacher	Mr Paul Kennaugh (Acting)

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is bigger than most primary schools. The percentage of pupils from minority ethnic backgrounds is higher than in most schools, as is the number who speak English as an additional language. However, only a small number are at the early stages of learning English. Many pupils come from socio-economic disadvantaged backgrounds. The proportion of pupils entitled to a free school meal is higher than in most schools. The proportion of pupils with learning difficulties and statements of special educational need is average. Children's attainment on entry to school is below what is expected. The school was found to have serious weaknesses in February 2004. Twelve months later the school experienced some turbulence in senior management. This was followed by the appointment of an interim headteacher for the summer term, 2005, and the current acting headteacher from September. Both these leaders have brought about much-needed change in the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement in mathematics and science. There has been satisfactory improvement in the serious weaknesses noted in the last inspection. Much of this has been due to recent good progress in improving the quality of leadership and management, and of teaching and learning. The school now has the capacity to bring about further improvements. The school's own self-evaluation is broadly accurate, except that the inspection team disagrees with its view that its overall effectiveness is satisfactory, because pupils' achievement in mathematics and science is inadequate. The school's new leadership has quickly and correctly identified many areas that need urgent development. The first goal of securing consistent expectations of good behaviour has been achieved. Pupils' behaviour is good and their attitudes to learning are now positive. Through careful monitoring and support, the quality of teaching and learning has improved and is now satisfactory. However, teachers are not consistent in the use of the school's new assessment procedures and, in their marking they do not clearly tell pupils what they need to do to improve. Because of the school's concerted efforts, attainment is rising. This has been most successful in English, where standards are now in line with the national average. It is clear that standards are also rising in mathematics, but not in science, which is part of this year's focus. However, attainment in both mathematics and science is not yet high enough. Provision in the Foundation Stage is satisfactory. Children make steady progress towards the goals expected of them but, by the time they enter Year 1, standards are below those expected.

What the school should do to improve further

* Continue to improve pupils' progress in mathematics and science* Complete the work to develop teachers' use of assessment data and marking of pupils' work in helping pupils know where to improve.

Achievement and standards

Grade: 4

Pupils' achievement is currently inadequate because they are not reaching sufficiently high standards in mathematics and science. In these subjects, the progress of the pupils who left in the summer, and of those in the current Year 6, is less than could have been expected, given the standards they reached at the end of Year 2. This was also true of English until last school year, but the improvements to teaching and learning introduced by the new management have borne fruit. The results of the 2005 national tests showed a marked rising trend in English and mathematics, but not in science. In English, pupils achieved satisfactorily and their results were in line with the

national average. However, results in mathematics and science were below average and pupils did not make enough progress. Children in the Foundation Stage make satisfactory progress. The school has just begun to set challenging targets for pupils and has introduced new systems of tracking and support to identify and rectify underachievement. The school expects that many of its pupils will reach these targets, though it is too early to see much of the impact of this work. There are no marked differences in the achievement of pupils from any different group.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. The school is calm and orderly. Pupils are punctual and keen to start lessons each morning. Attendance rates are satisfactory but are reduced by some parents taking their children on holiday during term time. Children in the Foundation Stage make good progress in their personal development. Behaviour in lessons and pupils' attitudes to work are good throughout the school. Pupils are justifiably proud of the effective steps they have taken to reduce bullying and racist name calling to very low levels. Older pupils develop good levels of self-confidence, team working and computer skills which prepare them well for secondary school. However, their more limited progress in numeracy lessens the effect of this. Pupils readily accept responsibilities through jobs such as helping in the library and encouraging others to take part in healthy exercise during break times. They have a good awareness of which foods are nutritious and of diets which lead to health problems. The role of the well established school council is taken seriously and pupils welcome the voice that this gives. Pupils' spiritual, moral and social development is satisfactory. Pupils generally co-operate well in lessons and develop a good sense of right and wrong. Pupils' cultural awareness is not as strong but is improving through the high profile given in music, visitors to school and twinning with a school in Sri Lanka.

Quality of provision

Teaching and learning

Grade: 3

In the past, weaknesses in teaching and learning contributed to pupils' underachievement. Recent effective leadership, monitoring and support have improved teaching, so that pupils in most lessons are now making satisfactory progress. Teachers manage pupils' behaviour consistently well, which leads to pupils' involvement in and enjoyment of lessons. Teachers have a consistent approach to planning so that they are clear about what they want pupils to learn. They explain this clearly at the start of lessons so that pupils are becoming used to evaluating their own learning. Lessons are therefore sharply focused and productive. Teachers are aware of the need to match tasks to pupils' prior learning and in most cases they do this but, because of the newness of the school's systems of assessment, some teachers do not use the information they have, especially in mathematics, to provide real challenge for all

pupils. Assessment in science has not yet been set up, so teachers have no clear information about pupils' past learning. The school has introduced a new marking policy, but teachers do not yet use it consistently well in showing pupils how they can make their work better.

Curriculum and other activities

Grade: 3

Because of recent improvements, the curriculum is now organised clearly, with detailed guidance to all staff as to what should be taught in each subject. This is supporting pupils' satisfactory development of skills, knowledge and understanding. The new information and communications technology (ICT) suite enables pupils to develop and practise effective computer skills, successfully addressing a key weakness of the last inspection. Pupils with learning difficulties and disabilities, or at an early stage of learning English are fully included. The curriculum in the Foundation Stage is sound. Staff work together to provide exciting and stimulating activities. There is a good range of extra-curricular activities which contribute well to pupils' personal development. This is seen in the opportunities they have to work together during sporting activities, and as they learn to sing as a choir.

Care, guidance and support

Grade: 3

Child protection and health and safety procedures are robust. Consequently, pupils who are at risk are supported well and pupils feel safe. Good links with external agencies offer good support for vulnerable pupils and those with learning difficulties. Recent development of the curriculum for personal, social and health education is starting to pay dividends. In one lesson the class discussed the strategies pupils could use if they were being bullied. One girl said, 'We could act as good role models ourselves by asking the bully to stop, ignoring them or going to an adult for help.' Children in the Foundation Stage receive good support to develop their social skills. Although improved, more work needs to be done to help pupils understand their progress and know where to focus their improvement. The regular targets set in English and mathematics are not always at the forefront of pupils' minds in lessons nor consistently used by teachers.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. High quality leadership, provided by the interim and current headteachers and supported by the subject managers and the local authority, has been in place for two terms. Through careful and accurate self-evaluation, which included parents' views, they have identified many aspects in the school that require improvement. The plan to achieve this is comprehensive and has already brought about significant improvements in some areas. However, some of the recent initiatives, in mathematics, for example, have not yet had sufficient time to make a great difference to pupils' achievement. Parents commented on the

improvements they have noticed and expressed confidence in the new management. The role of coordinators has been effectively developed, so that they are confident when monitoring teaching and learning in their subject. Their work is now satisfactory. They have accurately identified the areas that need developing, although plans to tackle these weaknesses are in the early stages. Governance is satisfactory. Because of the efforts of the new headteacher, the governors have increased their involvement in the work of the school and ask challenging questions to help the school improve further. The school has the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school recently. We enjoyed seeing your work and meeting so many of you. The school council and other groups who came to talk to us were very polite and helpful.

You get on well with each other and with the adults and you told us that you are confident of real help if you should have any problems. You behave well and many of you spoke to us clearly about how you are trying to lead healthy lifestyles. You have a range of clubs to belong to after school and these are very well attended and help you in taking your interests further. You and your parents have noticed many changes for the better in your school during this year. Your new headteacher and his staff have worked hard to overcome the problems described at the last inspection. As a result, you are starting to make better progress. The work you are doing in the ICT suite is a good example of this. However, there are still important areas to be improved. Many of you still have a lot of catching up to do in mathematics and science. Inspectors have given the school a Notice of Improvement, which shows what these areas are. They are as follows:

* Some of the tasks that teachers give you are not always set at the right level for you. Teachers are already working on the process of tracking your learning and we have asked them to use this information to give you work at your own level. You can help by telling your teacher, politely, if you find the work too hard or too easy* We have asked teachers to give you more help, when they mark your work, on how you can make it better. You can do your bit by making sure you follow their advice in your next piece of work.