

Prospects Learning Services Ltd
132-138 High Street
Bromley
Kent
BR1 1EZ

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 020 8313 7760
Direct F 020 8464 3393



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Miss Kate McGee
The Headteacher
Manor Primary School
Richardson Road
London
E15 3BA

Dear Miss McGee

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 11 December 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils, staff, governors and the local authority representative who met with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in November 2006, the school was asked to improve pupils' achievement in English and mathematics, especially that of the most able pupils, and raise standards in reading Year 2; make better use of assessment and marking to plan work that meets the needs of different pupils; monitor teaching more effectively, increasing the involvement of subject co-ordinators and governors; and plan more effectively for school improvement.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing each of the issues for improvement and in raising the pupils' achievement.

Concerted efforts to raise standards in English and mathematics resulted in a marked improvement in the school's performance in the national tests for pupils in Years 2 and 6 in 2007. Of particular note was the significant improvement in reading in Year 2. These improvements are due to a number of factors, including more good teaching, better systems to assess pupils' work and track their progress and a sharper understanding of the school's effectiveness amongst senior staff. Whilst pupils' achievement is satisfactory, as it was in the last report, it is rising because most pupils now make good progress in lessons. By the end of Year 6, standards in English and mathematics are just below average. The proportion of pupils reaching

the higher Level 5 is increasing steadily, although the school recognises, rightly, that there is still more to do to ensure that this trend continues.

Improvements to assessment systems are central to the rising standards. Tests and other assessments are analysed carefully and the results are used well to determine what needs to improve. For example, new systems to teach letter sounds and shapes to pupils in the early stages of learning to read are contributing to the rising standards in Key Stage 1. In addition, staff are now much better at determining the precise levels at which pupils are working, and improved marking means that pupils are increasingly given this detailed information, particularly about their writing. The school has rightly identified that there are variations in this approach and is working to achieve greater consistency. Plans are also in hand to increase pupils' understanding of their learning in mathematics. Detailed information about pupils' progress is now more plentiful, and better understood, and teachers use this information well to plan for the widely differing needs in each class. Those needing extra help get it, while more able pupils are usually given the harder work of which they are capable. As one pupil said, 'This school makes you think hard!'

There are good systems, involving senior leaders and subject co-ordinators, to monitor teaching and learning. Governors receive good information about teaching and pupils' performance and have established sound arrangements to visit the school to observe aspects of its work. They are better equipped to ask challenging questions of the senior leaders and are exploring ways of increasing this involvement. As a result of improved monitoring, senior staff have an accurate view of the quality of teaching and where improvement is needed. Together with their improved knowledge of pupils' progress, they use this information well to hold teachers to account, increase the amount of good teaching and plan the school's future direction. These intentions are recorded on the improved school development plan, which outlines clearly how and when success will be measured, what resources are available and who will lead the developments. Subject leaders play a key role and there are suitable opportunities for the contribution of governors and for pupils through their school council.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Keith Williams
Additional Inspector