

Lee Manor School

Leahurst Road, Lewisham, London, SE13 5LS

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school's outstanding improvement since the last inspection is due to the exceptionally skilled executive headteacher, the very effective senior leadership team and to high quality teaching. Consequently, pupils now achieve significantly above average standards in both English and mathematics.
- In reading and mathematics in particular, pupils' attainment at the end of Year 6 is much higher than that found in most schools nationally. This shows significant progress from their starting points when joining the school.
- Much of the teaching over time is outstanding in all key stages and in most subjects. Teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers have high expectations of all pupils. They use imaginative and innovative methods, which capture pupils' interests and enthusiasm. As a result all pupils make excellent progress and their achievement is outstanding.
- Rigorous systems to check the quality of teaching by the senior leadership team mean that all teachers know what they do well and what needs improving to ensure that all pupils' needs are fully met.
- Leaders, governors and staff have secured excellence in nearly every aspect of the school's work since the previous inspection, including teaching and achievement.
- Pupils' behaviour is excellent. They are polite, caring, courteous and show great respect for all members of the school community. Pupils say they feel very safe and are very well cared for.
- The school's curriculum and very caring environment promote pupils' excellent spiritual, moral, social and cultural development.

Information about this inspection

- Inspectors observed parts of 31 lessons. All lesson observations were carried out jointly with the associate headteacher or with a member of the senior leadership team.
- Inspectors evaluated pupils' work and talked to them about their learning.
- Inspectors held discussions with parents and carers, staff, members of the middle and senior leadership teams, the vice chair and two members of the governing body, and with a representative of the local authority.
- Inspectors analysed a range of documents, including the school's self-evaluation, development plan, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body and records of behaviour and incidents. They also looked at the school's website and 'data dashboard' and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- Inspectors took account of 144 responses to the online Parent View survey, the views expressed by parents and carers to the inspection service provider and the school's records of parents' and carers' views. They reviewed the responses to staff questionnaires.

Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Stephanie Rogers

Additional Inspector

Lynda Welham

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. It is a two-form entry school with two classes in each year group from Reception to Year 6 except in Year 3, which has three classes.
- It is a growing school. In 2010 the school welcomed a bulge class of 30 Reception children. This group is now working its way through the school.
- The Early Years Foundation Stage children are taught in a separate Nursery unit and a double Reception class.
- A new leadership team was appointed in September 2011 and the school entered into partnership with the two neighbouring schools. Each school has its own associate headteacher and there is an executive headteacher for the three schools.
- Pupils come from a wide range of ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is above average with an increasing number at an early stage of learning English in the Early Years Foundation Stage and Years 1 and 2.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked-after children and children from service families) is average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement in writing further to match the high levels attained in reading and mathematics.

Inspection judgements

The achievement of pupils is outstanding

- The achievement of all groups of pupils is outstanding and has improved significantly since the previous inspection. The proportions of pupils including more able pupils making and exceeding expected progress by the end of Year 6 are high, compared with national figures. By the time pupils leave, they are exceptionally well prepared for their time in secondary school.
- Children join the school with skills and knowledge that are similar to those expected nationally for their age. They make good progress in Nursery, especially in their personal and social development. They continue to make good progress in Reception classes, particularly in developing their early reading, writing and mathematical skills. Almost all pupils start Year 1 with knowledge and understanding that are at higher levels than those usually found for their age.
- By the end of Key Stage 1 pupils' attainment is significantly above average in reading and above average in writing and mathematics. Teachers make sure that pupils build well on this good foundation.
- By the end of Key Stage 2 pupils' attainment is significantly above average in both English and mathematics, although pupils achieve higher levels in reading and mathematics than they do in writing.
- The school's internal assessments show that pupils are now making outstanding progress in English and mathematics throughout both key stages.
- The achievement of disabled pupils and those with special educational needs is outstanding, as is the achievement of those who speak English as an additional language (including those at an early stage of learning English), more able pupils and those from different ethnic backgrounds. This is because these groups are very well supported and appropriately challenged.
- Statutory assessment records for 2012 showed that all groups of pupils who benefit from the pupil premium attained as well as their peers in the school in English and were less than one term behind in mathematics. Records for the current Year 6 show a similar pattern, and with the gap in attainment in mathematics continuing to narrow. The school uses the designated funds well to support these pupils, including small-group support, special teaching programmes in English and mathematics and a counselling service. The progress of pupils known to be eligible to receive free school meals is similar to that of their peers.
- Pupils enjoy reading. As a result of good and targeted teaching in the Early Years Foundation Stage and Key Stage 1, pupils have a secure understanding of phonics (letters and the sounds they make). In 2012, Year 1 pupils performed above the national average in the phonic screening check and 2013 data show that the proportion achieving the expected standard is much higher than last year.
- The rapid rate of pupils' progress demonstrates the success of the school's inclusive ethos. It makes sure that every pupil gets an equal chance to succeed, while valuing differences in their backgrounds and beliefs.

The quality of teaching is outstanding

- Much of the teaching over time is outstanding in Years 1 to 6 and is never less than consistently good. Teachers have high expectations regarding outcomes and learning behaviours. They plan a range of very interesting and captivating activities, which provide pupils with motivating learning experiences.
- The ethos for learning in the school is very strong. All viewpoints and responses from pupils are valued. Teachers make clear at the start of every lesson what pupils are expected to learn in their work and the high level of challenge set helps pupils to achieve as well as they can. This makes a very significant contribution to the rapid rates of pupils' learning.
- Teachers use a variety of exciting and creative approaches to meet and respond to pupils' different learning needs. For example, in Year 5, pupils were multiplying negative numbers and

could explain their method and thinking. In Year 6, pupils were composing and notating music in response to the sentences they had written using a variety of instruments and demonstrating the emotion of the writing linked to learning about timbre and structural pitch.

- Pupils show high levels of engagement and excitement in their learning. For example, in a Year 6 mathematics lesson pupils were working out the total cost of a recipe. More able pupils were asked to look at the impact of reductions in the cost of ingredients. They worked enthusiastically and quickly found different methods of calculating accurately the impact of the reductions on the total cost.
- Teachers have very good subject knowledge. Planning is thorough and takes into account fully the skills pupils need to learn and develop in all subjects. Teachers ensure there are strong links with pupils' prior learning, and check pupils' learning and progress throughout each lesson. Resources are very well organised and the classroom environment is very conducive to learning.
- Specialist support and teaching for disabled pupils and those with special educational needs are highly effective and enable them to make excellent progress. Teaching assistants show excellent understanding of pupils' needs and support them very effectively.
- Overall the quality of marking and feedback is very good. Teachers give constructive feedback to pupils, which help them in deciding what to do next and how to influence their own learning. Pupils respond to teachers' feedback regularly. All pupils know their targets and next steps in learning.
- In the Early Years Foundation Stage the quality of teaching and learning is never less than good. Staff ensure the right balance of child-initiated and adult-led activities. Children are motivated and challenged and are enthusiastic learners.

The behaviour and safety of pupils are outstanding

- Pupils' engagement in the vast majority of lessons and outside is exemplary. They are enthusiastic and articulate learners, supportive and respectful of each other's views, feelings and abilities.
- Pupils display consistently positive attitudes to learning whether with a teaching assistant, class teacher or in assembly. They take great pride in their school and talk enthusiastically about their learning and achievements.
- Pupils are very well aware of different forms of bullying including e-safety and cyber bullying. There have been a negligible number of incidents of bullying or poor behaviour or serious incidents.
- Pupils told inspectors that instances of bullying of any kind are extremely rare, but the school is quick to act in such circumstances. The school is very effective at tackling any form of discrimination and has successfully reduced the incidence of racial comments over the last three years.
- There has been a rapid decline in the number of fixed-term exclusions.
- The school has a well-established behaviour management policy. When required teachers are highly skilled in behaviour management. Pupils say that behaviour in the school is excellent. Parents' and carers' response in the Parent View is overwhelmingly positive about behaviour in the school.
- The school successfully fosters very good relationships; pupils are courteous, respectful and well-mannered, and display outstanding behaviour throughout the school day. Pupils' enjoyment of the school is reflected in the high rates of attendance, which is above the national average.
- Pupils consistently display a love of learning. They continue with a range of exciting projects at home and during holidays. They are keen to participate in after-school activities.
- Relationships in the school are excellent. All pupils feel safe and secure in the school. They told inspectors that if they have any concerns, they know who to go to. Teachers and other staff deal with them promptly.
- Specialist provision in the 'Place2Be' is extremely successful in offering pupils support for personal and social issues, a fact recognised and valued by pupils and parents and carers. Pupils

can refer themselves for this support.

The leadership and management are outstanding

- The senior leadership team and governors have a clear vision and relentless drive to improve standards. They are very passionate and professional and ensure high levels of achievement across the school. There is a strong collegiate ethos.
- The executive headteacher is exceptionally skilled and has immensely high levels of expectations of staff and other leaders in the school.
- The school has rigorous systems to check on the quality of teaching and learning. Leaders provide clear guidance to teachers and teaching assistants on how to improve the quality of teaching and learning, and raise standards further.
- Middle leaders are a very positive group. They track achievement data rigorously and put interventions in place to address any lack of pupil progress. They accurately check on how well the teachers are performing, which leads to very clear steps for action.
- All teachers and teaching assistants have clear targets for improvement, which are monitored regularly. This has had an exceptional impact on raising the quality of teaching and learning across the school since the last inspection because everyone knows exactly what is required of them.
- Performance management and salary progression are linked closely and effectively to the quality of teaching and learning. The school's strong caring environment has an immense impact on the daily life of the school. It places high value on developing pupils' basic literacy skills, expression of feelings, enjoyment and independent learning.
- The curriculum is outstanding. A policy document 'The world is my classroom' outlines the broad, flexible and modern curriculum. It aims to combine and connect areas by generating innovative approaches, which support pupils' understanding and promotes their autonomy. As a result pupils make significant gains in their spiritual, moral, social and cultural development.
- The school works very well with parents and carers, local community and other schools in the partnership. The school's arrangements for safeguarding are maintained at a very high standard.
- The school has not yet received the new primary school sports funding but it has established a partnership with 'Teachsport' and with other schools in the partnership. It has employed sports coaches as lunchtime sports and play leaders.
- The local authority has worked closely with the school in its drive to secure improvement. This external support has helped confirm and strengthen the school's own evaluations of its performance.
- **The governance of the school:**
 - The governing body has a very clear understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance. Governors are very professional and skilful. They subscribe to the ethos that every child really matters.
 - The governing body shares the high expectations of the senior leadership team and has a visible presence in the school. It provides strong support and challenge to the senior leadership team. It checks closely how the pupil premium funding is used in the school and its impact on pupils' progress.
 - Governors are fully aware of the school's strengths and areas for development. They take the management of teachers' performance seriously and regularly check the performance of staff, and its link to salary and progression. The governing body makes sure that all statutory duties are met and attend training regularly.

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	100693
Local authority	Lewisham
Inspection number	425510

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	490
Appropriate authority	The governing body
Chair	Spyros Elia
Executive Headteacher	Vicki Paterson
Associate Headteacher	Alex Bell
Date of previous school inspection	19–20 September 2011
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