

Manor Community Primary School

Keary Road, Swanscombe, Kent , DA10 0BU

Inspection dates 7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved since the last inspection. From their various starting points, all groups of pupils now make rapid progress overall during their time in the school. Proportions attaining the expected levels and above by the end of Key Stage 2 are now significantly high.
- Teaching has improved since the last inspection and is now typically good with some outstanding teaching. This is because the headteacher and senior leaders have excellent systems for checking the quality of teaching and provide clear guidance to teachers to help them improve their practice.
- The school provides a wealth of opportunities to promote pupils' spiritual, moral, social and cultural development as well as their physical well-being.
- Pupils are proud of their school and have positive attitudes to learning. The school provides a calm, safe, harmonious learning environment because adults consistently manage behaviour well.
- The headteacher, senior leaders and governors are uncompromising in their relentless drive to ensure every pupil in the school achieves their very best. Their ambitious expectations of rates of progress across the school have resulted in rapid improvements.
- Governors are extremely knowledgeable about the work of the school and provide high levels of challenge to ensure improvements are sustained.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to ensure all pupils consistently make rapid progress.
- In the younger classes, learning sometimes slows because introductions to lessons are too long and pupils do not have enough time to practise their skills independently.
- There are not enough opportunities for pupils to use information and communication technology across the curriculum. This hinders the development of skills they will need for the future.

Information about this inspection

- Inspectors observed 25 lessons or part lessons as well as carrying out 'drop ins' across some year groups. Many of these were conducted jointly with senior leaders.
- Inspectors attended assemblies, listened to pupils read, looked carefully at their work in lessons and work they had completed over time in their books. The inspection team observed pupils' behaviour at playtimes and lunchtimes and met with groups of pupils to listen to their views about the school.
- Meetings were held with staff, pupils, members of the governing body and a representative from the local authority.
- Inspectors took account of the views of parents and carers through the 32 responses on 'Parent View' and also through informal meetings on the playground. Inspectors also took account of the 16 questionnaires completed by staff.
- The inspection team reviewed documents relating to attendance, child protection, safeguarding and behaviour, information about pupils' academic performance, the governing body minutes, the school's self-evaluation and development planning, documents relating to checks on the quality of teachers' performance and links to salary progression.

Inspection team

Sue Quirk, Lead inspector	Additional Inspector
Fiona Robinson	Additional Inspector
Jane Richmond	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school which is undergoing a programme of expansion and will become a three-form entry school by September 2014.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than the national average while the proportion of those supported at school action plus or with a statement of special educational needs is similar to the national average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for children looked after by the local authority, those known to be eligible for free school meals and children of service families) is higher than the national average. There are currently no pupils from service families on the roll of the school.
- Approximately one quarter of pupils are from minority ethnic backgrounds and proportions speaking English as an additional language are similar to nationally.
- 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?

- Improve the proportion of consistently outstanding teaching to accelerate rates of progress in the school by:
 - providing more opportunities for pupils, particularly in the younger classes, to practise their skills independently through reducing the length of teachers' introductions in some classes
 - giving all pupils more opportunities to use information and communication technology (ICT) across the curriculum
 - encouraging weaker readers in Years 3 and 4 to be more confident in using their phonic knowledge (letter patterns and the sounds they represent) when tackling unfamiliar words.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills and abilities lower than those typical for their age, especially in communication and language. They make good progress across the Early Years Foundation Stage and Key Stage 1 so that by the end of Year 2 they reach standards which are approaching national averages.
- Over the last two years, rates of progress across Key Stage 2 have accelerated rapidly and in July 2013, the proportions of pupils gaining both expected levels and higher than expected levels were significantly above national results in reading, writing and mathematics. Achievement is not yet outstanding because these rates of progress and levels of attainment have yet to be maintained over a sustained period.
- The teaching of phonics is good because recent training for all staff means their subject knowledge is secure. This has resulted in an improvement in the number of pupils meeting the expected level in the Year 1 phonics screening check. The school's results this year are above the national result.
- Almost all pupils are enthusiastic readers; pupils in Year 2 talked excitedly about their favourite characters and read fluently and with expression. The school has meticulously tackled pockets of underachievement in reading for a small group of boys currently in Years 3 and 4 through strong partnerships with families, rigorous target setting and appropriate support groups. They are now beginning to catch up with their peers but are not yet always confident to use their phonic knowledge when tackling unfamiliar words.
- Disabled pupils and those with special educational needs make similar rates of progress to other pupils in the school because skilled teachers and teaching assistants have high expectations of what they can and should achieve and provide work that has just the right level of challenge. The most-able pupils also benefit from the school's determination that they should achieve as highly as possible. Two boys currently in Year 6 have already reached the highest levels awarded to primary school pupils in mathematics and are now being supported to take GCSE examinations in that subject.
- Pupils for whom the school receives additional funding through the pupil premium make rapid progress because every eligible pupil is allocated time each week for individual support to focus on progress against their targets and review the effectiveness of additional help. As a result, by the end of Year 6, their attainment is much higher than that of eligible pupils nationally. The attainment gap between pupils eligible for pupil premium and those not eligible in school at the end of Year 6 was just over a term in reading and writing and three terms in mathematics. Across the school, gaps are closing because leaders and managers have the highest aspirations for these and, indeed, all groups of pupils.
- Pupils know their individual targets for writing and mathematics, and were keen to share them with inspectors. Almost all pupils know which levels they are working at and what they need to do to improve. Systems for checking pupils' rates of progress against these targets are firmly embedded. As a result, all groups of pupils, including those from minority ethnic heritages and pupils who speak English as an additional language, have made better than expected progress from their various starting points over the last two years. Senior leaders' determination that each and every pupil should do as well as they possibly can is evidence of the school's commitment to equality of opportunity.

The quality of teaching

is good

- Teaching has improved since the last inspection and is now typically good with some outstanding teaching. This is because the headteacher and senior leaders have excellent systems for checking the quality of teaching and provide clear guidance to teachers to help them improve their practice. As a result, all groups of pupils make good and better rates of progress

across the school.

- Children in the Early Years Foundation Stage enjoy a range of interesting activities both inside and outside. Activities are carefully planned to help children develop speaking and listening and early literacy and numeracy skills which are often lower than is typically found when they start school. The school has good links with children's families – children made 3-D dinosaurs as part of a home-school project and were justifiably proud of their efforts.
- Pupils have many opportunities to deepen and extend their learning by applying literacy and numeracy skills across other subjects and through problem-solving activities. Pupils in Year 5 designed and measured cuboid nets accurately when they made a box for a gas mask as part of their learning about the Second World War. The task provided high levels of challenge for all ability groups and pupils demonstrated the ability to accurately assess what they had done well and what needed to improve.
- Pupils enjoy the opportunity to discuss their work with their classmates ('talk partners'), which helps them think through new ideas. Occasionally, in the younger classes, teachers' introductions and explanations are too long, which limits the time for pupils to get down to work.
- Teachers use a range of imaginative strategies and highly positive relationships to inspire pupils to do their best. All teachers know what pupils need to do to reach at least the expected levels, irrespective of their starting points. The small group of boys in year 3 and 4 who were not making enough progress in reading are now benefiting from daily additional support and targeted support.
- In all year groups, teachers carefully plan work that meets the needs of all ability groups. More-able Year 6 pupils thoroughly enjoyed the challenge of working out the 17.5% VAT element of an amount of money in euros, then converting it to pounds. Teachers closely check how well pupils understand their work and teaching assistants are generally well deployed to support the learning of individuals and groups.
- The quality of marking is excellent. Across the school, teachers provide detailed comments on pupils' work and identify clearly what pupils need to do to make their work even better. Pupils are given time and support to respond to these comments and their books demonstrated how they had improved their work in response to feedback from teachers.
- The school is committed to developing a culture of enterprise to equip pupils with skills they will need for the future. Pupils run the school shop and have regular opportunities to apply their skills in real-life situations such as redesigning the school pond. However, there are not enough opportunities for pupils to apply their information and communication skills across the curriculum.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning because all adults contribute towards an ethos where pupils' achievements are celebrated and individual pupils are well supported to overcome any barriers to learning. The school successfully fosters good relationships and tackles discrimination. Pupils from different backgrounds get on well together and harmonious relationships are evident around the school.
- The majority of parents, carers and all staff agree that behaviour around the school and in lessons is good. Pupils are polite, courteous and kind to adults and each other. Pupils who are recent arrivals at the school said they were well looked after and made to feel welcome. Inspection evidence confirmed that behaviour across the school is consistently managed well. Occasionally, a minority of pupils become fidgety and distracted if teachers' explanations last too long.
- The school's records show that incidences of bullying are rare and, when they do occur, they are dealt with well. This was confirmed by parents and carers, staff and pupils. Most pupils understand the different types of bullying, particularly in relation to e-safety.
- Pupils say they feel safe at school and are confident that adults would take any concerns seriously. Pupils eligible for the pupil premium really appreciate the opportunities the school

provides for their personal development and well-being as well as their academic achievement.

- Attendance has improved since the time of the last inspection and is now above the national average.

The leadership and management are outstanding

- The headteacher, senior leaders and governors are uncompromising in their relentless drive to ensure every pupil in the school achieves their very best. Their ambitious expectations of rates of progress across the school have resulted in rapid improvements in achievement for all groups of pupils.
- Checks on the quality of teaching are rigorous, frequent and detailed, focusing on pupils' progress, the quality of work in books and the learning environment as well as the outcomes of lesson observations. Teachers are well supported with targeted professional development and given clear guidance of expectations of performance at different stages in their careers. Senior leaders do not tolerate any underperformance in teaching and have no hesitation in implementing capability procedures if teaching is not good enough. As a result, teaching over time is now consistently good and improving strongly.
- School leaders constantly and thoroughly review all aspects of the school's work. They have a deep and accurate understanding of the school's strengths and how it can be further improved. The headteacher is tireless in his pursuit of excellence and acts quickly to address any gaps so the pace of improvement does not slow.
- The curriculum is very well planned with a clear focus on promoting literacy and numeracy skills across the different topics. Year 2 pupils enjoyed learning about Grace Darling and linking their literacy, numeracy and science work to the story of 'The Lighthouse Keeper's Lunch'. One parent said her child could now not wait to do his homework because he found the topics so interesting. The curriculum is supplemented by a number of extra-curricular clubs and activities which help boost pupils' cultural knowledge and personal development.
- Middle leaders make an excellent contribution to the school because they are well supported by senior colleagues and their work is focused on ensuring all groups of pupils make rapid progress across the school. Staff responses to questionnaires were unanimously positive about the work of the leadership team.
- Spiritual, moral, social and cultural development is promoted exceptionally well, as is physical well-being. The curriculum provides a wealth of opportunities for pupils to reflect on beliefs and values, develop independent learning and curiosity, and to appreciate art, music, literature and nature. Pupils have a keen sense of fairness and they regularly discuss moral and ethical issues. They cooperate well together and have a good understanding of cultures and backgrounds which differ from their own.
- The school is using the new school sports funding well. Experienced sports coaches are working alongside teachers to develop their skills and subject knowledge and improve the fitness of pupils through regular exercise sessions.
- The school has demonstrated excellent capacity for improvement. All issues identified at the last inspection have been fully addressed. Inspection evidence confirmed that improvements in achievement and teaching are sustainable because of rigorous systems in place to ensure the pace of improvement is maintained.
- The local authority knows the school well. It has confidence in the school's leadership and provides light-touch support.
- **The governance of the school:**
 - Governors are highly knowledgeable about the work of the school; they have a deep understanding of the school's achievement information and know how well it is doing at each key stage in relation to similar schools and all schools nationally. They play a major role in checking the school's performance, including the quality of teaching, through regular work scrutiny and listening to presentations by staff and pupils as well as scrutinising data and a planned programme of visits. They have a wide range of relevant skills and are committed to

enhancing and refreshing their skills through additional training. Governors ensure that stringent performance management procedures are in place and that any movement up the pay scale is dependent on consistently high-quality teaching resulting in accelerated progress for all groups of pupils. Safeguarding procedures are exemplary and all statutory requirements are fully met.

- Governors manage the school's finances carefully, including the additional funding to support pupils eligible for the pupil premium and the new school sports funding. They check that the funding is being used effectively to close any gaps in attainment and do not hesitate to question the school's leadership over any anomalies in outcomes for groups or individuals.

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	135178
Local authority	Kent
Inspection number	426531

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	565
Appropriate authority	The governing body
Chair	Trixie Ball
Headteacher	David Lloyd
Date of previous school inspection	12–13 January 2012
Telephone number	01322 383314
Fax number	01322 624268
Email address	office@manor.kent.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2013

