

# Lee Manor School

## Inspection report

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<b>Unique Reference Number</b>	100693
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	276368
<b>Inspection dates</b>	8–9 February 2006
<b>Reporting inspector</b>	Florence Olajide HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue McClinton Mrs B Smith
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Leahurst Road Lewisham London SE13 5LS
<b>Telephone number</b>	020 8852 0852
<b>Fax number</b>	020 8297 2898

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Lee Manor school is a larger than average primary school which is situated in Hither Green, in the London Borough of Lewisham. Most of the pupils live in the immediate vicinity of the school and come from a mix of social and economic backgrounds. Just over a quarter of pupils are entitled to free school meals. More than half of them are from minority ethnic backgrounds and a tenth of them speak a first language other than English. A significant proportion of pupils have learning difficulties and or disabilities. A very small proportion of these have a statement of special educational needs (SEN). A significant number of pupils enter and leave the school at times other than the usual entry and exit points.

## Key for inspection grades

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

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

The school should focus on:\* raising standards in English and mathematics in Key Stage 1 by providing pupils, particularly higher attaining ones, with greater challenge in their work;\* improving attendance levels;\* developing procedures to assess pupils' progress in the foundation subjects;\* completing the staff restructuring to ensure that leadership roles are distributed more equitably.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

The quality of teaching and learning is good as shown by the good progress pupils make and the standards they achieve by the time they leave the school. Most of the lessons observed by inspectors were graded good or better, two of which were outstanding. In the best lessons, pupils were clear about what they needed to learn and the work provided was interesting, and well matched to pupils' needs. Teachers used a range of teaching styles and resources effectively to motivate pupils and make learning fun. Pupils work hard and enjoy their lessons. Those with learning difficulties are fully included in lessons, receive good support and make good progress. However, pupils in Key Stage 1 only make satisfactory progress overall because the teaching does not always challenge the more able pupils to achieve as well as they could. Assessment systems have improved since the previous inspection. Procedures for measuring pupils' progress in English, mathematics, science and information and communications technology (ICT) are effective. Assessment data is used well to plan work and identify pupils who need additional support. Marking helps pupils know how they can improve their work. However, the school does not yet have systems for assessing pupils' progress in all subjects.

## **Curriculum and other activities**

**Grade:**

Curriculum provision is good and makes a significant contribution to pupils' personal development. The school places a strong emphasis on developing social skills, independence and inclusion in all aspects of school life. There is a wide range of clubs and extra-curricular activities including sports, dancing, art and ICT. There are also breakfast and after school clubs, which are well attended. Pupils have opportunities to play woodwind and brass instruments and the recorder. ICT is used imaginatively to support teaching and learning and the curriculum is enriched through carefully planned visits, visitors who talk to pupils and participation in community events. 'Focus weeks' provide opportunities for sustained work on particular themes which link various subjects. For example, a recent week on healthy living linked work in science, physical education and citizenship.

## **Care, guidance and support**

### **Grade:**

The school has suitable procedures to ensure that pupils are safe and well-cared for. Health and safety arrangements are regularly reviewed and all staff are fully aware of their responsibilities in regard to child protection issues. They are fully informed of the school strategy for identifying vulnerable children and are aware of the agencies they can call on for help in such cases. Pupils form trusting relationships with adults in the school and are taught how to take good care of themselves and to give due regard to the safety of others. They are encouraged to make healthy choices in food and drink. Pupils are provided with personal targets for improvement in all the core subjects and those with learning difficulties and disabilities are given good support to help them achieve their targets.

## **Leadership and management**

### **Grade:**

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for your warm welcome to us when we visited your school. We really enjoyed talking to you and listening to your views. We are writing this letter to tell you what we found out about your school. Indeed, there were many things we liked about your school but we do not have enough room to list them all. So here are the things that impressed us the most.

\* You have opportunities to share your views about the school through the school council; you do this extremely well and as a result, you make very good contributions to the life of the school and the wider community; \* You all get on very well with each other and are very good at working together in groups; \* You and all the adults in your school work hard to make sure you do well in your work and by the end of Year 6 you achieve very well; \* Most of you feel safe at school and trust your teachers to sort out any problems you have; \* You enjoy the wide range of clubs and other activities that the school provides.

Your headteacher, the staff and governors work very hard to give you a good education. However, there are a few things they need do to make your school even better. They need to give some of the younger pupils in Years 1 and 2 more challenging work so that they can do better in English and mathematics. They also need to find out how well you are doing in all the subjects you learn. A few of you have very poor attendance which means you do not do as well as you could. We have asked the school to do all it can to improve this and hope you and your parents will do your best to see that you attend school regularly.