

Manor Community Primary School

Inspection report

Unique Reference Number	135178
Local Authority	Kent
Inspection number	333755
Inspection dates	17–18 June 2009
Reporting inspector	Wendy Forbes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Trixie Ball
Headteacher	David Lloyd
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Keary Road Swanscombe DA10 0BU
Telephone number	01322 383314
Fax number	01322 624 268

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger-than-average primary school is the result of the recent amalgamation of Sweyne Junior and Swanscombe Infant schools. An on-site nursery, included in the school's Early Years Foundation Stage provision, is managed by the school's governing body. The majority of pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is well above the national average and includes those with speech and language, emotional and social, and moderate learning difficulties. The school has received a number of awards including Healthy Schools, Activemark and Anti-bullying accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Manor Primary is a good school. High quality care and welfare staff ensure everyone is committed to getting nothing but the best from each pupil. As a result, pupils are well cared for so they feel safe, secure and behave well. The school has developed strong, well-organised pastoral systems and effective partnerships with a wide range of agencies. These make a positive contribution to pupils' good personal development and well-being, helping them to overcome significant barriers to learning. A highly effective on-site Family Support Team underpins its work with parents and pupils.

Pupils start school with skills and knowledge below, and some that are well below, those levels expected for their age. Progress in the Early Years Foundation Stage, while satisfactory, is variable. Consequently pupils enter Year 1 just below nationally expected levels of attainment. Progress is carefully monitored so that an appropriate range of support is in place for those who need help. As a result, pupils achieve well making good progress throughout Years 1 and 2. Pupils continue to progress well, particularly in Years 5 and 6, so that by the end of Year 6 standards are broadly in line with the national average, with mathematics above the national average and noticeably rising. However, standards in writing and the proportion of pupils achieving the higher Level 5 are below the national average and are rightly identified by the school as areas for improvement. All this means that pupils' achievement is good overall when taking into consideration their low starting points.

Pupils have good attitudes to learning and participate enthusiastically. This is because there are high expectations, good relationships and effective behaviour management. Good teaching and a creative curriculum ensure most pupils' needs are tailored for well. Teaching assistants and other adults are used well to support learning and lessons are planned carefully. However, not all activities, particularly in writing, provide consistent challenge or opportunities for all pupils, especially the more able, to help develop their learning. The setting of personal targets is helping pupils to aim high and develop some understanding of how they can improve their work. These, and assessment systems, provide teachers with a clear picture of each child's capability and relative progress. The good range of extra-curricular activities as well as extended services makes a positive contribution to the good curriculum. This all helps the school assist parents in taking advantage of the support it offers and to develop skills that they need to support their child's learning at home. A clear focus on developing basic skills in literacy and numeracy, and a good range of enrichment opportunities which pupils enjoy, help pupils to develop their speaking and listening skills as well as their personal confidence.

Good leadership and management are at the heart of the school's success. The headteacher and leadership teams work collaboratively to provide a clear direction, which staff follow enthusiastically. Well-organised monitoring and good evaluative systems help to pinpoint pupils' complex needs. Opportunities are provided to enhance the skills and expertise of all staff, remove barriers to learning and raise achievement. The school has developed satisfactory provision within its community cohesion policy, but acknowledges the need to provide further opportunities for pupils to develop a wider understanding of the world. These rapidly improving standards, as well as the strong commitment of the whole-school community to improve learning, demonstrate the school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Many children start school with skills below expectations in most areas of learning and well below expectations in speech and language, some elements of mathematics and personal development. Children make a good start in the Nursery. They settle well into daily routines as the school makes good links with parents through home visits and in the sharing of information about children. Adults take exceptionally good care of children to ensure they are happy and feel valued. Effective induction arrangements ensure a smooth transition into and out of the Reception class. Children make satisfactory progress throughout the Early Years Foundation Stage, so that standards are just below average in most areas, except creative and emotional development, and disposition and attitudes which are just above national expectations. Although teaching and planning in the Early Years Foundation Stage are satisfactory overall, with some good features in enrichment, the individual needs of children are not consistently addressed. As a result, not all learning and development activities are of the same high quality to ensure better than satisfactory progress is made by the majority of children. Outdoor play areas are well organized with a range of interesting activities linked to most areas of learning. Resources are generally used well to help children develop their independent learning skills but adult intervention is not always sufficiently rigorous enough to ensure that children are provided with enough individual challenge in their learning. Leadership of the Early Years Foundation Stage is satisfactory.

What the school should do to improve further

- Raise standards in writing and provide more consistent challenge for the more-able pupils so that they achieve their full potential.
- Raise the consistency of achievement in the Early Years Foundation Stage by improving learning and development opportunities across all areas of learning.
- Improve pupils' understanding of the diverse nature of British as well as global societies through developing a more structured approach to community cohesion.

Achievement and standards

Grade: 2

By the time pupils enter Year 1 standards are just below the national average overall. As a result of well-targeted initiatives such as setting in mathematics, support for vulnerable pupils, a good curriculum and teaching, the progress of pupils across the school has accelerated throughout the year, particularly in reading and mathematics, and is good overall. Targets in English and mathematics are challenging, setting high expectations, which has generated faster progress. The school's assessment data and work in pupils' books indicate that a high proportion of pupils in Year 2 and Year 6 are achieving close to, and some above, national expectations in reading and particularly mathematics, although attainment in writing remains a relative weakness as fewer pupils currently reach the higher levels. Pupils who have learning difficulties and/or disabilities make similarly good progress as a result of the effective support that they receive.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. This is mirrored in their good overall spiritual, moral, social and cultural development, which demonstrates positive attitudes to

learning and reflects pupils' good behavior and enjoyment of school. Although pupils enjoy a range of opportunities which are helping to improve their awareness of diversity, their cultural knowledge and understanding is less well developed. Good manners and politeness are clear expectations. As pupils in Year 2 told inspectors '... there is always loads to smile about... it's always fun here...'. Pupils are proud of their school which provides many opportunities for them to play a key role in its development as playground buddies, peer mediators and as members of the school or eco-council. Everyone works hard to make this a happy school promoting a positive culture to learning. As a result, pupils talk enthusiastically about what they are learning and how much they enjoy the good range of after-school clubs provided by the school. Pupils say they feel safe and secure, confident that there is an adult they can talk to if they are worried. Pupils have a good understanding of how to live a healthy lifestyle and this has been acknowledged in the work the school has done in achieving the Healthy Schools Award. Surprisingly, despite this positive climate within which pupils develop and the school's best efforts, attendance is below the national average because a small but persistent minority of pupils do not attend as often as they should. Pupils' good attitudes and achievements make a good contribution to their preparation for secondary school.

Quality of provision

Teaching and learning

Grade: 2

Teaching seen during the inspection ranged from satisfactory to outstanding; however the majority of lessons seen were good. This is because most are well planned and resourced, and there is good behaviour management and high expectations. Pupils are attentive in lessons and enthusiastic about their learning. Positive attitudes to work are fostered by well-planned steps in learning, particularly in mathematics, supported by a creative curriculum, which helps stimulate pupils' interest and makes them inquisitive to learn. Teachers have good subject knowledge and plan activities that are varied and fun, based on a careful assessment of pupils' needs. In an outstanding Year 2 literacy lesson seen, great excitement was generated as individual pupils put on items of special clothing and climbed into the 'hot seat' to role play what it was like to live 150 years ago. As many pupils said, 'Teachers make learning fun; we just love coming to school.' However, not all teaching provides this same level of challenge, particularly in developing writing skills or extending the most able. Pupils who need help in lessons are extremely well supported by effective teaching assistants and as a result make good progress.

Curriculum and other activities

Grade: 2

The school's personalised curriculum is interesting, relevant and planned carefully to meet the wide-ranging needs of most pupils and raise attainment in basic skills. It is enriched well by a good range of creative projects most notably drama which helps pupils to successfully develop their speaking and listening skills. The school's own theatre company, Manorisms, provides a platform for the development of pupils' creative skills. Whilst good subject knowledge and effective links between many subjects help teachers prepare well-planned lessons, not all plans contain sufficient detail to ensure the needs of the most able are met. The curriculum is further enhanced by specialist sport, French in Key Stage 2, visits and visitors and a good range of well-attended, extra-curricular activities. A well-planned personal, social and health curriculum provides pupils with a good range of opportunities to develop their personal and social skills.

Pupils learn not only how to promote good behaviour but also how to develop as successful learners.

Care, guidance and support

Grade: 2

Outstanding pastoral care and good support contribute significantly to pupils' good personal development and well-being. Parents appreciate this high level of care and welfare particularly for those starting school in the Nursery. Procedures to protect children and ensure their safety are good. Vulnerable pupils and their families are provided with highly individualised support through the school's Family Support Team and good liaison with outside agencies. Any emerging issues for pupils who may have particular emotional or support needs are followed up quickly and rigorously by staff. Pupils who have English as an additional language are given good support that is greatly appreciated by parents. Clear expectations are set for the academic progress pupils should make each year and this is monitored regularly by staff. Pupils have targets for improvement but how pupils use these to improve their work is not yet fully embedded. Pupils' work is marked regularly; however, there is inconsistency in the quality of marking and feedback so that not all pupils know how to improve their work.

Leadership and management

Grade: 2

Leadership and management at all levels, including governors, are good. The headteacher with his good leadership skills, supported well by the senior leadership team, is the driving force behind this rapidly improving school. In a short space of time, leaders and managers have developed a clear vision for this newly amalgamated school, shared by all staff, which is focused on high expectations, raising standards and reducing the many barriers that pupils face. As a result, standards are already improving particularly at Key Stage 2. Self-evaluation is systematic, honest and accurate, clearly identifying the school's strengths and areas for future development as well as informing staff training needs. Senior staff have made good use of pupil assessment information to set appropriately challenging whole-school targets which are clearly linked to raising standards. However, this has not yet improved the quality of marking and feedback in ensuring the highest levels of challenge for the more able. The school provides opportunities for all staff to develop their leadership and management roles by providing regular opportunities to monitor the quality of work through lesson observations and work sampling. The school has developed satisfactory provision within its community cohesion policy, however the school acknowledges the need to provide further opportunities for pupils to develop a wider understanding of the world. Governors provide good support and challenge.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

22 June 2009

Dear Pupils

Inspection of Manor Community Primary School, Swanscombe, DA10 0BU

Thank you very much for such a friendly welcome when we came to visit your school recently.

You go to a good school where most of you behave well, work hard and make good progress. You are taught well and your teachers plan your lessons carefully to help you learn. Those of you who find learning difficult get lots of help. The headteacher and staff work hard to make Manor a special place where everyone feels safe, secure and well cared for.

You told us that you enjoy school clubs, writing stories, art, PE, music and ICT and trying your best.

Your headteacher, teachers and helpers, and the school governors lead your school well. We have asked your teachers to do three things to make Manor even better.

- Help the youngest pupils in the Early Years Foundation Stage to improve their work so that they all do as well as they can.
- Help you to improve standards in writing and give the faster workers more challenging things to do.
- Help you to find out more about different lifestyles in Britain as well as in other parts of the world.

You can help by working hard and always trying your best.

Best wishes for the future.

Yours sincerely

Wendy Forbes

Lead inspector