

Manor Park School and Nursery

Manor Park North, Knutsford, Cheshire, WA16 8DB

Inspection dates 13–14 May 2014

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

Summary of key findings for parents and pupils

This is a good school

- From their typically low starting points, pupils achieve well to reach standards that are broadly average in reading, writing and mathematics by the time they leave at the end of Year 6.
- Good, and sometimes outstanding, teaching helps the majority of pupils of all abilities and groups to make at least good, and in some cases currently, outstanding progress.
- Typically, behaviour is good and makes a significant contribution to pupils' learning and personal development. Pupils say that they feel safe in school.
- Parents are highly appreciative of the excellent levels of care, guidance and support provided by the school for all pupils, especially those with special educational or personal needs.
- The headteacher and governing body have led the school through a period of staffing change with success. Staff are highly supportive of this and all contribute strongly, alongside leaders, managers and governors, to improving teaching and pupils' levels of achievement.

It is not yet an outstanding school because

- Over time, pupils' achievement has been uneven in some areas of the school and achievement is not yet consistently outstanding.
- The quality of teaching over time is not outstanding. It does not yet fully support the very best levels of learning for all groups of pupils.
- The monitoring role of middle leaders is not fully developed. They do not yet do enough to check the quality of teaching.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons and in a range of shorter visits to classrooms. Two observations were conducted with senior staff from the school.
- Inspectors completed a scrutiny of pupils' work.
- Inspectors spoke to groups of pupils and to parents who picked up their children from school in the afternoon. They took account of 33 responses from parents to the on-line questionnaire (Parent View) in planning the inspection, as well as three letters sent in by parents and 22 questionnaires from school staff.
- Meetings were held with representatives of the governing body, staff and the local authority.
- Inspectors looked at a wide range of school documentation, including records of pupils' performance, evaluations of the quality of teaching over time and short-and long-term plans for improvement. Safeguarding procedures were also scrutinised.
- Inspectors listened to two groups of pupils read and checked the school's information about progress in reading.

Inspection team

Nigel Cromey-Hawke, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of girls is well below average.
- Most pupils are White British, with small but increasing numbers of Asian, African and mixed heritage pupils. A small number speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational need is well above average.
- The number of pupils joining and leaving the school at times other than usual is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club.
- There is an on-site children's centre which is subject to a separate inspection. Reports for this provision may be viewed at www.ofsted.gov.uk.
- There have been considerable changes in senior staff roles over the last year.

What does the school need to do to improve further?

- Improve teaching and learning to outstanding, and so further raise pupils' achievement, by:
 - developing pupils' speaking and listening skills so that they can explain their learning more fully and benefit from the contributions of adults and other pupils in lessons
 - ensure that all teachers more frequently check the ongoing progress of pupils in lessons and adapt teaching as necessary to pupils' changing learning needs
 - ensure that the good practice in marking and feedback on learning seen in many cases is extended across all classes and subjects in the school.
- Improve leadership and management by:
 - developing the role of middle leaders more fully in checking the quality of teaching in their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- The skills of most children who start in the Early Years Foundation Stage are low in comparison to the skills typical of children their age, especially in literacy, numeracy and personal development. Children make good progress throughout the setting, with often outstanding progress in Nursery. Children benefit especially from the frequent and skilled assessment of their learning by staff which ensures children are repeatedly challenged to extend their learning. There is a strong focus upon developing basic skills and establishing clear routines for learning and behaviour which prepares children well for the next stage in their education.
- Pupils' attainment by the end of Year 2 has been low in the past but last year, and currently, this has risen to reach broadly average levels.
- Attainment by the time pupils leave the school at the end of Year 6 has varied year on year, reflecting the characteristics of each year group, pupil mobility, and the often high proportion of pupils with considerable learning needs. Attainment over time is overall broadly average on exit from the school, and some current pupils are on track to exceed national expectations. This is especially the case with the most able pupils who, helped by challenging teaching, are on track to reach higher levels of attainment than average in the national tests at the end of Year 6.
- Last year saw a decline in pupils' attainment in reading within national testing at Year 6. A vigorous whole-school focus on reading now means that it is a strength across the school. Pupils in both Year 2 and Year 6 are on track to reach at least expected levels of attainment in reading.
- The proportion of pupils making expected progress from their starting points, and the proportion exceeding expected progress in English and in mathematics, is above national figures. This is because of the mostly good, and in some cases outstanding, teaching. Lost achievement due to past, weaker progress by girls, has been recovered across the school.
- Groups of pupils who are supported by the pupil premium achieve well. Last year, pupils known to be eligible for free school meals attained up to two terms below the level of other pupils in English and mathematics. Inspection evidence and school tracking data show that this gap is rapidly closing to one term on average. The attainment of these eligible pupils is rising to reach close to national expectations on exit from the school and their progress from starting points is at least good. This demonstrates the school's commitment to equality of opportunity.
- The provision for disabled pupils and those with special educational needs is extensive and the school works hard to meet their often complex needs. The progress of these pupils is good and, in the neediest cases, it is often outstanding; helped by the high quality support from the learning mentors, the family support worker, and other staff.
- The small number of pupils whose first language is not English make good progress, especially in reading, as do the pupils who enter the school at different times during any key stages of learning and the pupils from minority ethnic groups.

The quality of teaching is good

- The quality of teaching over time is good. Some teaching is outstanding.
- Teaching in the Early Years Foundation Stage is good overall; in the Nursery it is outstanding. Extensive home visits, good links with the on-site children's centre and effective communication with families ensures that children's needs and interests are clearly understood on entry and throughout their time in the setting. Tasks set for children are adapted accordingly. Good use is made of the extensive indoor and outdoor facilities, especially the woodland area, and, together with good support from adult helpers, this ensures that children find their learning stimulating and enjoyable.
- Good and outstanding teaching is evident across both Key Stages 1 and 2. It brings about good and often accelerated learning in both English and mathematics because it captures pupils'

interests well and often makes learning fun. This is especially the case with the teaching of reading, with well-structured daily sessions on letters and sounds, writing and guided reading sessions that give pupils the tools to move their learning forward. In a mixed-age Year 1 and 2 class, for example, outstanding learning was evident in reading as a result of the animated teaching and constant support and challenge provided to pupils.

- Information on pupils' prior learning is used to good effect to target pupils' needs. Highly skilled teaching assistants and other adults make a significant difference to the learning of many pupils, especially those with language difficulties or with special educational needs.
- Teaching enables pupils to learn well over time. In most cases, all understand what they are learning and pupils' progress is closely checked and activities quickly adapted to suit their changing learning needs. In some cases, however, this monitoring and flexibility are not evident, with the result that some learning slows and requires improvement.
- In some classes, pupils' speaking and listening skills are not developed well. This means that they miss opportunities to learn from each other and from adults.
- Detailed and challenging learning targets are in place in every class. Outstanding learning was evident where pupils were highly and successfully challenged to work as 'teachers' to assess and explain each others' work and so raise their target levels higher.
- In many, but not all, cases, teaching is also supported by high quality marking and feedback from teachers and their assistants that enable pupils to successfully move on in their learning. Where this does not happen, some pupils do not know how to improve their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is often exemplary in lessons and during gatherings such as assemblies and as pupils move around the school.
- The school has highly developed practices to ensure that the often considerable social and personal needs of large numbers of pupils are met. Well-being targets are in place, as well as a dedicated welfare support team. The success of this work is seen in the good quality of relationships between pupils and adults, and the warm, welcoming and harmonious atmosphere within the school.
- The school's work to keep pupils safe and secure is good. Parents are unanimous in their support for how pupils are cared for, and all other aspects of the school's work, in their responses to the on-line questionnaire, Parent View. Some parents also felt so strongly that they sent letters explaining how the school has provided high quality care and support for their children. One, typically, stated that she '...cannot praise the school, its academic and support staff and its ethos enough'.
- Pupils show good attitudes to learning in most lessons and are keen to understand and complete their work. There has been, and still is, some behaviour that needs improvement, but the school is well aware of this and tackles it very effectively through its mentoring programme.
- Pupils willingly take on a wide range of responsibilities for the running of the school, showing their support for it while helping to build their confidence, maturity and social skills. They act as representatives on the school council, contribute to staff appointments and give their views on the school curriculum through regular surveying and discussion with senior staff.
- Bullying is rare and, when encountered, is dealt with robustly. Pupils are well aware of the different forms of bullying and know who to go to if they have a problem. There is a very good understanding of e-safety across the school.
- Pupils show their support for the school through their above average attendance and zero exclusions over recent years. The breakfast club is used to good effect to engage poor attenders to come into school and maintain the continuity of their learning.

The leadership and management are good

- The headteacher, governing body and staff are together driving improvement through the school with energy and enthusiasm. The leadership and management of teaching are good and are further informed by the school's use of external consultant support. Morale is high as the success of their efforts is increasingly demonstrated through improved performance at all levels. There was unanimous support for the work of the school shown through the staff inspection surveys.
- The school has developed very comprehensive systems for keeping a close eye on the learning and welfare of its pupils. The checking of this information by leaders is of a similarly high quality and deeply informs the school's improvement actions. There is a higher than usual proportion of classes that share two teachers each week, but this works with great success. This is due to the excellent communication between these staff about information such as pupil data and their joint planning on a common midweek handover day. Pupils and parents are full of praise for this arrangement.
- Middle leaders play a considerable part in monitoring teachers' planning and pupils' work and performance. This does not include their direct observation of teaching, however, so that their understanding of their areas of responsibility is, as yet, not fully developed.
- The school makes good use of its pupil premium funding, providing an extensive programme of support for reading, mathematics, pupil welfare and activities to extend such pupils' experiences of the wider world. The success of this is shown in the improved progress of those pupils eligible for support through this funding.
- The school's engagement with parents and the local community is very good. Family learning sessions on such areas as behaviour, literacy and numeracy, e-safety and the use of technology, often in conjunction with the local children's centre, significantly help parents support their children's development.
- School sport funding is also used to good effect to provide specialist training for staff and resource such activities as lacrosse that would not otherwise be feasible. The difference this has made to participation rates, healthy lifestyles and achievement in sport is already evident, as well as building the expertise of staff to lead such activities themselves.
- The curriculum is a strength of the school and is being further revised to meet new national requirements. Its delivery is well monitored and provision is enhanced by regular surveys of pupils' and parents' views. The range of experiences and coverage of the wider world have been significantly extended since the previous inspection. Together with the school's excellent levels of care, guidance and support, these contribute very well to pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - The governing body has played an important part in the school's improvement, helped by light-touch support from the local authority.
 - Governors are highly skilled and knowledgeable about the school and are extensively involved in its daily life. They receive regular feedback from the senior and other staff on the school's performance, and engage in activities with them to check on pupils' learning and evidence of the quality of teaching. They have supported and overseen successful changes within the structure of the senior leadership of the school.
 - Governors have vigorously challenged the school's leaders over performance and held them to account for improvements. They have supported the performance management of the school and ensured that it is meaningfully linked to salary progression. As such, the school's capacity for sustained improvement is good.
 - Governors ensure that safeguarding requirements are met.

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	111237
Local authority	Cheshire East
Inspection number	443818

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	252
Appropriate authority	The governing body
Chair	C Millson
Headteacher	Sarah Greensides
Date of previous school inspection	10 June 2010
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