

# Manor Park Primary Academy

Church Lane, Aston, Birmingham, West Midlands B6 5UQ

## Inspection dates

4–5 December 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, staff, governors and the trust are highly aspirational to achieve the very best outcomes for pupils. There is a drive and determination to ensure that the school is the very best it can be. As a result, there has been rapid improvement.
- Staff value the professional development they receive and help each other to develop their practice. Consequently, the quality of teaching and learning is at least good and some is outstanding.
- Most pupils make good progress and some make stronger progress. On occasion, the most able pupils are not sufficiently challenged, especially in key stage 1. Attainment at the end of key stage 2 is improving and is now closer to the national average.
- Governors and the trust know the school well and provide effective support and challenge.
- The curriculum is being developed effectively so that learning is deepened in all subjects. Pupils have rich and worthwhile opportunities to broaden their experiences.
- The physical education (PE) and sport premium and pupil premium funding has been used effectively. However, leaders, including governors, do not evaluate the impact as precisely as they could.
- Leaders have introduced new approaches to teaching and learning in reading, writing and mathematics so that pupils build knowledge, skills and understanding securely over time. On occasion, in some classes, these approaches are inconsistent, especially in mathematics.
- Pupils are developing their skills in reading well. However, their love of reading is less well developed.
- The leadership, provision, practice and outcomes in early years are outstanding. Adults are highly effective in meeting children's needs so that children make exceptional progress.
- Pupils' behaviour is exemplary. They demonstrate strong attitudes to learning. They are proud of their achievements and value their education.
- Parents and carers hold the school in the highest regard. They are highly appreciative of the support for their children and their community.
- The care and well-being of pupils are a priority. Safeguarding is effective. The pastoral support for pupils and families is strong.
- The promotion of equality and diversity sits at the heart of the school. The warm and inclusive ethos ensures that all are valued.

## Full report

### What does the school need to do to improve further?

- Ensure that pupils continue to make strong progress, so that attainment rises quickly by the end of key stage 2 for all pupils, but especially for disadvantaged pupils and the most able.
- Further improve leadership and management, by ensuring that leaders, including governors, evaluate the effectiveness and impact of additional funding such as the pupil premium and the PE and sport premium more precisely.
- Further improve the quality of teaching, learning and outcomes for pupils, by ensuring that:
  - the most able pupils are challenged sufficiently, especially in key stage 1
  - whole-school approaches to teaching and learning are embedded securely, especially in mathematics
  - teachers encourage pupils to develop a love of reading by providing them with opportunities to choose and read a wide range of books for themselves.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Since the school became an academy, it has been transformed, particularly since the appointment of the new headteacher. The school has a strong, committed team in place with a shared vision 'to provide a first-class education that prepares children for their future'. They work together exceptionally well to assist the school's journey towards becoming an outstanding school.
- Leaders are completely focused on improving the quality of teaching and learning and outcomes for pupils to ensure that pupils have the very best chances in life. Expectations and aspirations have risen, so that most pupils now make at least good progress in most classes. The school is on a clear upwards trajectory of rapid improvement.
- The headteacher, with the support of the multi-academy trust (MAT), has developed school leaders and strengthened leadership capacity. Leaders receive high-quality training from the trust so that they drive school improvement effectively and have a positive impact on teaching and learning. Leaders are very clear about the school's strengths and what they need to do next.
- Staff feel well supported and morale is high. Staff 'buy in' to the culture of reflecting on and improving their practice to ensure that teaching has a positive impact on learning. Teachers and support staff are valued equally. For example, some higher level teaching assistants are training to teach. Staff are happy and proud to work at Manor Park.
- The curriculum innovation team is developing a well-thought-out curriculum that meets the needs of pupils well. Pupils say that the learning opportunities across the curriculum are fun and helpful. They feel that this is because teaching is good and they are challenged. The curriculum is enriched by visits out and visitors into school, which pupils say helps them to learn more. For example, pupils from Year 6 visited the Ikon Gallery. One pupil said, 'We went so we could learn, explain and develop our understanding of modern art.' Following their visit, the gallery displayed pupils' work on social media.
- Teachers have the same high expectations in all subjects as they do in English and mathematics. Pupils apply their knowledge, skills and understanding well in subjects across the curriculum. For instance, pupils in Year 2 used their skills in mathematics when making a Victoria sponge in their topic about Victorians. Year 6 applied their mathematical knowledge when creating different graphs about temperatures in the Arctic and the Antarctic.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development. Currently, the school is part of a trust-wide initiative to develop 11 key experiences for children to have before they are age 11.
- The PE and sport premium funding is used effectively to increase the participation of pupils in physical activity. Pupils now participate in a wide range of extra-curricular activities at lunchtimes and after school, when previously there were none. They enjoy taking part in activities such as football, athletics, handball, archery and multi-skills. Pupils participate in competitive sport competitions and recently won the handball

competition. Talented pupils are signposted to local sports clubs outside school. Although it is in its early stages, leaders are developing a new approach to the teaching of PE to upskill staff and ensure that there is high-quality provision that meets the needs of all pupils. Leaders know the positive impact this funding is having, but currently do not analyse it as precisely as they could.

- Pupils demonstrate a high level of respect and tolerance. Pupils of different faiths join in with each other's celebrations. They are reflective about their own beliefs and respectful of others. They are knowledgeable about different faiths and religions because they study them in depth. The school's inclusive approach prepares pupils well for life in modern Britain because the principles of British values sit at the heart of the school's ethos.
- Pupil premium funding is spent effectively so that disadvantaged pupils are supported well, both academically and socially, to address barriers to learning. As a result, they make strong progress. Each class has a pupil premium action plan to ensure that the needs of disadvantaged pupils are met. Staff are held to account through pupil progress meetings. Pupils receive curriculum enrichment and one-to-one support when needed. Breakfast club is provided so that pupils have a good start to the day. The pupil premium leader monitors the outcomes for disadvantaged pupils regularly and can identify which interventions are highly effective. Those that are not effective are changed quickly. However, leaders do not break down the costs of these interventions and support in sufficient detail to evaluate the financial impact of them.
- The special educational needs coordinator provides high-quality support for pupils with special educational needs and/or disabilities (SEND) by ensuring that their needs are identified accurately. The SEND coordinator audits staff training needs and provides regular SEND clinics to train staff. The provision and outcomes for pupils with SEND are monitored closely through checking the quality of teaching and learning and pupil progress meetings. Through effective support, pupils make good progress and, in some cases, exceptional progress.
- Parents speak effusively about the school. They hold the headteacher and the staff in the highest regard. They particularly appreciate the changes and improvements that have taken place since the new headteacher joined the school. The comment, by one parent, 'You can feel the joy and the difference,' reflected the views of many.
- The school engages well with parents. For example, every Friday, parents with children in early years and key stage 1 come into school and read with their children. The school is helping parents with their own education by providing literacy and numeracy workshops, training for teaching assistants, and training in childcare and mental health.

## **Governance of the school**

- The local governing body and the trust are highly ambitious for the school. Following the school's conversion to an academy, the trust ensured that there was an effective interim arrangement in place prior to the appointment of the new headteacher. The previous executive headteacher continues to work with school as an associate school leader.
- The trust holds the headteacher to account and the local governing body provides local support and challenge. The local governing body reports to the trust's regional board.

The regional team and the local governing body are regular visitors to school, which ensures that they know the school well. They each have a clear understanding of the school's strengths and weaknesses. The local governing body and the regional team monitor the school closely against the school improvement plan and identified priorities. Pupils' attainment and progress are checked on a regular basis.

- The trust and the local governing body ensure that safeguarding arrangements are fit for purpose.

## Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding policies and practice are thorough to ensure that pupils are kept as safe as possible. Staff are trained appropriately, and their understanding is checked. Leaders provide additional support and guidance for staff as necessary. The pastoral leader produces a safeguarding newsletter, so that staff are regularly updated and well informed.
- The pastoral support team provides strong and effective early intervention to pupils and families, so that they receive the right support at the right time. Leaders make clear links between attendance and any possible safeguarding concerns. Pupils' absence is followed up rigorously.
- Pupils say that they feel safe because of the fencing and because they trust the staff. Pupils say, 'The pastoral team are amazing.' Pupils take part in regular fire drills. They know there is a different bell for a lock-down procedure. Through links with the local police, pupils have opportunities to learn about local issues such as knife crime, personal safety and e-safety.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching is good and sometimes outstanding. Leaders have introduced whole-school approaches to the teaching of reading, writing and mathematics and there is a greater consistency across the school. Lessons are well planned, so that there is a good pace of learning. Teachers establish clear routines, so that no teaching time is wasted. Pupils respond well because they know what is expected of them. Teaching builds on pupils' previous learning, so that pupils deepen their knowledge, skills and understanding securely. Teachers have high expectations across all year groups and for most pupils. On occasion, the most able pupils are not challenged sufficiently, especially in key stage 1.
- Teachers address misconceptions and intervene appropriately to move pupils' learning forward. Most teachers demonstrate good subject knowledge. Teachers plan work that meets the needs of most pupils well. Pupils listen attentively and contribute well in lessons. They are confident to ask if they need more support because they have good relationships with the adults they work with.
- In reading, teachers show pupils how to analyse complex texts accurately. Teachers use high-quality texts to extend pupils' vocabulary and develop complex sentences in writing. Teachers provide visual prompts around the room and on tables to help pupils

in their learning, which pupils use knowledgeably and confidently. The structured approach to reading ensures that specific skills in reading, such as retrieval and inference, are developed securely over time. Although this is being done well, pupils do not read a range of different texts and authors for themselves as they are not supported to develop a love of reading. Pupils, typically, do not read for pleasure.

- In writing, teachers focus on grammar, vocabulary and the technical aspects of writing, so that pupils structure sentences accurately and improve their writing. Teachers use effective questioning to deepen pupils' knowledge and understanding. For example, in a Year 5 lesson about Galileo, pupils had to justify their use of adjectives and the effect of their sentence structure. They used ambitious vocabulary to describe Galileo's feelings. Pupils' work is well presented. Handwriting is neat and legible in most year groups. Teachers link writing for a purpose to cross-curricular themes. For example, pupils in Year 2 wrote a formal letter to the mayor as part of their topic on Victorians. Teachers provide pupils with criteria to assess themselves against, so that pupils know what they need to do to be successful. Although pupils have ample opportunities for writing, some of the most able pupils in key stage 1 are not challenged sufficiently to write at length.
- Lower ability pupils and pupils who speak English as an additional language (EAL) are well supported. For example, before writing, adults help pupils practise sentences out loud and add suitable adjectives and adverbs to make the sentences more interesting.
- Pupils are taught well in phonics because teaching builds effectively on pupils' prior knowledge. Pupils practise and apply their phonics skills in their writing. In lessons, pupils are very engaged. They enjoy identifying sounds and reading words as quickly as they can.
- In mathematics, pupils are taught clear strategies for calculations and practise them regularly. They can explain why they have chosen a particular method to work out a calculation. Pupils apply their skills in reasoning and problem-solving activities. Most pupils are supported well. However, on occasion, the less able pupils require more resources to help them understand a mathematical concept. In some classes, there are fewer opportunities for pupils to explain their choices and methodology.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are unswervingly proud of their school. They value their teachers and their education. Pupils are confident and friendly. Pupils speak enthusiastically about trips, such as the visit to a space centre, and about visitors to school, such as the Viking actors. They are clear about how these experiences benefit their learning.
- Pupils demonstrate very positive attitudes to their learning because they have a great desire to learn. They take pride in their work. Pupils respond well to the characters that have been developed in school to help them in their learning, for example, 'Miss Confident', 'Captain Independent', 'Resilience Girl' and 'Super Support'. Pupils who demonstrate these positive learning dispositions are celebrated in assembly each week.

- The pastoral care of pupils is a high priority. The relationships between staff and pupils are exceptionally strong and there is a great affection in the school. Pupils are confident to take risks and 'have a go'. They ask for help readily because they know that the adults in school will support them to be successful.
- Pupils have a good understanding of bullying. They are confident that if they have any concerns, they can talk to the pastoral team and any issues will be sorted out quickly. Pupils have a very good understanding of how to stay safe on the internet and how to report concerns.
- Pupils are proud to be members of the school council. They helped choose playground equipment and the character designs for the learning dispositions. In breakfast club, pupils are self-sufficient and carry out jobs and responsibilities on a rota basis.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils are unfailingly polite and courteous. They respond instantly to adults' requests because pupils treat adults, and each other, with the greatest respect. The high expectations for behaviour are consistent across all classes. Pupils manage their own behaviour well and support each other effectively because they know what is expected of them.
- In lessons, pupils work hard and are focused and engaged in their learning. They listen carefully to each other and work well together. At breaktimes and other unstructured times, pupils demonstrate the same high standards of behaviour.
- Pupils enjoy coming to school. As a result, attendance has improved and is currently above the national average. Good attendance is promoted strongly through newsletters, displays and rewards. Leaders track attendance closely and follow up absences promptly.

## Outcomes for pupils

### Good

- Pupils' progress is improving and attainment is rising because the quality of teaching has improved. Teachers' assessments of pupils' work are increasingly accurate because they moderate pupils' work with each other and also externally with staff from other schools. Teachers meet regularly to discuss pupils' progress and the headteacher holds them to account.
- Standards at the end of key stage 2 are rising. In 2018, pupils made above average progress in reading and mathematics and well above average progress in writing. Although still below it, attainment is improving and moving closer to the national average, especially in reading and writing. The proportion of pupils achieving a higher standard, although below the national average, has also improved.
- In 2018, disadvantaged pupils made above average progress in all subjects. Attainment in reading, writing and mathematics combined improved, but is still below that of other pupils nationally. By the end of key stage 2, pupils who speak EAL attain higher than

pupils who speak English as their first language. At the end of key stage 1, however, their attainment is lower.

- In key stage 1, pupils' attainment in 2018 was below the national average. However, attainment at a greater depth improved in all subjects. Leaders explained that the low outcomes at the expected standard were affected by high mobility in the year group. The school's internal assessment information shows that the attainment of pupils who have been in the school since Reception was much closer to the national average.
- In phonics, outcomes have risen further because the quality of teaching is effective. The proportion of pupils who achieved the expected standard in the phonics screening check is now in line with the national average.
- In early years, children make strong progress from low starting points. They are taught well, so that the proportion of children who achieve a good level of development is now in line with the national average.
- Work in pupils' books and the school's assessment information show that pupils make at least good progress in almost all year groups and in almost all subjects, including disadvantaged pupils, pupils with SEND and pupils who speak EAL. Teachers provide appropriate interventions and support for lower ability pupils and those who need to catch up. For example, pupils who are new to the country and pupils who speak EAL receive specific language programmes. In some year groups, however, progress is stronger than in others.

## Early years provision

## Outstanding

- The early years leader has a very clear understanding of the strengths and weaknesses in early years. Consequently, she has developed tightly focused action plans to support the ongoing drive for improvement.
- Standards have risen over the last two years and are on track to be maintained. There is a strong emphasis on enabling more children to reach the exceeding standard. To support this, staff training is focused on developing their understanding of what 'exceeding standards' look like and how opportunities can be developed to stretch and challenge the most able children. Recent training on the moderation of children's work and the involvement of all staff in pupil progress meetings have had a positive impact on the quality of teaching and assessment. Assessments are based on a deep and thorough knowledge and understanding of the children.
- Following recent improvements to the learning environment, children benefit from a bright, vibrant and purposeful area to learn. High-quality displays, such as paintings of sunflowers based on the work of Van Gogh, celebrate children's work and learning prompts support children's learning.
- Teachers plan activities to meet children's needs with the flexibility to follow children's interests. As a result, children are highly independent in their learning and demonstrate high levels of resilience and concentration. Children support one another and are rightly proud of their achievements. Children enjoy books and re-tell stories well. For example, children made puppets to tell the story of 'Percy the Park Keeper'.
- The well-resourced outdoor area supports children's learning equally well with carefully planned, focused activities. For example, children in Nursery were counting bricks and



building a tower. The teacher helped children to count and find the matching number. The teacher described the activity as, 'We are going to be builders,' and named the dressing-up clothes to develop children's language and vocabulary.

- Children are highly motivated. They enjoy coming to school and benefit from the nurturing environment. Relationships between staff and children are caring and strong. Teaching is highly responsive to children's needs. Adults support children exceptionally well. As a result, children make strong progress from starting points that are well below those typical for their age. Staff are highly trained in identifying specific needs and next steps for learning. As a result of effective Nursery provision, children's starting points are improving in Reception.
- The teaching of phonics is precise. Teachers help children to identify sounds and write words accurately. Teachers correct inaccurate letter formation promptly. Children apply their phonics skills well in their writing. Children have many opportunities to practise reading, writing and mathematics in independent activities.
- The health, safety and well-being of children are of the utmost importance. All staff are paediatric first-aid trained. Staffing ratios are maintained consistently and all children benefit from having a key worker. Safeguarding and welfare requirements are met.
- Parental engagement has improved and relationships between staff and parents are very positive. Staff lead regular workshops for parents to support their children. Parents are welcomed into Reception to read and share books with their children and look at their child's work on a regular basis.

## School details

Unique reference number	141977
Local authority	Birmingham
Inspection number	10053417

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	Board of trustees
Chair	Jeremy King
Headteacher	Mark Wilson
Telephone number	0121 327 1023
Website	<a href="http://www.manorpark.bham.sch.uk">www.manorpark.bham.sch.uk</a>
Email address	<a href="mailto:enquiry@manorpark.bham.sch.uk">enquiry@manorpark.bham.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is sponsored by the REAch2 Academy Trust. It became an academy in February 2016.
- An interim headteacher was appointed until the new headteacher joined the school in September 2017.
- The school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium grant is above the national average.
- The proportion of pupils with SEND is broadly in line with the national average. The proportion of pupils with an education, health and care plan is below the national average.

- The proportion of pupils from minority ethnic groups is above the national average. The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of pupils who join or leave the school at times other than the usual times is higher than the national average.
- The school is in an area of high social deprivation.

## Information about this inspection

- Inspectors observed teaching and learning in all classes and looked at pupils' work. Senior leaders joined inspectors for some observations.
- Inspectors observed pupils on the playground and in the dining room, talked to pupils formally and informally, and listened to pupils read.
- Discussions were held with: the headteacher and assistant headteachers responsible for literacy, numeracy, early years and SEND; the pastoral leader and designated safeguarding lead; a middle leader responsible for the curriculum; and the school business manager.
- The lead inspector met with the chair of the local governing body and the regional director for the multi-academy trust (MAT).
- Inspectors spoke to parents at the beginning of the school day and considered 24 responses to Ofsted's online questionnaire, Parent View, including 11 written comments. They also considered 32 responses to the staff questionnaire. There were no responses to the pupil questionnaire.
- A wide range of documentation was scrutinised, including: the school's own self-evaluation; the school improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning, including records of continuing professional development; minutes of governing body meetings and MAT reports, the single central record of staff recruitment and safeguarding information.

## Inspection team

Sue Cameron, lead inspector	Her Majesty's Inspector
Louise Minter	Ofsted Inspector
Lindsay Nash	Ofsted Inspector

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