

The Manor Primary School Profile

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The Manor Primary School

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<http://www.manor.havering.lgfl.net>

Children's Service Authority:	Havering
Age range:	4-11
Number of pupils:	160
Head teacher:	Mr. Jeff Allchurch (Acting Headteacher)
Chair of governors:	The Revd. Father Roderick S.P. Hingley

What have been our successes this year?

Our Headteacher continued to be absent due to ill health and during the autumn term, regrettably, tendered her resignation. The Governing Body appointed a new Headteacher in March 2007, with the appointment being effective from September 2007.

OFSTED inspected the school in April 2007 and judged as being 'satisfactory' with elements of 'good' in the Foundation Stage and Pupil Care, Guidance and Support. The Acting Headteacher would like to express thanks to all staff and our school's Local Authority Consultant for all their help and support during this time.

Our children continue to make strong progress in English. In Maths, the progress is again above average, but attainment remains low compared with national average. The children have made **significant progress** in science from 2006 to 2007.

ICT continues to be a strength of our school with new resources supporting the learning and teaching across the curriculum.

The Play Leader Scheme Project is now fully embedded at lunchtime and is still proving successful in that the children continue to be actively engaged in a wide range of activities, supporting each other to participate.

After School Clubs continue to provide a range of activities which include sports and music.

What are we trying to improve?

Our School Development Plan is updated regularly and highlights priorities for school improvement, and the appropriate action plans to carry this out. The current curriculum development points are to continue to raise standards in English, Mathematics and Science across the school, especially cultivating using and applying problem solving skills.

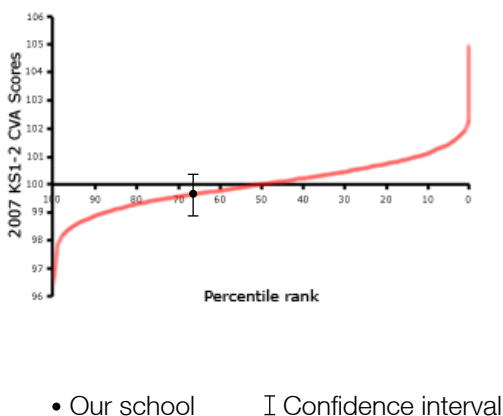
The school is developing Assessment for Learning opportunities through literacy based activities across both Key Stages.

In order to maintain the good achievement at Key Stage 2 in writing, this needs to continue to be a focus at Key Stage 1.

Maths continues to be closely monitored and reviewed regularly especially in Key Stage 2 in our drive to raise standards.

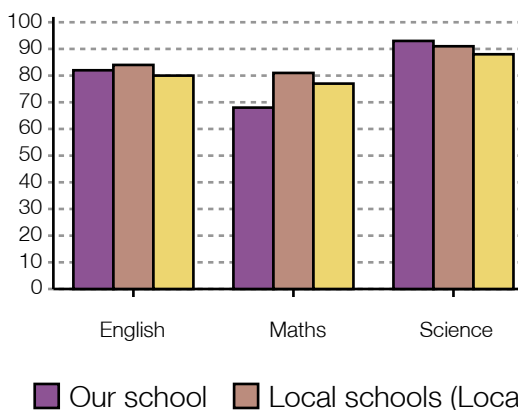
Another priority is to implement any procedures necessary to meet the 'Every Child Matters Agenda'.

How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

How have our results changed over time?

The SATs results at Key Stages 1 and 2 show improvement in science and Literacy, however numeracy continues to be a focus for school development across the school.

There is a high percentage of EAL children and a fairly high percentage of mobility across the school.

At Key Stage 1, the majority of the children reached their targets. As predicted from their Key Stage 1 SATs results, most of the children achieved their expected grades and some exceeded their target grades. In maths all children met or exceeded their targets. In reading all children except one met or exceeded their targets and in writing 65% met or exceeded their targets.

The Foundation Stage Profile scores for 2006/7 were below the borough's expectations. The 'value added' scores using the stepping stone assessment shows that these children came in with much lower initial assessments levels and left with similar improvements to the cohort in the previous two years. Thus these children may have a lower FSP score but have made expected or in some cases, higher than expected improvements.

How are we making sure that every child gets teaching to meet their individual needs?

Children are always treated as individuals and staff cater for their needs very well. Teachers mark work effectively, ensuring that the information is used to inform their future planning, adopting a range of different teaching styles to address children's individual learning requirements. ICT is integrated through interactive activities and games and the use of the internet. A growing number of children are confident at accessing the full range of software packages available on the school network and are able to locate appropriate websites to support and enhance the classroom learning and teaching.

The school has effective procedures for supporting children with Special Educational Needs (SENs) by identifying and providing intervention strategies, including Springboard Maths, Speech and Language Work, Havering Reading Enrichment Program, Early Literacy and Further Literacy Support. Other children attend Gifted and Talented Courses led by the Local Authority. Appropriately trained teaching assistants make a significant contribution to children's learning.

Parents are invited into school to attend consultation meetings and parents' evenings. We also hold regular meetings to discuss individual pupil needs, where appropriate.

How are we working with parents and the community?

Visitors are very welcome in our school and often comment on the positive ethos and well behaved children. Regular newsletters keep parents and carers updated with information about the school and its events and celebrate its successes. There is regular contact with parents through parent-teacher interviews twice a year and an Open Afternoon in the summer. A full written report on each child is sent out during the summer term and children with Individual Education Plans have these discussed, reviewed and new targets set every term.

We also have an active Parents' Association that organises a range of fund-raising events, maintaining links with the Local Community, e.g. Parish Church through Services and class visits, Harvest Gifts to the elderly and housebound and charity sponsored events. Our school has forged good associations with other infant, junior and primary schools within our cluster.

We have established a strong, positive relationship with our on site Buddies Pre-School.

What have pupils told us about the school, and what have we done as a result?

Pupils recognise the importance of good attendance and punctuality and value the support that it provides. The majority of pupils enjoy being at school, find lessons interesting and believe that most other pupils are friendly.

The School Council meets regularly and discusses issues that will help the school and learning to move forward. Some of the topics discussed have included: lunchtime games and activities, systems for improving behaviour and dining hall arrangements.

Pupils expressed favourable comments about the Play Leader Scheme at lunchtime and its positive impact on behaviour and how attitudes and relationships have also improved.

How do we make sure our pupils are healthy, safe and well-supported?

Staff make every effort to get to know the children personally and deal with problems as they arise. Parents are contacted immediately should issues arise and concerns are dealt with promptly and sensitively. The ethos of the school emphasises care and support for the individual child (OFSTED Apr '07).

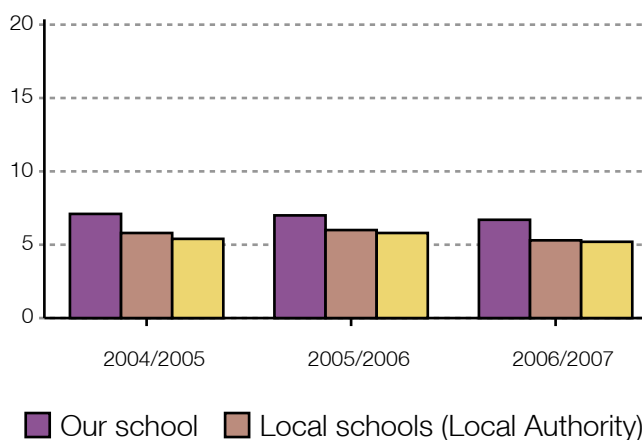
Health and Safety Working Party meets regularly to monitor the current provision. The school site is fully secure with visitors entering through the main entrance. Four members of staff hold the 'First Aid at Work' qualification. Our school nurse visits the school, once a month, and parents and children are welcome to attend 'drop-in' sessions to discuss any issues or to seek advice.

Our school delivers the Healthy School Dinners Options and all food is cooked on site. Our Early Years and Key Stage 1 children receive free fruit daily and our Key Stage 2 children are also encouraged to choose a healthy snack option.

There are close links with the local Safer Neighbourhood Police, who often visit the school and discuss local and national issues such as: '*Stranger Danger*' and '*Drug Awareness*'. The Fire

Brigade also attends our school and provides the children with information relating to how fires can be prevented in the home.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

As a school, the number of half days missed through authorised and unauthorised absence is below local and national rates. However, we recognise the strong link between good attendance and achievement. For this reason we continue to seek improved attendance throughout the school to maximise the children's learning opportunities.

We also have regular visits from the Local Authority's Educational Welfare Officer, who monitors the children's attendance, chasing up poor attenders, as required.

What activities and options are available to pupils?

The school provides a broad and balanced curriculum for our children, offering approximately two hours of PE each week and French Lessons for years 5 & 6. After School Clubs also include *football, netball, multi-sports and music clubs*, enriching the lives of all our children.

Year 6 participated in a 5 day residential visit to an outdoor adventure centre in Ross on Wye. They experienced many activities such as *abseiling, climbing, zip-wiring, archery, canoeing, raft-building and shooting*. Our year 5 children also attended an adventure activity day at Stubbers, which increased their confidence to tackle a range of challenging activities including: tunnelling, high ropes, abseiling and raft building.

Visits were organised to places of interest that linked to classwork for all year groups, these included a Year 5/6 Trip to the Royal Albert Hall for a special Royal Institution Event called 'Beautiful Music', Horrible Sounds as well as museum trips and visits to local places such as the library, park and the Town Hall.

Extra Curricular whole class music sessions were organised for year 3 through Havering Music School and small group instrument tuition continues on a weekly basis providing pupils with string, woodwind and brass lessons.

What do our pupils do after leaving this school?

At the end of Key Stage 2 (July 2007) approximately 33% of pupils go to Frances Bardsley School, 13% to The Albany School and 10% to Marshall Park School. Other pupils destinations are spread across 9 other secondary schools in the borough and one pupil attends a school in Essex. The School forges good links with the local secondary schools, and Year 7 teachers meet their new children and find out about them from their class teachers, which helps with the transition process. Our Year 6 pupils attend induction days at their new schools during the Summer Term.

If a child has a statement of special needs, the SENCO from the Secondary School comes into school to meet our SENCO and other staff who support the child. A suitable transition programme is devised to ensure that the receiving school are fully aware of any issues that may need resolving.

Ofsted's view of our school

The school provides a satisfactory quality of education for its pupils, which is beginning to improve. Since September 2006 there has been greater cohesion and direction in the school's strategic development. This is providing the school with satisfactory capacity for further improvement. Leadership and management are satisfactory. With good support from the local authority and an educational consultant, the senior staff have pulled together well to tackle the decline in standards. Over the current year there has been better monitoring, self analysis and target setting. This is beginning to bring about improvement but needs a sharper focus on key priorities in order to accelerate the rate of progress.

From their low starting points, pupils' achievement is now satisfactory. At the end of Years 2 and 6, standards fell to well below average in the 2006 national tests in English and mathematics. Much of this was due to the instability issue. There were, however, more pupils than usual with academic and behavioural and emotional difficulties in Year 6 and pupil mobility was high in both year groups. Pupils in both year groups are now making better progress and they are on track to meet challenging targets. While pupils' achievements are now satisfactory, it is recognised that standards should be higher. Writing is the weaker aspect in English and pupils do not have enough opportunities for investigative learning in subjects such as mathematics. Children achieve well in the Foundation Stage where they develop enthusiasm, independence and a love of learning due to the good provision they receive. As one parent commented, 'Our child has become an independent little girl'.

Teaching and learning are satisfactory overall. They are good in the Foundation Stage and enable all children to make rapid progress. At all stages, relationships are strong and teachers are committed to doing the best for all the pupils. Some of the teaching in Key Stages 1 and 2 lacks pace and the use of classroom assessments to match work to pupils' abilities is not fully effective across all lessons. As a consequence, some of the work lacks sufficient challenge to enable pupils to achieve as well as they might.

Pupils' personal development and well-being is satisfactory. Most pupils attend regularly, enjoy school, behave well and have good attitudes to learning. These aspects of learning have improved well over the past two years. Opportunities for pupils to work independently and to plan aspects of their own learning, however, are underdeveloped. The curriculum makes a satisfactory contribution to the progress and personal development of the pupils and includes a wide range of extra curricular activities. Pupils have a good understanding of healthy lifestyles, say that they feel safe and are prepared adequately for their future economic well being. Racial harmony is strong and there is good pastoral care, guidance and support for all pupils.

The large majority of parents support the school well and are happy with the education it provides. A few express understandable concern about past instability in the leadership and management of the school.

Date of last inspection: 24-Apr-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for The Manor Primary School](#)

What have we done in response to Ofsted?

We have raised achievement in Maths, English and Science across the school. Planning, monitoring and marking have been reviewed and new systems established to improve the learning and teaching across the school.

The School Development Plan has been produced and continues to be reviewed regularly by the Leadership Team.

All staff have been trained in the use of ICT and standards continue to rise.

We continue to seek opinions from parents and pupils on a regular basis.

Resources have been purchased to meet the requirements of the curriculum.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01708 743276

Our website <http://www.manor.havering.lgfl.net>