

Inspection of Manor Primary School

Ettingshall Road, Coseley, Bilston, West Midlands WV14 9UQ

Inspection dates: 6 and 7 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since March 2008.

What is it like to attend this school?

Manor is a high achieving school. Leaders strive tirelessly to empower all pupils at this school to 'find their wings and fly.' This ambition shines brightly through all aspects of the school's work. Teachers ensure that all pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Pupils eagerly come to school. They are very happy and safe in school. Staff value and care for them well. Parents speak highly of the support provided.

Staff respect pupils' views and opinions. The Pupil Leadership Team represents all pupils in school. Team members contribute extensively to suggestions for school growth and improvement. Pupils take great pride in being a member, organising events, charity work and selecting other pupils for special achievements.

Pupils' behaviour is exemplary throughout the school. On the rare occasion that bullying happens, teachers know exactly what to do to sort it out effectively. Pupils said that if they feel worried about something, they happily speak with any member of staff.

Pupils really enjoy all that the school has to offer. There is something for everyone, no one is left out. Leaders provide thoughtful support and guidance that helps pupils develop into responsible, articulate and impressive young people.

What does the school do well and what does it need to do better?

Leaders have designed a highly ambitious curriculum. Leaders have made sure that knowledge is developed in an appropriate sequence right from the start of Nursery and through on to Year 6. The curriculum is well embedded. Everyone knows what pupils need to learn and why they need to learn it. All pupils, including those with SEND, learn the full curriculum.

The curriculum is exceptionally well taught. Leaders and staff are determined that pupils do well in every curriculum subject. Staff and pupils have created the 'Children's Curriculum Charter', which supports the delivery of the curriculum and extends pupils' knowledge and skills. Pupils achieve highly. They are well prepared for secondary school.

Teachers' subject knowledge is very strong. Teachers check what pupils already know and design tasks which enable them to make connections in their learning, both within and across subjects. For example, pupils in Year 6 were plotting coordinates in four quadrants. Pupils explained how this supports their map work in geography. By making connections like this, pupils build knowledge in a meaningful way.

Reading is a key priority. Leaders are highly ambitious for all children to learn to read right from Nursery. Leaders have ensured that pupils experience a consistent, highly effective approach to learning phonics. Assessment and support are used well to ensure that those who are struggling with reading get the help they need quickly. Pupils read regularly and are encouraged to read a rich range of genres and authors. They become confident readers. Teachers promote a love of books. They read high-quality texts to pupils regularly. Story time is a joy to watch. Pupils clearly love listening to, and joining in with, the stories that are read to them.

Pupils with SEND are included in all the school does. Staff's expectations are high, and they support pupils' wide range of needs well.

Pupils behave exceptionally well. All pupils demonstrate high levels of self-control. They are calm, focused and engrossed in their lessons. Right from the start of early years, children learn to follow clear and consistent routines. They play well together, learning to take turns and to consider the needs of others.

Opportunities to promote pupils' personal development are embedded in the curriculum. For example, pupils learn about different professions to develop their aspirations and goals. Pupils confidently speak about how they would like to have jobs in the future, such as a radiologist or an architect.

Carefully planned extra-curricular activities and school trips enhance the curriculum, promote pupils' wider development and provide opportunities to build talents and interests. For example, construction club and art club help foster creative skills, while mindfulness, gym and football support the development of healthy lifestyles. Teachers organise visits to places of worship and the Black Country Museum. This helps pupils deepen their learning.

Staff are proud to work at this school. They said that the school's caring culture extends to staff as well as pupils. Staff feel very well supported to do their jobs effectively. Leaders are considerate of staff's workload. Parents are highly supportive of the school and praise its work.

Governors have a clear understanding of their role. They are highly involved with the school and are well informed and evaluative. They actively drive improvements. They value the informed quality assurance and oversight provided by Manor Multi Academy Trust (MAT).

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance. There are clear systems in place to identify pupils who may be at risk of harm. All staff know exactly what to do if they have a concern about a pupil. Leaders work closely with external agencies, when necessary, to ensure that pupils and their families who need help get this quickly.

Pupils learn about relevant safeguarding issues. They know the importance of speaking to a trusted adult. Pupils are taught how to identify risks. They have knowledge of how to stay safe online and when out and about in the local community.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141858
Local authority	Wolverhampton
Inspection number	10228743
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	684
Appropriate authority	Board of trustees
Chair of trust	David Coles
Headteacher	Julie Mills
Website	www.manorprimary.com
Date of previous inspection	12 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provision.
- Manor Primary School is part of the Manor Multi Academy Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, English, physical education, geography and modern foreign languages. Inspection activities in these subjects included lesson visits, discussions with staff and pupils, meeting with subject leaders, and looking at

pupils' work. The inspectors also looked at the curriculum in other subjects in less detail to evaluate how they were organised and taught.

- Inspectors had formal meetings with the headteacher, other leaders, chair of the trust, governors, the chief executive officer and the deputy chief executive officer of the MAT, school staff and pupils. A phone call was held with an external consultant.
- The inspectors reviewed a range of documentation provided by the school. This included information about behaviour, the curriculum, governance, attendance and the school growth plan. They also looked at monitoring reports provided by the external consultant and checked the school's website.
- The inspectors met with the leader for early years and observed children within the setting.
- The inspectors listened to pupils read and talked to them about their reading.
- The inspectors observed pupils' behaviour in lessons and around school, including at lunchtime. The inspectors also met with groups of pupils to discuss their views of the school and personal development opportunities.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the record of employment checks on school staff and held a meeting with the designated safeguarding leads. The inspectors asked pupils, staff and leaders about safeguarding arrangements and safety routines.
- The inspectors spoke with staff and considered the responses from staff to the online inspection questionnaire.
- The inspectors spoke with parents and considered the responses, including written responses, to Ofsted Parent View, the online questionnaire. The views of pupils were also considered.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Ian Beardmore	Ofsted Inspector
Benjamin Taylor	Ofsted Inspector
John Rowe	Ofsted Inspector

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