

## School report

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# Inspection of The Manor CofE VC Primary School

Ruskin Avenue, Melksham SN12 7NG

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Inspection dates: 11–12 October 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Most pupils attend well and are happy at The Manor Primary School. They know and understand the school's values well. For example, children in Reception Year remind one another to be respectful when they are playing.

Staff support and nurture pupils. Most pupils respond well. Pupils say there is an adult at school who they can talk to about any worries they may have. Bullying is uncommon and is dealt with quickly when it does happen.

Leaders' expectations of pupils have recently increased. Most pupils strive to meet them. However, some pupils do not behave well enough. They are not always positive in their attitudes to learning. Their behaviour sometimes upsets their peers.

The school's values are evident in all that staff and pupils do. Pupils develop their characters and understand the importance of making good choices. Pupils appreciate the many clubs and trips they have taken part in. Pupils benefit from opportunities to take part in new experiences such as dance festivals and residential trips.

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

Leaders have designed an ambitious curriculum. Key themes run through the curriculum, such as the Christian values of the school and a strong focus on language. The curriculum is intended to build on what pupils already know. However, pupils do not remember enough of what they have learned before to build their knowledge. This means pupils make slower progress through some areas of the curriculum than leaders intend.

Teachers have sufficient subject knowledge to explain new learning clearly. They correct mistakes and misconceptions quickly. Staff check what pupils know and identify when pupils do not remember their previous learning. Staff re-teach the missing knowledge before moving on. For example, they ensure that pupils know the grammar, mathematical method or phonics sound they will need in the upcoming lesson. However, sometimes staff do not know starting points of pupils accurately enough to ensure work is well matched to the intended learning.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND follow the same curriculum as their peers. Their needs are quickly identified. Leaders work closely with other agencies to make sure that those who need support from outside school get it. However, some pupils with SEND do not have the help they need to learn the curriculum. Consequently, they do not achieve as well as they could.

Staff have the expertise they need to teach phonics. Children in early years get off to a strong start with reading. Many in Reception Year and Year One show great excitement when they learn new sounds. They are keen to practise what they already know. Children in Reception Year with SEND get the support they need to keep up. Leaders have prioritised reading across all year groups. There is a particular focus on learning new vocabulary in all subjects. However, some pupils do not read well enough to access the curriculum.

Leaders know that the behaviour of some pupils is not good enough. They are working closely with those who most need to improve. Staff help these pupils to make better choices and to reset their attitudes when things have gone wrong. However, many pupils are inattentive to staff and interrupt learning. Pupils say they sometimes find it hard to concentrate on learning because they are distracted by others. In Reception Year children listen to staff and peers and are eager to learn. They co-operate well with each other and there is a harmonious atmosphere.

Pupils develop their understanding of democracy through school groups like the Worship Council. Leaders make sure that pupils who have SEND or are disadvantaged take part. Recently, pupils decided the names of the houses and the captains for a new house system. They understand how to be active citizens. Pupils know how to stay healthy, both physically and mentally, and of the importance of exercise.

Staff are well supported by leaders who take account of their workloads. Governors and trustees understand their roles. They know the school well and provide challenge and support. They recognise the strengths of the school and where it needs to improve further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding records are detailed and well maintained. This enables them to make timely referrals to external agencies and follow these up when necessary.

Staff are well trained to spot the signs that a pupil may be at risk. They know how to report and record any concerns they have.

Leaders make all necessary checks to ensure the suitability of staff working in the school.

Pupils learn about things that might increase their risk of harm. They know which school staff to speak to if they have any concerns.

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

### **(Information for the school and appropriate authority)**

- Some pupils do not behave well enough. This means they disrupt the learning of others in lessons and that playtimes sometimes feel less safe than they should. Leaders need to ensure that the behaviour of pupils improves.
- Pupils with SEND do not always receive the support they need. Consequently, they do not learn as much as they could. Leaders need to ensure that all pupils are able to progress through the curriculum.
- Pupils do not always recall what they have learned. As a result, they are not able to build on their existing knowledge. Leaders need to ensure that pupils remember more of the curriculum.

### **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

<b>Unique reference number</b>	146348
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10241602
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Linda Gibson
<b>Principal</b>	Anna Willcox (interim Principal)
<b>Website</b>	<a href="http://www.themanor-school.co.uk">www.themanor-school.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school uses one alternative provider.
- The interim Principal had been in post since September 2022. A new Principal is due to take up his post in January 2023.
- The Manor CofE VC Primary School converted to become an academy in 2018. When its predecessor school, Manor CofE VC Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The Manor CofE VC Primary School is part of the Salisbury diocese. The last section 48 inspection of the school was in May 2015. It is due for re-inspection under section 48 by May 2023.

## Information about this inspection

The inspector(s) 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the principal, senior leaders, governors and trustees and a representative from the Diocese of Salisbury.
- Inspectors carried out deep dives in art, mathematics, and Early Reading.
- For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons in subjects including personal, social and health education and English as well as the deep dive subjects. They also looked at curriculum plans for music, art and history.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey.
- An inspector spoke to parents as they dropped their children off at school.
- The lead inspector met with representatives of the trust and spoke to the alternative provider used by the school.
- Both inspectors visited the early years class and met with the early years' leader.

### **Inspection team**

Sarah Favager-Dalton, lead inspector      His Majesty's Inspector

Julie Fox      Ofsted Inspector

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