

Carr Manor Primary School

Carr Manor Road, Moortown, Leeds, West Yorkshire LS17 5DJ

Inspection dates

30–31 January 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Excellent leadership at all levels, first-class teaching and a whole-team commitment to creating an inspirational 'place where it all begins' has resulted in an outstanding learning environment for pupils.
- Pupils thrive in a school where high academic achievement and exceptional personal development go hand in hand.
- Governors expertly fulfil their role in checking the effect of leaders' actions to be assured that pupils are safe and achieving well.
- Pupils' achievement at the end of key stage 2 is above the national average in all subjects at the expected standard and considerably above the national average at the higher standard.
- A focus on deepening pupils' understanding and oracy has resulted in a high proportion of pupils making rapid progress in reading and reaching higher standards in both key stages 1 and 2.
- Middle leaders support staff very well in giving pupils rich curriculum experiences, both in lessons and in a plethora of exciting extra-curricular activities.
- Support for pupils with special educational needs and/or disabilities (SEND) is first-rate. Leaders' ambition for pupils results in them making rapid progress towards age-related expectations.
- Pupils are rightly proud of their school and do not want to miss a moment. Attendance is consistently better than the national average.
- Phonics teaching is strong. Pupils with lower starting points are helped to catch up quickly.
- Pupils' behaviours and attitudes to learning are exemplary. All staff place restorative practice techniques at the heart of their teaching. These consistent messages help pupils thrive.
- Leaders have created a highly effective culture of safeguarding. Teaching pupils ways to keep themselves and others safe forms an essential and frequent part of the curriculum.
- Children get a fabulous start to learning life skills in the early years. Leaders have created a truly amazing indoor and outdoor environment where children explore, cooperate and delight in finding out about the world around them.
- Lower-ability pupils' progress has been slower in English between the early years and key stage 1. Leaders' precise direction and intense support is ensuring that this is not the case for current pupils, but the presentation of pupils' written work is not consistently of high quality.
- Parents and carers are overwhelmingly positive about the school. They praise the staff team's commitment to ensuring that their children are safe, enjoying school and making excellent progress.

Full report

What does the school need to do to improve further?

- Ensure that children with lower starting points are better supported in the transition between the two different environments for learning in early years and key stage 1 so that:
 - a higher proportion of pupils reach the expected standards by the end of key stage 1
 - the quality of the presentation of pupils' written work in key stage 1 reflects the exceptionally high standards seen in other aspects of school.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- On entering the school site, leaders' high expectations and aspirations for the whole-school community are tangible. Relationships between the whole-school community, attitudes to learning and behaviours are exemplary. Ambitious leadership and excellent teaching from teachers and teaching assistants result in pupils making extremely strong progress over their time in school and being very well prepared for the next stage of their education.
- The headteacher and deputy headteacher's inspirational leadership and ambition for pupils permeates school life. The staff team embrace the high-quality professional development opportunities they are given and constantly strive to improve. There is a clear sense of the overall effectiveness of the school being everyone's responsibility. Staff morale is at its optimum. Students and teachers new to teaching are hugely supported in becoming great teachers and very quickly become part of the team.
- Middle leaders are equally ambitious in offering first-class learning. Before leading a specific aspect of improvement, they are supported with a wide range of personal development opportunities and training so that they can lead by example and with expertise. As a result, staff receive crystal-clear direction which they then apply consistently. New strategies quickly become embedded and pupils' progress and achievement quickly improve.
- On the school website, leaders highlight that this is 'a place where it all begins' and this philosophy is at the heart of the foundations that the school lays in a broad and experiential curriculum. A thoroughly immersive learning environment in the early years is followed by a curriculum that is designed to develop pupils' subject knowledge, understanding and interpersonal skills. Subjects such as science have a strong emphasis on investigation and discovery. All leaders have time to evaluate the effectiveness of teaching and learning in their subjects; this informs school improvement planning. An impressive range of extra-curricular activities, school visits and visitors to school add variety and depth to this learning.
- Developing pupils' spiritual, moral, social and cultural understanding and teaching pupils to keep safe are essentials in the school curriculum. The school's approach to behaviour, based on restorative practice (RP) techniques, is threaded through all aspects of school life. It equips pupils with the necessary thought processes and strategies to consider the effect of their actions on others. It helps them to understand differences and respect other people and their views. All adults are trained in these strategies and consistently apply techniques and use language that instil impressive, mature values and attitudes in pupils. Pupils are well prepared for life in modern Britain.
- The school environment exemplifies the school's high standards. Corridors and classrooms celebrate pupils' work and achievements across the curriculum. Resources are carefully organised. It is clear that the staff team and pupils care for and respect the school. Pupils and staff members say that it is a wonderful place to learn.
- Thorough systems are in place for checking the progress that pupils are making. Senior and curriculum leaders use a range of information they gather to successfully identify

what is working well and why. Where any aspects of pupils' progress are not as strong, they carefully evaluate the reasons for this and put in a raft of support to secure improvement. Close relationships with parents support this work. Leaders are accurate in their view of the school.

- Pupils with SEND receive outstanding support. The inclusion manager is incisive in her approach to ensuring that each pupil's needs are met. She works closely with external agencies, parents, teachers and teaching assistants in school to address barriers to pupils' learning and match work well to their needs. Highly effective systems are in place to check pupils' progress and aspirations for their achievement are high. As a result, pupils make rapid progress and many reach, or get closer to, national age-related expectations.
- Leadership of pupils who are disadvantaged is equally strong. Additional funding is directed successfully, resulting in pupils making progress that is equally as strong as that of other pupils in the school.
- The physical education and sport premium is used effectively to instil in pupils the essential benefits of a healthy lifestyle, as well as providing them with an abundance of sports opportunities.
- Through the school's designation as a teaching school and a National Support School, school leaders have a positive influence on other schools and on trainee teachers. Leaders celebrate how collaboration with other schools and within the local authority, supports their own improvement. Leaders have confidence in the education they offer but are always seeking ways to improve and professional validation of their work. They have engaged the local authority in additional work to support their own evaluations of teaching and learning.
- Parents are overwhelmingly positive about and supportive of the school. The fact that 99% of the high number of parents who responded to Ofsted's online questionnaire, Parent View, would recommend the school to another parent is testament to the dedication of leaders to involve parents in their children's learning. Parents' views are extremely positive and include many comments such as 'this school goes above and beyond for my child' and 'teachers know children as individuals and tailor their approach to meet children's needs, develop their strengths and build in them a positive self-image as a learner'.

Governance of the school

- Governors know their school extremely well. They are astutely aware of their responsibilities in checking the actions that leaders are taking to make sure pupils make strong progress socially, emotionally and academically and that they are safe.
- Governors ask pertinent questions of school leaders, using the detailed information leaders provide, as well as external reports and their own visits to school. For example, their minutes show in-depth discussion around issues such as attendance, safeguarding, equality and the quality of teaching and learning. They have identified, and asked questions about, any pupils' progress that is outside the school's norm of excellent.
- Additional funding allocations are well understood by governors. They are part of discussions to allocate this funding and keep a close eye on the effect it is having on

pupils' progress, for example for pupils with SEND or who are disadvantaged. They praise the headteacher's dedication to sourcing different ways to bring further funding into the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The systems for recruiting and checking information about new staff members are strong and effective. Office staff have well-established, effective procedures for ensuring that the high numbers of visitors and specialists do not compromise the safeguarding arrangements in any way.
- The safeguarding and pastoral lead has an excellent understanding of the types of support available for families. She works closely with the designated safeguarding leaders, including the headteacher, to ensure that pupils and their families receive the support they need. The team knows its families very well.
- Staff have a wide range of training, which equips them with the skills to support pupils in very different circumstances. The governor for safeguarding, who also has an important role for safeguarding in the local authority, supports staff in this work.
- Teachers are not afraid to address difficult subjects and events in society. They encourage age-appropriate open discussion in a safe and supportive environment about concepts such as radicalisation and extremism. They teach pupils about potential risks to their safety and how to manage these well.

Quality of teaching, learning and assessment

Outstanding

- Teaching is challenging and stimulating. A culture of learning among the staff team, as well as the pupils, results in excellent teaching, with pupils making great gains in their personal development skills and pupils achieving highly.
- The staff team shares leaders' ambition for all pupils to work in harmony and make the best progress they can, in a safe, secure and motivational environment. All classrooms reflect the headteacher's ambition that 'every moment should be purposeful'. Teachers with strong subject knowledge use questioning skilfully to probe pupils' thoughts and ideas, to encourage debate and to embed their knowledge.
- Classrooms are extremely calm and industrious. Pupils are encouraged to discuss, share, hypothesise and investigate to deepen their knowledge and understanding.
- Leaders' clear direction in mathematics is consistently applied by all staff members. Teachers deliver mathematics with a distinct 'can do' attitude with pupils. Mistakes are seen as valuable learning opportunities which are used to successfully unpick pupils' understanding and move learning on. Work in building confidence in number strategies, particularly times tables, is balanced well with opportunities for pupils to investigate and apply the skills they have learned. Resources, including mathematical vocabulary and records of previous learning around the classroom, are used well to support this learning.
- The staff team places a high emphasis on developing oracy and, consequently, pupils of all ages and abilities are able to express themselves well. Pupils use subject-specific

vocabulary to describe their learning. This is married with a rich diet of high-quality texts and learning about the work of a diverse range of authors. During the inspection, Year 1 pupils were confidently speaking about, and acting out the characteristics of, the cast in Shakespeare's play, 'The Tempest'. Pupils of this age were able to access this text successfully because of the skilled modelling of teachers and carefully pitched direction in engaging and purposeful tasks.

- Pupils get a good start to developing their accuracy and fluency in reading with strong teaching in phonics. Teachers have established good routines for learning and their lively delivery helps pupils make good progress in phonics sessions. Lower-ability pupils are supported well in catching up in carefully planned interventions that are well matched to their needs and ability in phonics. Pupils' reading books are matched to the sounds they have learned and, therefore, they are able to decode new words successfully.
- The learning environment and style of teaching is very different in the early years and key stage 1 for a number of reasons. Teaching overall is strong in both settings. Early years distinct areas of learning are focused on giving children practical, real-life experiences. After careful adult modelling, children spend a high proportion of the day choosing areas to learn in, where they are supported by adults to ensure that their learning moves forward. Direction in basic skills is teacher-led, and application of skills is through practical opportunities, for example to record the scores in a game. In Year 1, expectations are more formal, for example pupils write in books with lines. Middle- and higher-ability pupils quickly fly in this new setting. However, some pupils with lower starting points find the changes in the style of learning quite difficult and their progress slows for a while as they adjust.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Highly positive and successful relationships shine through the school. Leaders' direction in RP is enabling pupils to be confident, independent learners, who consider others and understand how their own actions affect others. Pupils know that their responses are listened to. Many pupils mention their 'RP reps': how this is a desired role and how RP reps give great support to everyone in school.
- Pupils are encouraged to take responsibilities over their time in school. Pupils are very keen to apply for roles and fulfil them with commitment and pride. For example, key stage 2 pupils were proud to show an inspector how they had helped to prepare activities in the early years setting for the afternoon session. Many pupils give examples of the great work the school 'reps' carry out, saying they consult them regularly and give feedback about the progress of their ideas.
- A large number of pupils attend the out-of-school club. This provides a secure and relaxed start and end to the day where pupils are well supported by adults. There is a swift transition to classes for the start of the day.
- Pupils are very proud of their school. They describe it as an inclusive place where everyone is welcomed. They show appreciation for the opportunities they are given.

Pupils in key stage 2 are ambitious; they are proud of their work and eager to show the improvements they are making. In key stage 1, pupils do not consistently show the same pride in their written work, although they are very keen to talk about their learning.

- Excellent direction in information and technology sessions ensures that pupils know how to use the internet safely.
- Opportunities for pupils of all ages to take part in extra-curricular activities are impressive. Clubs include fun ways for pupils to upgrade their basic skills, such as in the mathematics club and book club, as well as chances to try something new, such as taekwondo and in the keyboard club.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils describe behaviour in school as 'always very good and often excellent'. Leaders describe how the RP techniques have radically changed the culture of behaviour in the school over time, as these have become embedded. Inspectors agree that pupils' behaviour and the ways they relate to one another and take responsibility for themselves are exemplary.
- Pupils enjoy breaktimes and speak positively about how they get on with others. The pupils spoken to during the inspection said that they had never been bullied but they all knew what to do if they were, or they saw another pupil being bullied or upset.
- The inspirational environment for learning and positive relationships mean that pupils do not want to miss out on a day at school! Their attendance is consistently better than the national average and they arrive on time for school. Where any attendance does slip, leaders go above and beyond to get this back on track. Their strong relationships with pupils' families help them to secure improvement.

Outcomes for pupils

Outstanding

- Outcomes are outstanding because, since the last inspection, there have been substantial and sustained improvements in the progress pupils make over their time in school and in their achievement at the end of Year 6.
- In 2018, pupils' progress by the end of Year 6 was considerably above average in writing and mathematics and above average in reading. The proportion of pupils reaching the expected standard in a combination of reading, writing and mathematics placed them in the top 10% of all schools nationally.
- The proportion of pupils who achieved higher standards in Year 6 in the 2018 tests was substantially greater than the national average, particularly in mathematics, where about half of the year group reached the higher standard.
- In 2018, Year 2 pupils' achievement at the higher standard was similarly positive, with higher than average proportions of pupils reaching this standard in reading, writing and mathematics. The only difference in this rosy picture is the proportion of pupils in Year 2 who met the expected standard in English. However, 30% of this cohort receive

support for SEND. The excellent direction these pupils continue to be given in Year 3 means that they are catching up quickly.

- Key stage 1 pupils' current work, school assessment information and observations of learning show that they are making strong progress. A wide range of additional support is helping pupils with lower starting points to catch up quickly.
- The proportion of pupils reaching the expected standards in the Year 1 phonics screening check has risen year on year and is above the national average.
- Disadvantaged pupils make similarly strong progress to other pupils in the school.
- Pupils with SEND make excellent progress in relation to their starting points. This is due to the hard work and diligence of the special educational needs coordinator and other staff members.

Early years provision

Outstanding

- Children get a fabulous start to learning in the early years. An inspirational environment for learning, security and nurture offered by adults, quickly established positive relationships with parents and close partnerships with the Children's Centre Nursery help children to thrive and become successful learners.
- The early years leader has a strong vision for the experiences and learning she wants children to access in the early years. This vision balances opportunities for awe and wonder with direction to develop children's basic skills. The leader and her team know the children very well and design the areas of the setting to meet their needs.
- The indoor and outdoor learning environments are designed to entice children into experiences that give them the knowledge and vocabulary to build a solid foundation in all areas of the curriculum. At the start of the day, children quickly become absorbed in the learning on offer. Leaders describe this as 'a time for children to be inspired', and they certainly are! Adults expertly use their detailed knowledge of what children can do to drop in to children's learning and focus on the specific areas where they need to take their next steps.
- Outdoors, wider opportunities are planned to encourage children to collaborate, cooperate and explore. Every area is meticulously planned to fire children's interests, deepen their understanding and equip them with strong life skills. So that learning is not interrupted, children can easily access waterproofs and wellingtons, and pop into the polytunnel to get a hot drink and warm up before getting back to their learning.
- Adults model and expect the very best behaviours. Children have so much to do and explore that they are fully engaged in their learning and their behaviour is excellent. They listen carefully to adults and respond quickly to their requests. For example, when they need to finish the activity they are involved in to join a group phonics session, they move and settle quickly and learning moves on swiftly.
- Phonics teaching is well matched to children's abilities. Children with lower starting points are given good support in catching up with their peers. Adults have high expectations of what children can do and model saying and writing sounds well so that children copy them with confidence and success.

- Writing and mathematics are encouraged throughout all other activities where possible. For example, during the inspection, children were finding out about the tallest buildings in the world. Once they had looked at photographs of the building and talked about the height of the buildings, what they are called, what they are made of and where in the world they are, they started work on their own towers. Some children were drawing large-scale designs of buildings, with adults reminding them to number the floors and name the buildings. Children were naturally using their basic skills to support this work.
- Another child was taking photographs of the towers other children were building in the construction site. They focused the camera on the tripod carefully in the direction of the tower. They followed the adult's example, telling children to ensure that everyone was in the photograph frame and made sure that they did not put their finger over the lens.
- The promotion of positive, high-quality life experiences continues at lunchtime. Mood lighting, excellent organisation and high-quality plates, glasses and crockery give children a five-star restaurant-type dining experience. Children rise to the high expectations in good table manners and establish good eating habits.
- Adults use the learning and experiences on offer to promote an understanding of keeping safe. Children are involved in the risk assessments that take place for new activities. For example, children in the 'construction site' had hard hats 'in case our tower falls down or loses some bricks while we are building it', and were using a step ladder safely. Children washing the bikes outside on a very frosty day knew that the water on the ground could become icy and slippery.
- Safeguarding and welfare requirements are very well met.
- Parents are delighted in the opportunities their children have in the early years. They feel welcome and involved in their children's learning. The early years team listen carefully to their views and take their suggestions on board. For example, parents have access to their children's learning journals each day but have asked for more time and space to look at these in detail. Leaders have planned in breakfast and tea sessions to give parents time to celebrate this work.
- The early years team has worked closely with key stage 1 staff team, during the past year in particular, to ensure that the transition children make from early years to Year 1 is a smooth one. They acknowledge that some lower-ability children need further support in maintaining excellent progress throughout this transition.

School details

Unique reference number	107913
Local authority	Leeds
Inspection number	10059080

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	542
Appropriate authority	The governing body
Chair	Kim Adams
Headteacher	Deborah Kenny
Telephone number	01132 689160
Website	www.carrmanor-pri.leeds.sch.uk
Email address	office@carrmanorprimary.org.uk
Date of previous inspection	27 March 2018

Information about this school

- The school is larger than the average-sized primary school.
- Carr Manor Primary School is a founder member of Noctua Teaching School Alliance. The school became a National Support School in May 2018.
- The school has a much higher than average proportion of pupils from different ethnic groups.
- The proportion of pupils who speak English as an additional language is higher than the national average and in the top 20% of schools.
- The proportion of pupils with SEND and the proportion of pupils who have an education, health and care plan are similar to the national averages.
- The proportion of pupils who are known to be eligible for the pupil premium is just below the national average.

- The early years consists of a unit of Nursery and Reception children. The 78 Nursery places are offered in flexible hours, up to 30 hours.
- The school runs before- and after-school clubs.

Information about this inspection

- Inspectors gathered a wide range of evidence throughout the inspection. This included undertaking observations of teaching and learning in all classes and across a range of subjects. It also included drop-ins to small-group and one-to-one interventions. Some of these observations took place alongside senior leaders.
- Inspectors held discussions with senior and middle leaders, class teachers, teaching support staff and office staff. They met with staff with various roles in relation to safeguarding. Inspectors met with four members of the governing body, including the chair, and the school improvement adviser from the local authority.
- Inspectors scrutinised a wide range of pupils' work in English and mathematics and other areas of the curriculum. Most of this work took place alongside leaders.
- Pupils' behaviour was observed in lessons, during breaktimes and lunchtimes and in before- and after-school clubs.
- A range of documentation was scrutinised by inspectors, including the school's self-evaluation, the school improvement plan, documents related to the monitoring and evaluation of teaching, learning and assessment, governing body meeting minutes, school policies and documentation relating to safeguarding, behaviour and attendance.
- Inspectors took into account the 186 responses to Ofsted's online questionnaire, Parent View. They spoke to parents before school. No responses to Ofsted's online staff and pupil questionnaires were received, but inspectors spoke to a substantial number of staff members and pupils during the inspection.
- Inspectors spoke to pupils during lessons, during breaktimes and lunchtimes and in more formal meetings with older and younger pupils. Inspectors heard pupils read.

Inspection team

Kate Rowley, lead inspector	Her Majesty's Inspector
Alexa O'Gara	Ofsted Inspector
Gill Wild	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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