

Inspection of a school judged outstanding for overall effectiveness before September 2024: Manor Wood Primary School

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

Inspection dates:

23 and 24 April 2025

Outcome

Manor Wood Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Kate Humphries. The school is part of Owlcotes Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lesley West, and overseen by a board of trustees, chaired by Judith Norfolk.

What is it like to attend this school?

Manor Wood is an inclusive and welcoming school. It knows each pupil as an individual and prioritises their well-being. Pupils are polite and courteous. They are proud of their school and describe it, rightly, as a 'fair and kind community'. Pupils realise the school's values of peer generosity, team comes first and everyone is a learner through their positive attitudes to their work and respectful relationships with one another. Pupils feel happy and safe.

Pupils are taught how to manage their emotions and to recognise when they need support. They describe bullying as rare. When it does happen, pupils know that staff help them to sort out problems by taking time to listen to them. For example, time is set aside each day for pupils to share feelings and emotions. Classrooms are calm and purposeful places for pupils to learn. Pupils work collaboratively, taking turns, sharing resources and enjoying the learning journey together.

The school is highly ambitious for all pupils and determined that they will achieve well. The work pupils complete and the knowledge they gain over their time at the school demonstrates that these ambitions are fulfilled. At Manor Wood, every child does matter and every moment is made to count.

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

Since the last inspection, the school has revised its curriculum. This has raised expectations and prioritised new vocabulary. Each subject is carefully sequenced so that knowledge builds on what pupils have learned before. Starting in the early years, children experience an exciting and broad curriculum that motivates them to work hard and achieve highly. Pupils with special educational needs and/or disabilities (SEND) benefit from suitable adaptations to the curriculum. Their needs are identified quickly. The school provides the additional support that these pupils need to access the same ambitious curriculum as their peers.

During lessons, teachers make regular checks on pupils' learning. The feedback they provide keeps pupils on track. This means that misconceptions are quickly addressed and resolved. The school makes checks on what pupils have previously been taught and this helps them to remember what they have learned. In most subjects, this is highly effective and pupils are confident in recalling learning from previous topics. However, in some subjects, the checks are not specific enough. They do not help pupils to recall the most important knowledge and skills that the school wants them to remember. When this is the case, it affects how well pupils remember their previous learning.

Reading remains a high priority for the school. Highly trained staff teach phonics well. Pupils who struggle to keep up with the phonics programme get the extra help they need. As a result, most pupils leave key stage 1 as confident, fluent readers who can apply their phonics knowledge in their writing. In the early years, children are keen writers. They get lots of opportunities to use their phonics as they learn and play. This includes labelling the pictures they draw or when writing menus for their imaginary restaurant. However, for some pupils in key stage 1, the writing tasks they complete to help them with their phonics are overly ambitious. When this happens, pupils do not get enough opportunities to practise the sounds they are learning.

The early years is an exceptionally well-resourced and creative place where children thrive. Staff encourage children's learning and language by modelling high expectations. They challenge children's thinking through the questions they ask and the learning activities they design. Outdoors, children explore adventurously and play in the forest area. They quickly become confident, independent learners.

Pupils' personal development is a strength of the school. By the time pupils leave Year 6, they are well prepared for life beyond Manor Wood. A wealth of leadership opportunities such as 'RP reps', reading ambassadors and pupil voice roles enable pupils to play an active part in the school community. Supported by local charities and the police, pupils develop a secure understanding of the dangers of drugs and the benefits that healthy eating and rest have on mental health. Older pupils have an age-appropriate understanding of healthy relationships. Pupils appreciate and recognise the importance of equality and diversity. For example, in their recent history studies, Year 6 pupils explored gender equality issues during World War II and learned of the valuable contribution women made to the war effort.

Those with responsibility for governance have a detailed understanding of the school. Members of the governing body are well informed. They check closely on the quality of education in the school and understand the impact of the school's actions.

Since joining the trust, staff have benefited from well-being services, professional development opportunities and involvement in professional networks that the trust provides. Staff are fully committed to the school and its community. They appreciate the way that leaders take account of their views when implementing changes. Morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some pupils at the early stages of learning their phonics, some transcriptional activities they complete are overly ambitious and unnecessarily complex. As a result, pupils are not able to apply their phonics knowledge and they make errors in their writing. The school should ensure that staff closely match the transcriptional activities pupils complete to the sounds they are learning, so that they can apply their phonics knowledge more accurately when they write.
- In some subjects, the opportunities that the school gives pupils to recall prior learning do not check the most important curriculum content that the school wants them to remember, in enough detail. As a result, key knowledge is not recapped sufficiently well, and pupils have some gaps in their knowledge. The school should ensure that the key knowledge and skills it wants pupils to remember are regularly practised so that pupils develop the depth of knowledge contained within the school's curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually, this is within one to two years of the

date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Carr Manor Primary School, to be outstanding for overall effectiveness in January 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149547
Local authority	Leeds
Inspection number	10346829
Type of school	Primary
School category	Academy converter
Age range of pupils	0 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	501
Appropriate authority	Board of trustees
Chair of trust	Judith Norfolk
CEO of the trust	Lesley West
Headteacher	Kate Humphries
Website	www.manorwoodps.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Manor Wood Primary School converted to become an academy school in June 2023. When its predecessor school, Carr Manor Primary School, was last inspected by Ofsted, it was judged to be outstanding for overall effectiveness.
- The school joined Owlcotes Multi-Academy Trust in June 2023.
- At the time of the inspection, the school was not using any alternative provision.
- The school operates a 0 to 3, early years provision, known as Manor Wood Children's Centre, on the school site. This provision is operated by the school.
- The school runs a before- and after-school club.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher to discuss pupils' behaviour and attendance. The inspector also reviewed the school's behaviour and attendance records.
- The inspector met with a selection of teaching and support staff to discuss workload and well-being.
- The inspector held a conversation with the trustees, including the chair of the trust and CEO. The inspector also met with members of the local governing body, including the chair of governors.
- The inspector visited a sample of lessons across four curriculum subjects, spoke to pupils about their learning and looked at samples of their work.
- The inspector observed pupils' behaviour in lessons and during lunchtime.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to Ofsted's parent survey, Ofsted Parent View. The inspector also considered responses to Ofsted's staff survey.

Inspection team

Chris Pearce, lead inspector

His Majesty's Inspector

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