

Inspection of a good school: Manland Primary School

Sauncey Avenue, Harpenden, Hertfordshire AL5 4QW

Inspection dates:

5 and 6 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The school values of 'inspiration, aspiration, responsibility' are embedded in day-to-day school life. Pupils, including those with special educational needs and/or disabilities (SEND), demonstrate highly positive attitudes towards their learning. They remember and build on what they learn. Pupils achieve high standards across the curriculum. The strong culture of learning is exemplified through the weekly celebration assemblies. These motivate pupils to work hard and celebrate others' achievements.

Pupils are happy and thrive in the school. This is the result of the high expectations and clear routines that are in place. Children in Reception listen carefully and share equipment in harmony with others. Pupils behave exceptionally well in lessons and during social times. They support each other, demonstrate kindness, and form strong, trusting relationships with adults.

Pupils have a strong understanding of democracy and link this to the election of house captains and members of the pupil parliament. The pupil parliament takes an active role in improving the environment for pupils. They organise events and raise money for charities. The pupil parliament members visit the Houses of Parliament and speak with the local MP. Pupils talk knowledgeably about their understanding of equality and diversity.

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

The curriculum is ambitious and well designed. The school uses a range of programmes of study from a number of providers. These are carefully adapted to the school's context.

The curriculum clearly and logically sets out the knowledge and vocabulary that pupils need to know from Reception to Year 6.

The school prioritises high-quality professional and subject-specific training for staff. This equips them with strong subject knowledge and helps them to plan and teach lessons with confidence. They regularly check and identify any gaps in pupils' knowledge. When identified, staff adapt their teaching to close the gaps quickly. As a result, pupils, including those with SEND, confidently remember what they have learned.

Reading forms the backbone of the school's curriculum. Children begin to learn phonics as soon as they join Reception. Well-trained staff consistently implement the programme. The books pupils read match the sounds they are learning. Those pupils who fall behind in their reading receive extra support. Once pupils decode with confidence, they follow a structured daily reading programme. This develops pupils' comprehension and emotional engagement with stories. Pupils read a range of high-quality texts. This fosters their love of reading and helps develop their cultural capital.

The school is determined that pupils with SEND achieve well. Staff quickly and accurately identify individual pupils' needs. They ensure that adaptations to lessons are well considered and are effective in supporting pupils' learning. This includes using visual aids and well-considered practical resources. The school proactively works with parents and external agencies to ensure that pupils receive the right help.

The school's early years curriculum is comprehensive. Staff prepare activities which help pupils to apply and practise their learning. Children are keen to learn new things and share their own experiences. For example, children talked enthusiastically about their locality and places in the world that they had visited. Children are supported in their learning by high-quality interactions with adults. These interactions, along with ongoing assessment, ensure that children develop the knowledge and skills needed to make a successful transition to Year 1.

The school provides an extensive range of opportunities to enhance pupils' wider development. This includes trips and visitors to school that enrich the curriculum and contribute to the development of pupils' understanding of the world. Pupils talk with excitement about their residential trip and workshop visits linked to World War 2 and the ancient Egyptians. Parent-led assemblies develop pupils' awareness of aspirational careers, such as anaesthetists and solicitors. An extensive range of extra-curricular clubs, such as sports, music, science and baking, are well attended by pupils, including those with SEND, and help nurture new interests.

Governors adopt a systematic approach to check the effectiveness of the school. They have an accurate oversight of the school. There is a shared understanding of the school's strengths and areas that are a focus for further development. When making decisions, the school is highly considerate of any potential impact on the workload of staff. Staff are very proud to work at the school and feel extremely well supported to develop their expertise.

Parents express highly positive views about the school. They praise the care provided to their children by adults in the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 school to be good in September 2018.

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 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	117103
Local authority	Hertfordshire
Inspection number	10323633
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Libby Montgomery
Headteacher	Claire Wicks
Website	www.manland.herts.sch.uk
Dates of previous inspection	25 and 26 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative education provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector visited lessons and looked at samples of pupils' work in some other subjects.
- 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 discussed with the school its provision for early years, pupils' personal development, behaviour and SEND.
- The inspector met with representatives of the governing body, including the chair of governors and held a telephone conversation with the school's improvement partner.
- The inspector considered the 153 responses and 105 free-text responses received during the inspection to Ofsted's online survey, Ofsted Parent View. He also considered the 15 responses to Ofsted's staff survey. There were no responses to the pupil survey.

Inspection team

Wayne Jarvis, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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