

Manford Primary School

Address: Manford Way, Chigwell, Essex, IG7 4BX

Unique reference number (URN): 102795

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Over time, pupils' achievement in reading and mathematics at the end of key stage 2 is broadly in line with national averages. Published outcomes show that pupils' attainment in writing is above the national average. Pupils who are disadvantaged currently progress steadily through the curriculum and improvements have been made year on year in terms of their achievements in national assessments for reading, writing and mathematics. This means that most pupils are well prepared for their move to secondary education.

Some pupils join part way through the school year and can have gaps in their knowledge and skills. Leaders prioritise supporting these pupils to catch up quickly. For example, leaders quickly identify pupils who have gaps in their spoken language. They use specific speaking and listening interventions so that these pupils build their confidence and fluency by the time that they leave the school.

Improvements to the curriculum and teaching mean that pupils across the school typically develop a depth of knowledge in different subjects. On occasions where activity and teaching choices are less ambitious than the intended curriculum, some pupils do not secure the same level of understanding.

Curriculum and teaching

Expected standard 

Since the previous inspection, leaders have developed an ambitious and well-designed curriculum that prioritises securing deep knowledge, skills and vocabulary across different subjects. The curriculum is carefully designed to ensure that pupils practise and embed important knowledge. For example, in geography, children in early years begin by talking about different countries and noticing simple differences between places. This early locational awareness is strengthened in key stage 1, where pupils use maps, directional language and other geographical vocabulary to describe where places are. By key stage 2, pupils build on this secure foundation to identify the position and significance of lines of latitude and longitude using more complex mapping conventions.

Leaders have provided much training to ensure staff have a depth of subject knowledge to teach the curriculum. Consequently, teaching generally presents new learning clearly to pupils. In many cases, tasks are well adapted so that pupils at different starting points, including those with special educational needs and/or disabilities and those who are disadvantaged, can access learning confidently. However, there are times when the choice of teaching strategies or resources do not to deepen understanding as well as they might. In these instances, some pupils do not develop the depth of knowledge outlined in the intended curriculum.

Leaders have identified the importance of securing strong foundations in reading, writing and mathematics. The school provides effective support to any pupils who need to catch up, including through targeted interventions. As a result, pupils have the necessary foundations that they need to learn the rest of the curriculum.

Early years

Expected standard 

Children in the early years quickly learn the routines that help them settle and feel secure. Leaders place a clear emphasis on helping children pay attention and listen actively from the start. Staff also prioritise children's personal, social and emotional development, supporting them to self-regulate and work cooperatively with others. As a result, children show increasing skill in turn-taking, listening and sharing.

The early years curriculum is well designed. Staff are trained in the developmental needs of the different age groups, including children with special educational needs and/or disabilities. Overall, the curriculum is implemented well. The range of learning opportunities reflect children's interests and needs.

Children feel safe, secure and happy because staff build nurturing relationships and establish predictable routines. Staff promote self-regulation and independence sensitively. The environment is calm, purposeful and developmentally appropriate, encouraging exploration, curiosity and positive friendships.

Leaders routinely check the quality of the early years provision. The school has established positive relationships with families, and communication is prioritised. Through a range of systems, parents and carers are kept informed about their children's education and how they can provide helpful support at home.

Inclusion

Expected standard 

Manford Primary School fosters an inclusive approach underpinned with high expectations for all pupils. Staff know pupils well and use a wide range of information to identify any barriers to learning or participation early on. This means that pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged, pupils known to children's social care and those who speak English as an additional language are swiftly identified and well supported. Leaders also identify pupils with emerging vulnerabilities, such as young carers, and provide effective wellbeing support. For example, the 'young carers' club gives pupils a chance to interact with their peers, play and feel part of a supportive community. Leaders have established clear systems to assess needs and review the impact of any additional support regularly. This helps to ensure pupils receive timely support that strengthens both their learning and wellbeing.

The school has an above-average number of pupils with education, health and care (EHC) plans. Leaders ensure pupils with SEND access a high-quality education. Academic and pastoral support reduces barriers to learning. Additional spaces such as the 'purple room' provide a nurturing space for pupils who may need more individualised support.

Leaders use additional funding, including for pupils who are disadvantaged, purposefully to help reduce barriers and widen pupils' experiences. Leaders work effectively with parents, carers, the virtual school and external professionals. These strong partnerships help pupils and their families feel supported, included and ready to succeed.

Leadership and governance

Expected standard 

Leaders, and those responsible for governance, are aspirational. They keep pupils' needs at the heart of their decision-making. This has brought about clear benefits. For example, improvements to the curriculum and teaching, notably in mathematics and in the early years provision, are supporting pupils to build secure and embedded foundations in learning.

Overall, leaders have a generally accurate understanding of the school's strengths and the aspects that could be strengthened further. They typically take purposeful action to address these areas. However, on occasion, checks lack precision and follow-up to any planned actions is not consistently systematic. This includes aspects of attendance and teaching. While leaders provide regular, research-informed training, some staff would benefit from greater clarity about the expectations about how training should be applied in practice.

Those responsible for governance typically provide effective support and challenge. They visit the school regularly, review information about pupils' achievements and consider findings from external reviews of the school. They fulfil their statutory duties, including about safeguarding and oversight of additional funding. Governors maintain a clear focus on continuing to improve outcomes, rates of attendance and opportunities for all pupils.

Leaders consider carefully the workload of staff when making decisions. Staff feel valued and appreciate the steps leaders take to support their wellbeing. As a result, staff are rightly proud to work at the school. Leaders engage and communicate well with parents, carers and external professionals to support pupils' learning and development.

Personal development and wellbeing

Expected standard 

The school provides a broad personal development offer. The curriculum is well designed to help pupils to learn about important ideas, including about values, such as democracy. For example, pupils understand the importance of discussing and voting for the fundraising events they would like to have. The curriculum is underpinned by a well-thought-through programme of educational visits. The school is committed to providing one local visit, one visit to a place of worship and one paid school visit per class each year. This means that pupils have visited a range of museums and other attractions as well as taking part in additional workshops held in school. For example, a recent workshop on the Great Fire of London enabled pupils to deepen their historical understanding through practical, hands-on activities. Some visits are specifically targeted to support groups of pupils. For example, pupils who face additional barriers to their learning and participation attended a science event at local exhibition centre, where they learned about recent scientific developments. These experiences help broaden pupils' interests, aspirations and awareness of the wider world.

The school promotes meaningful opportunities for pupils to explore different outdoor environments. Staff work closely with the school council, who contributed to planning, selecting and fundraising for the newly installed playground equipment. This collaborative approach strengthens pupils' leadership, agency and sense of responsibility.

Additional activities are designed to ensure that pupils keep healthy, fit and active. This means there is a broad range of sporting opportunities including multi-sports, gymnastics,

football and dance. Pupils' interests and talents are nurtured in other areas including arts and crafts. Pupils with special educational needs and/or disabilities (SEND) or who may face other barriers to learning and participation are well supported to access the same opportunities as their peers.

Pastoral support is effective. Staff know pupils well and provide timely support to promote pupils' emotional wellbeing and mental health. As a result, pupils feel safe, valued and well supported. They show positive attitudes and aspirations for their future.

Needs attention

Attendance and behaviour

Needs attention 

Leaders promote the importance of regular attendance. They are proactive in their approach in identifying and addressing barriers that prevent pupils from coming to school regularly and on time. They set clear expectations, use targeted work with families, and follow up concerns promptly. For some pupils, this is beginning to make a positive difference, with some improved attendance patterns emerging. However, rates of attendance remain below national averages and, therefore, continue to be a high priority for school leaders.

Pupils across the school show positive attitudes to their learning. During social times and when moving around the school, pupils are calm and orderly. Bullying is rare, and pupils are confident to report any concerns they may have, confident staff will tackle any unkind behaviour quickly and effectively. Pupils understand the behaviour systems well because they are clear and consistently applied. Staff are confident in tackling any poor behaviour choices. Where appropriate, adjustments are made for pupils with special educational needs and/or disabilities. For example, pupils with communication needs access visual prompts which allow them to communicate during restorative conversations. There are well designed spaces to help pupils regulate their emotions so they can re-engage with learning effectively.

What it's like to be a pupil at this school

Manford Primary School's motto of 'believe in yourself' is lived out through pupils' daily experiences. Whether speaking confidently in assembly or contributing to the lunchtime action group to share their views on school meals, pupils are encouraged to use their voices to influence change. The school's 'behaviour framework' supports pupils to understand and articulate their feelings and emotions. Pupils, including the youngest children in early years, speak with growing assurance about their wellbeing and what constitutes positive behaviour. The school's commitment to championing inclusion and diversity helps to ensure pupils and their families benefit from high expectations and a deep sense of belonging.

Pupils know how to keep themselves safe in and beyond school. They learn about peer pressure, avoiding involvement in crime, and the value of nature through visits such as to Bocket Wood. Behaviour is calm and considerate. Pupils behave well in lessons and around the school. They say they feel safe, that bullying is rare, and that staff respond

quickly and effectively to any concerns. Leaders promote values such as resilience, responsibility and respect, and pupils describe how these shape their relationships. For example, pupils talk about supporting one another when things 'go wrong', taking responsibility for their actions, and showing respect by listening carefully to different viewpoints. These values are visible in the way pupils interact in lessons and around the school, contributing to a calm, considerate and inclusive culture.

Pupils enjoy coming to school and take pride in their work. Leaders are rightly prioritising improving attendance so that pupils can benefit fully from what the school has to offer. By the end of Year 6, most pupils are well prepared for the next stage of their education.

Next steps

- Leaders should sharpen their oversight of aspects of the school's provision, including the impact of training on the quality of teaching. This will better support leaders in identifying and addressing any variations in practice in a more systematic way.
 - Leaders should continue to prioritise their work to improve pupils' attendance so that rates of attendance improve overall and for groups and are better sustained over time.
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About this inspection

The chair of the board of governors in this school is Mandy Roberts.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, teachers, support staff, pupils, governors, parents and carers during the inspection.

The school does not currently use alternative provision.

Headteacher: Julie Donnelly

Lead inspector:

Lisa Smith, His Majesty's Inspector

Team inspectors:

Rebekah Iyambo, Ofsted Inspector

Katerina Christodoulou, Ofsted Inspector

Ian Scotchbrook, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

452

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

550

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

35.84%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.09%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.50%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (final)	67%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (final)	84%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	81%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	66%	73%	Below
2022/23 (final)	70%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	34%	46%	Below
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	32%	46%	Below
2022/23 (final)	20%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25 (final)	81%	59%	Above
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	60%	Below
2024/25 (final)	52%	61%	Close to average
2023/24 (final)	42%	59%	Below
2022/23 (final)	30%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	34%	68%	-34 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	32%	67%	-36 pp
2022/23 (final)	20%	66%	-46 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	53%	80%	-27 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-8 pp
2024/25 (final)	81%	78%	3 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	70%	77%	-7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-36 pp
2024/25 (final)	52%	81%	-28 pp
2023/24 (final)	42%	79%	-37 pp
2022/23 (final)	30%	79%	-49 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	7.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	19.5%	13.0%	Above
2023/24 (3 term)	16.3%	14.6%	Close to average
2022/23 (3 term)	22.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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