

# Manor Farm Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	110340
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	356723
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	John Earish

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adam Lynnell
<b>Headteacher</b>	Lynn Kirk
<b>Date of previous school inspection</b>	20 June 2008
<b>School address</b>	Rose Avenue High Wycombe HP15 7PH
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<b>Fax number</b>	01494 817166
<b>Email address</b>	office@manorfarm.bucks.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons with 10 teachers being seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 104 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made by all groups of pupils, especially in English, to see if it is sufficient and consistent across all classes.
- The use of assessment information to sustain good progress.
- The effectiveness of leaders and managers at all levels in securing and sustaining improvements, particularly in relation to pupils' achievement and progress.

## Information about the school

This average sized school is very popular and oversubscribed. Most pupils are of White British heritage with a small number from different minority ethnic groups. The proportion of pupils who have special educational needs and/or disabilities is similar to that found nationally. These pupils' needs cover a wide range including moderate learning difficulties, behavioural, emotional and social problems, and difficulties with speech, language and communication. The school has achieved a number of awards including Healthy School Status and the Active Mark for sport. The school shares the site with a privately run nursery and an infant school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school where pupils achieve well. Parents agree and are overwhelmingly positive in their views. One parent wrote, 'This is a fantastic school which produces well-rounded children who have been encouraged in all areas of the curriculum' and another added, 'I love the way they are encouraged to learn and try harder to achieve more if they are capable'.

Standards are significantly above average overall by the time they leave school at the end of Year 6. A detailed analysis of the performance data for different groups of pupils and a scrutiny of their work show they make good progress from their starting points at the school and achieve well. Pupils who have moderate learning difficulties and other special educational needs and/or disabilities are making good progress against their targets. This is because of the good teaching and support they receive.

Achievement is good because teaching and learning are of good quality. This is because teachers and teaching assistants provide good quality, targeted support and have a clear overview of each individual's performance. This is a consequence of the improvements to the systems for tracking, assessing and analysing pupils' performance which are of good quality. However, on some occasions, teachers miss opportunities for pupils, especially the higher attainers, to explore their own ideas or do not give them enough time to do so. This means that pupils do not always develop independence in their learning or use their initiative as well as they could.

Pupils are well cared for and feel secure and happy. As a consequence, they enjoy coming to school, attend very regularly and behave well. The school's strong emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have a good understanding of how to stay fit and healthy. Pupils find the targets they are given helpful because they give them something to aim for and help them to gauge how well they are doing. Although their books are marked regularly, the teachers' written comments do not always clearly explain how their work could be improved.

Teachers are working successfully to increase the opportunities for creativity and enjoyment within the curriculum by making links between subjects so that learning is purposeful and captures pupils' interest and enthusiasm. However, there are still missed opportunities within planning to fully exploit opportunities for independent learning.

Leadership and management are good. The headteacher, very ably supported by the deputy headteacher, has high expectations of what is achievable and shows a strong determination to drive improvement so that all pupils reach their potential. The most important areas for improvement have been accurately identified and appropriate and effective actions are being taken to tackle the issues. The school's good track record at

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including all learners and dismantling their barriers to learning means there is a good capacity for further improvement.

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

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently to explore their own ideas and use their initiative in order to sustain their rapid progress.
- Ensure that teachers' marking consistently gives pupils a clear idea of what they need to do to improve their work.

## Outcomes for individuals and groups of pupils

2

Attainment is significantly above average overall from above average starting points in Year 3 and all groups of pupils achieve well. The recent dip in performance in English has been well addressed and all groups are making good progress across the school. In addition, the gap between the performance of boys and girls in English and science has been eliminated. Although improving rapidly, the gap is still too wide ♦♦ in mathematics. Pupils with special educational needs and/or disabilities make good gains in their literacy and numeracy skills so a good number no longer need individual support by the time they leave school. Currently, the school has a small number of pupils from minority ethnic groups and they too make good progress and achieve well.

Pupils' good behaviour and their enjoyment for learning contribute significantly to their good progress and achievement. In a Year 3 literacy lesson, for example, a group of younger able pupils were discussing their reading books. One said, 'I really enjoy this activity because it lets me add new words to my vocabulary and I meet lots of new characters in my head.' They were fully engaged because they were given work that provided the right level of challenge. During a mathematics lesson, Year 6 pupils were calculating the surface area of a range of different shapes. They listened to each other very carefully and showed considerable interest and perseverance as they worked out different ways of completing the calculations. Everyone was involved and they helped and supported each other well.

Pupils make good contributions to the school and local community. Through the school council and the Eco group, for example, pupils are developing an environmental area on a previously unused piece of ground. They raise money for several charities. Pupils' spiritual, moral, social and cultural development is good. In particular, social and moral development is strong. They listen, respect and value each other's opinions as well as helping and supporting each other.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In the most successful lessons, inspiring teaching promotes pupils' creativity, independence and self-awareness. For example, in an outstanding Year 5 mathematics lesson, pupils were exploring different methods of long multiplication. The teacher used every opportunity to extend pupils' learning and moved from group to group helping, clarifying and moving learning on at a brisk rate. Those who initially had difficulty working independently were guided to select the key information from the problem to make it easier for them to solve. Pupils say they learn much better this way because it is both challenging and fun. However, there are too many missed opportunities in some lessons for pupils to solve problems and explore their own ideas, so their progress is not as rapid as it could be.

The school has carefully adapted the curriculum to make it challenging, relevant and exciting by making links between the different areas of learning. An excellent range of additional activities enrich the curriculum, particularly in sport. They include opportunities for karate, cheerleading, football, hockey, netball, music, drama and environmental awareness. However, the curriculum does not identify sufficient opportunities for pupils to work independently and use their initiative to solve problems to ensure they are always fully challenged.

The school takes good care of pupils. There are good partnerships with outside agencies to get additional support when it is needed and skilled teaching assistants also make a

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good contribution to the learning of pupils who need extra help with their work. Target setting is guiding pupils' academic development well and is helping pupils gain a clearer understanding of what they must do to improve. However, there are inconsistencies in the quality of marking. Teachers do not always clearly indicate the next steps in pupils' learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The strong impact of leadership is seen in how effectively the headteacher and deputy headteacher are embedding ambition and driving improvement. Adults have a clear understanding of what the school does well. Senior managers are increasingly effective at monitoring the progress of pupils within their areas of responsibility. Teaching and learning are regularly monitored and careful self-evaluation has led to the accurate identification of key areas for improvement.

Governors ensure that safeguarding procedures are of good quality and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. Their work shows they have considerable expertise at financial management and are fully involved in setting school priorities. Governors hold the school to account for pupils' attainment and are seeking ways of monitoring the achievement of different groups of learners with the same rigour in order to sustain their drive for continuous improvement.

The contribution the school makes to community cohesion is also good. A clear plan is in place for promoting pupils' understanding from local, national and global perspectives. While links with contrasting communities within the United Kingdom are at an earlier stage of development, pupils' knowledge and understanding of the global community is developing well.

The school is active and effective in tackling discrimination and promotes equality of opportunity well. It is addressing this with some success. For example, the gap between the performance of boys and girls is narrowing although there is still more to do in mathematics.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

All of the parents and carers who responded to the questionnaire believe their children enjoy school and are kept safe. They were overwhelmingly positive about the school, its friendly atmosphere and the care given to pupils. The inspectors fully endorse these views. A small number of parents and carers had concerns about behaviour. However, inspectors found that behaviour was good and that pupils felt safe. There were many written comments in praise of the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Farm Community Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 247 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	50	52	50	0	0	0	0
The school keeps my child safe	58	56	46	44	0	0	0	0
My school informs me about my child's progress	28	27	70	67	4	4	0	0
My child is making enough progress at this school	27	26	64	62	5	5	0	0
The teaching is good at this school	42	40	58	56	1	1	0	0
The school helps me to support my child's learning	31	30	61	59	9	9	0	0
The school helps my child to have a healthy lifestyle	43	41	56	54	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	22	64	62	2	2	0	0
The school meets my child's particular needs	31	30	62	60	7	7	0	0
The school deals effectively with unacceptable behaviour	37	36	50	48	15	14	0	0
The school takes account of my suggestions and concerns	24	23	64	62	4	4	0	0
The school is led and managed effectively	35	34	57	55	3	3	0	0
Overall, I am happy with my child's experience at this school	42	40	56	54	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 October 2010

Dear Pupils

**Inspection of Manor Farm Community Junior School, High Wycombe HP15 7PH**

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear that you like your school very much. Almost all your parents and carers are happy with the school too.

Yours is a good school, where teachers are working hard to make it even better. This means that there are lots of things that it does well, but also there are some things that could be even better.

We were particularly impressed that you enjoy your school and want to do well. You behave well, and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour.

You also told us that you find your lessons interesting and usually challenging. To make them even better, however, we are asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently so that you can make even faster progress. We have also asked them to give you a clearer idea of what you need to do to improve your work when they mark your books.

Each of you can play your part in making this school even better by continuing to work hard to meet the targets teachers set you.

Yours sincerely

John Earish

Lead Inspector

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