

Manor Field Junior School

Inspection report

Unique Reference Number	116015
Local Authority	Hampshire
Inspection number	357866
Inspection dates	1–2 February 2011
Reporting inspector	Rob Crompton

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Kevin Cleveland
Headteacher	Jan Cushing
Date of previous school inspection	20 November 2007
School address	Haydn Road Basingstoke Basingstoke RG22 4DH
Telephone number	01256 329826
Fax number	01256 816221
Email address	adminoffice@manorfield-jun.hants.sch.uk

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Manchester
M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Observations included 17 lessons taught by nine teachers. Meetings were held with pupils, the governing body and staff. Inspectors looked at minutes of meetings held by the governing body, curriculum plans, assessment documents and a wide range of other information. The questionnaires returned by 95 parents and carers, 159 pupils and 21 staff were scrutinised

The inspection team reviewed many aspects of the school's work. It looked in detail at two key areas:

- pupils' progress and attainment in English to see whether the recent improvements are on course to be sustained
- pupils' work in mathematics to see whether efforts to accelerate progress and raise attainment have been successful.

Information about the school

Manor Field is slightly smaller than the average-size school. Most pupils are from White British backgrounds. A few pupils come from other ethnic groups. The proportion of pupils identified as having learning difficulties and/or disabilities is well-above average. Most of these pupils have moderate learning difficulties; others have emotional and/or behavioural problems or communication difficulties. The proportion of pupils known to be eligible for free school meals is a little above average. The school has been accredited as a Rights Respecting school. It has the Activemark and Healthy School status

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****1**

Main findings

The school provides a good quality of education for its pupils. Good headway has been made on several fronts since the last inspection as a result of the concerted efforts of all staff to ensure all pupils do well. Pupils' progress has accelerated and levels of attainment have improved considerably because of the impressive leadership, especially by the headteacher and senior staff. Pupils enjoy learning and this is borne out by their good of attendance and eager participation in lessons. Their positive attitudes stem, not least, from the strong emphasis on rights and responsibilities which underpins the excellent relationships across the school. Engagement with parents and carers and the promotion of community cohesion are outstanding and highly effective partnerships promote pupils' learning and well-being. Care, guidance and support are outstanding. Parents and carers are overwhelmingly pleased with all aspects of the school, particularly the attention given to individual children. One remarked, 'My son has fantastic opportunities to develop skills and a broad academic base'; another commented, 'He is becoming far more confident and happy due to the great support for reading, writing and spelling.'

Pupils make good progress and reach broadly average levels by the end of Year 6. Levels of attainment are higher in reading than in writing but, overall, attainment in English is above that in mathematics. Although pupils read well, some are not sufficiently confident to use the sentence structure and vocabulary they absorb when reading in their own written work. When tackling problems in mathematics, pupils, particularly in Years 3 and 4, often cannot instantly recall number facts, such as $7 + 3 = 10$ to work out $17 + 3$ or $70 + 30$ quickly.

Pupils' behaviour in lessons is consistently good, not least as a result of the lively teaching that thoroughly engages them. The curriculum provides many opportunities for them to take the initiative and pupils develop a high level of independence. This is seen in their outstanding contributions to school life. Units of work often start with a question or dilemma which gets pupils thinking. Pupils in Years 3 and 4, for example, took account of different views and conflicting evidence when asked 'Was Francis Drake a national hero or simply a pirate?' Such work makes a strong contribution to pupils' outstanding spiritual, moral and social development.

The leadership team has a clear understanding of what works well and what needs to improve because the quality of self-evaluation is very good. As a result, improvement planning is highly effective. The school's overall effectiveness has moved from satisfactory to good since the last inspection and several aspects of the school's work are now outstanding. The forward-thinking vision and drive of leaders are evident in the impact of the improvements made and further evidence linked to pupils' quickly accelerating progress. The school has an outstanding capacity for further improvement. Leaders are very keen to improve; they show highly impressive determination to help pupils to do as

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well as possible. They understand that the reason why the school is good rather than outstanding is because there is still more to do to improve aspects of provision and pupils' learning.

What does the school need to do to improve further?

- Raise pupils' attainment in mathematics, particularly in Years 3 and 4, by building their confidence in using their basic number skills when tackling mathematical problems.
- Improve pupils' writing skills by encouraging them to use words and phrases in their written work that they come across when reading.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and their overall achievement is good. Levels of attainment as pupils enter Year 3 are generally below average. They make good progress so, by the end of Year 6, attainment is broadly average. They tend to do better in English than mathematics. Most pupils read well but their writing does not always reflect this.

Pupils have very positive attitudes and are keen to improve. They made at least good progress in all the lessons observed. Year 5 pupils, for example, extended their skills in using adjectives, similes and metaphors as they attempted writing in the style of Alfred Noyes' poem *The Highwayman*. The wide range of writing in Year 6 workbooks shows that pupils make good attempts at writing for different purposes and become more skilful through the year. Writing his own version of a Dr Who story, one pupil wrote: "I believe", he said, in a surprisingly calm voice, "that we are in Ancient Egypt." As they felt the burning white hot sand against their shoes, they saw hundreds of sweaty men building the pyramids.' Some pupils lack this confidence in using language to engage the reader and the vocabulary they come across in books is not always evident in their written work.

Pupils are very willing to try different methods of calculating and older pupils often use them to good effect when faced with mathematical problems. Pupils in the Year 3 and 4 classes, however, often struggled to solve problems as they were unsure of basic number facts. They are not always able to mentally calculate, for example $17 + 13$, as they do not immediately recognise that $7 + 3$ make 10.

Pupils with special educational needs and/or disabilities, who find learning difficult, sustain their engagement and strive to improve because tasks are set at the right level. Sensitive and effective support for pupils who have emotional or behavioural problems enables them, for the most part, to remain focused on learning. Overall, pupils with special educational needs and/or disabilities achieve well.

Pupils have extremely good understanding about keeping themselves safe. For example, they are well versed in internet safety and the potential hazards in the use of mobile phones. Pupils' awareness of health issues and the importance of exercise are reflected in the school's Healthy School status and the Activemark award. Pupils attend regularly, work well independently, cooperate closely during group work and develop good insights into the world of work. These factors, together with their confident use of modern technology, provide a good basis for their subsequent education. The pupils take great pride in their highly active school council and community relations team. All told, around 80% of the pupils take on one responsibility or another, an important factor in the school's

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accreditation for its promotion and adherence to the United Nations Convention on the Rights of the Child. Pupils show a remarkable depth of understanding about rights and responsibilities. Most apply these principles routinely in their day-to-day school life, showing sensitivity to their peers and a strong commitment to the diverse values and beliefs of different cultures. From their studies in history, art and music, pupils gain insights into the intangible, such as courage, truth and beauty.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ 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?

Lively and challenging teaching and an innovative curriculum that engages pupils are the main reasons why pupils make good progress. Lessons move at a brisk pace and seamless behaviour management enables all groups of pupils to participate fully. Teachers are skilled at gaining and sustaining pupils' attention and in pitching work at the right level. Occasionally, however, pupils' progress in mathematics is constrained because it is assumed that they have the necessary basic skills to tackle new work. Accurate ongoing assessment identifies pupils who need further challenge or those who need more support. Teachers mark work very well, pointing out what has been done well and identifying the next steps in written dialogue with pupils. After a teacher wrote 'Please add a relative clause and include some alliteration', a pupil edited her work accordingly. Pupils review their own progress frequently and that of their classmates, using agreed symbols for 'unsure', 'almost there' and 'completely understand'. Teaching assistants are very well

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deployed and make a significant contribution to pupils' progress in lessons and in catch-up groups.

Staff take every opportunity to root studies in meaningful contexts which bring learning to life. A simulated letter from a parent, asking for permission for an extended holiday so their child could take a round-the-world trip, resulted in a wide variety of work in Year 6. They weighed up the arguments for and against, engaged in lively debate and plotted the journey on a world map. When the child 'went missing in Brazil', they took on the roles as detectives, newspaper reporters and television presenters. Such activities provided extensive opportunities for them to practise, consolidate and extend their skills in speaking, listening, reading, writing, calculating distances and in working cooperatively. There is a strong emphasis on community through studies within the local area. Pupils in the Year 3 and 4 classes, for example, devoured the pizzas they had made during their visit to a local restaurant enthusiastically. Pupils have very good opportunities to follow their own interests while covering the necessary ground in each subject. Work is adapted to meet the needs of individual pupils, such as those who find learning difficult. A 'personalised learning' room is used very effectively to provide intensive support for small groups when required. The activities here focus mainly on developing pupils' language skills. Some extra time is given to helping younger pupils gain confidence in basic numeracy, but the school is, rightly, planning to extend this provision further.

Parents and carers are unanimous in their opinion that the school takes care of their children and ensures they are safe. One parent reflected these views in her comment, 'All I really expect from the school is to educate her, keep her safe and be good role models, but they go above and beyond that at times.' All staff subscribe to the rights-and-responsibilities philosophy. They do not simply pay lip service to upholding this vision, but successfully encourage an atmosphere of mutual respect where pupils look after one another. Although pupils always have an adult they can confide in, they will often turn to one of their peers initially. This happens informally and is also facilitated by the pupil 'lunchtime leaders'. The school's work with pupils and their families whose circumstances might make them vulnerable is first-class.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders set a very clear direction for the school. They have established excellent procedures for monitoring the quality of teaching and learning. Expectations are high and staff share a relentless determination to ensure all pupils do as well as they can. Equality of opportunity is promoted well and any form of discrimination is tackled effectively.

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Meticulous tracking of pupils' individual progress ensures that barriers to learning are identified quickly and dealt with effectively, resulting in all pupils having an equal chance to do well.

The school benefits from excellent partnerships with outside agencies, such as social services and family support groups. Staff collaborate frequently with local schools to share best practice. The school often hosts visits by colleagues interested in its innovative curriculum planning and how the rights-and-responsibilities approach works in practice. Links with local businesses enhance opportunities for pupils to engage with the community and learn about the world of work.

Parents and carers are increasingly active partners in their children's learning. They receive very clear feedback on how their children are getting on. Joint home-learning projects, such as building models of an adventure playground or constructing family trees, provide very good opportunities for them to be actively involved.

The governing body has a good grasp of the school's strengths and areas for further improvement. An annual conference of all governors, teachers and support, administrative and maintenance staff provides a forum for all to celebrate achievements and decide future priorities. Safeguarding procedures are thorough and implemented rigorously. Safeguarding issues are embedded into the curriculum so that pupils are frequently involved in assessing risks. Policies are reviewed annually by groups of staff, governors, parents and carers and pupils.

The school promotes community cohesion highly successfully. Relationships between members of the school community are based on mutual respect for all. Links with schools in different socio-economic settings are an integral part of the curriculum. The school's comprehensive audit of community cohesion showed the powerful influence of the rights and responsibilities ethos on promoting pupils' awareness and understanding of local, national and global issues.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

All parents and carers were happy overall with their children's experience. Except for one parent, who indicated one concern, they were unanimous in their positive opinion of all aspects of the school. The inspection findings endorsed these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Field 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	69	29	31	0	0	0	0
The school keeps my child safe	74	78	21	22	0	0	0	0
My school informs me about my child's progress	62	65	33	35	0	0	0	0
My child is making enough progress at this school	65	68	29	31	0	0	0	0
The teaching is good at this school	63	66	31	33	0	0	0	0
The school helps me to support my child's learning	63	66	32	34	0	0	0	0
The school helps my child to have a healthy lifestyle	64	67	31	33	0	0	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)	56	59	38	40	0	0	0	0
The school meets my child's particular needs	60	63	35	37	0	0	0	0
The school deals effectively with unacceptable behaviour	52	55	42	44	1	1	0	0
The school takes account of my suggestions and concerns	51	54	43	45	0	0	0	0
The school is led and managed effectively	60	63	34	36	0	0	0	0
Overall, I am happy with my child's experience at this school	68	72	27	28	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



4 February 2011

Dear Pupils

Inspection of Manor Field Junior School, Basingstoke RG22 4DH

I am writing on behalf of the inspectors who visited your school recently. Thank you for the warm welcome to your happy school. We judge that yours is a good school. We saw how much you enjoy learning and this is a key to the good progress you are making. Teachers organise a lot of extra activities for you and you appreciate this. You are growing up to be polite, confident and very sensible young people. You behave well and everyone gets on well with each other. You told us that school is a safe and happy place to be.

There are many reasons why you enjoy school, behave well and are making good progress, including:

- the outstanding care, guidance and support you receive, which means that you are very safe, happy and successful in learning new things quickly
- your outstanding spiritual, moral, social and cultural development
- the way that teachers are supported in ensuring lessons are enjoyable and challenging
- the outstanding links with your parents, carers and other organisations that help you to do well and also make the community very strong.

Your headteacher, other senior staff and governors do an exceptionally good job and they are extremely well placed to help the school to improve further. In order for the school to be even better, we are asking your teachers to do the following things.

- Help you to use words and phrases you come across in your reading in your written work.
- Increase your confidence in using your numeracy skills when tackling word problems.

You can help by continuing to read a lot of different books. This will help you to look at how authors use words and phrases to keep you interested. Then you will be more able to try using same strategies in your own writing. Pupils in Years 3 and 4 could also help by practising ways of making 10, such as $7 + 3$ and $6 + 4$, so you can instantly see that $13 + 7 = 20$ and $16 + 4 = 20$. If you get all these facts and patterns into your head, you will find harder calculations much easier.

It was a pleasure to meet you.

Yours sincerely

Rob Crompton

Lead inspector

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