

# Manor Infant School

## Inspection report

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<b>Unique Reference Number</b>	116150
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357890
<b>Inspection dates</b>	21–22 March 2011
<b>Reporting inspector</b>	Derek Watts

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Elliot
<b>Headteacher</b>	Marilyn Penman
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Fernhill Road Cove, Farnborough Hampshire GU14 9DX
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## Introduction

This inspection was carried out by three additional inspectors, who observed 21 lessons or part-lessons taught by 11 different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 87 questionnaires completed by parents and carers and others by pupils and staff.

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

- The progress pupils make in writing, particularly the most-able.
- The factors contributing to pupils' consistently good performance in mathematics.
- How well teachers provide challenging tasks for the most-able pupils, so that they can progress as well as they can.
- The effectiveness of the school's strategies for monitoring and promoting attendance.

## Information about the school

This is a slightly smaller-than-average primary school. Most of the pupils are of White British heritage. A few pupils speak English as an additional language, but very few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. A small number of deaf pupils attend the school. The proportion of pupils known to be eligible for free school meals is average. Pupil numbers have increased since the last inspection.

The school has a range of awards, including the Activemark, and Healthy School status. A breakfast and after-school club is run by a private company in partnership with the school and the adjoining junior school. This was not part of the inspection.

**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?**

**1**

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

**2**

## Main findings

Manor Infant is an outstanding school. The headteacher and staff have maintained and built upon the strengths identified in the last inspection. All pupils are highly valued and have equal access to the activities provided. Outstanding care, guidance and support and a highly effective curriculum make a considerable contribution to pupils' personal development. Pupils are extremely courteous, friendly and relate very well to adults and to their peers. Their behaviour in lessons and around the school is often exemplary. Pupils feel particularly safe because of the first-rate attention given to safeguarding, and show an excellent understanding of how to lead a healthy lifestyle. Pupils make an outstanding contribution to the school and the wider community. The school engages very successfully with parents and carers, who are delighted with the care and education provided for their children. Typical comments included, 'very impressed with the school' and 'very happy with all aspects of Manor Infant School'. Pupils achieve well because of consistently good teaching. Positive steps have been taken to improve attendance, which is now above average.

Children in the Early Years Foundation Stage make good progress in all areas of learning. Good progress continues in Years 1 and 2. Pupils' attainment by the end of Year 2 is above average but few pupils reach the higher Level 3 in writing. There are positive signs that this situation is improving, but pupils do not always have sufficient opportunities to write extended pieces in a range of subjects and a number of able Year 2 writers do not write with a fluent and joined hand. ♦♦

Teachers create a positive classroom climate for learning. Their explanations, instructions and questioning promote learning well. Assessment is used effectively to plan teaching and to match tasks to pupils' abilities. As a result pupils, including the most able, are usually challenged well and make good progress. Pupils know how well they are doing and what they need to do to improve because they are set specific individual learning targets for writing and mathematics.

The headteacher provides extremely good leadership, and is well supported by the recently formed senior leadership team. All leaders are effectively engaged in reviewing performance and improving their areas of responsibility. Through systematic self-evaluation, the school knows its strengths and takes effective action to bring about improvements. Since the last inspection, the curriculum and care, guidance and support have improved from good to outstanding and this has had a positive impact on the outcomes for pupils. The school has a good capacity for sustained further improvement.

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

- Increase the proportion of pupils who attain the higher Level 3 in writing by the end of Year 2 by:
  - extending the opportunities for pupils to write at length in different subjects
  - implementing effective strategies to improve the consistency and quality of pupils' handwriting and presentation.

## Outcomes for individuals and groups of pupils

**1**

Children enter the Early Years Foundation Stage with knowledge and skills below the levels expected for their age. They make good progress, and attainment on entry to Year 1 is usually average. Throughout the school, pupils enjoy the wide range of activities provided and show extremely positive attitudes to learning. Pupils told the inspectors, 'School is fun' and 'I like learning, especially maths.' Pupils in Years 1 and 2, including deaf pupils, typically make good progress in lessons. A significant number of pupils with special educational needs and/or disabilities make outstanding progress. By the end of Year 2, attainment is above average in reading, writing and mathematics, although the more-able pupils are not doing as well in writing as they do in reading and mathematics.

Pupils make good progress in speaking and listening because of the well-planned opportunities for them to acquire and apply these skills. By Year 2, most pupils are articulate speakers. In a good Year 1 lesson, pupils thoroughly enjoyed the story of Coyote and the Butterflies. They listened attentively and answered the teacher's well-framed questions with confidence and clarity, then played the role of the characters in the story. Members of the class took turns to ask interesting questions about the characters. Improving pupils' writing skills has been a priority and good progress has been made here. Pupils write for a range of purposes. Their spelling and punctuation are usually accurate. Inspired by an interesting photograph and some good guidance from the teacher, pupils in Year 2 in their writing described the character and the setting using adjectives, adverbs and connectives. Good opportunities for writing extended pieces are not yet consistently provided. In mathematics, pupils make good progress because of good teaching and tasks that are well tailored to their abilities. For example, pupils in Year 2 used a range of practical methods to investigate the fractions of different shapes.

Pupils make good progress in their spiritual and cultural development, and their moral and social development is particularly strong. They work extremely well in teams to solve problems. Pupils are considerate, supportive and celebrate the academic and personal qualities of others. They participate enthusiastically in a range of physical activities and choose healthy foods. Pupils feel extremely well cared for at school and are confident there are always trusted adults to turn to for help and support if needed. They make extremely good contributions to the school and to the wider community. Those on the school council have contributed to improvements to the school's accommodation and resources. Members of the 'Green Team' successfully promote the saving of energy and the recycling of materials. Pupils raise funds for a range of appeals and charities to help those less fortunate than themselves. At Manor Infants, pupils are well prepared for their next school and for the future. This is because their personal and social skills are extremely well developed and they make good progress in acquiring and applying literacy and numeracy skills.

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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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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?

Teachers effectively promote enjoyment and good learning for all groups of pupils. Some examples of outstanding practice were observed, such as in mathematics in Year 2. Teachers effectively share the purpose of the lesson with the class so pupils know what they are expected to learn. Questioning is used effectively to challenge pupils' thinking and to check their understanding of new work. Pupils' interest is sustained because activities are tailored closely to their abilities and needs. Pupils are provided with good opportunities to discuss their learning. Occasionally, opportunities are missed to really stretch pupils through extended writing, or to insist on the highest standards in presentation. Teaching assistants are well deployed and make good contributions to pupils' learning, particularly for those who need additional help with literacy or numeracy. The deaf pupils receive very effective teaching and support from specialist staff. ♦

The curriculum contributes exceptionally well to pupils' personal development. It provides exciting and memorable learning experiences for all groups of pupils. Strong provision for reading and mathematics is increasingly well complemented by interesting and effective initiatives to improve pupils' writing. Information and communication technology (ICT) is used very well to support learning in a range of areas. Art is another clear strength of the curriculum, and there are impressive displays of pupils' work around the school. Health education and the wide range of physical activities provided contribute extremely well to

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pupils' excellent understanding of healthy lifestyles. This priority is reflected in the school's national awards. Pupils thoroughly enjoy the wide range of clubs including choir, football, golf, mathematics, recorders and running. Visitors and visits further enhance the curriculum and pupils' learning.

Highly effective care, guidance and support are at the heart of the school's ethos. ♦ The extremely well-organised, safe and welcoming environment provided is much appreciated by pupils and their parents and carers. As a parent wrote, 'The school has a wonderful atmosphere and wonderful staff.' Pupils with special educational needs and/or disabilities, including deaf pupils, are carefully assessed and provided with the guidance and support needed to promote good and sometimes outstanding progress. A range of well-presented workshops in areas such as letter sounds, thinking skills and numeracy successfully helps parents and carers to support their children's learning. In partnership with other agencies, the school is successful in supporting pupils and their families when they need additional help. The effective and robust monitoring and promotion of attendance have led to significant improvements. ♦ ♦ ♦

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and staff are firmly focused on providing high quality provision and promoting very positive outcomes for pupils. Teamwork among the staff is strong and there is a clear commitment to continuous improvement and doing the best for all pupils. The leadership and management of key areas such as the Early Years Foundation Stage, English, mathematics and special educational needs are all effective. The effective monitoring and development of teaching by senior staff contributes to the consistency in practice, although it has not yet eradicated the few remaining weaknesses.

Members of the governing body show a good understanding of the school's strengths and priorities for improvement. They are supportive and provide constructive challenge so as to hold the school to account. Some governors are new to the post and their role is developing. The school has highly effective policies and procedures to protect and safeguard pupils. The monitoring and evaluation of these procedures are robust and thorough. All staff are well trained in the area of safeguarding. The school is particularly effective in promoting safe practices for pupils through teaching and the curriculum.

All pupils are highly valued and have full access to the wide range of provision. Equality of opportunity is promoted extremely well and discrimination is very effectively tackled. Remaining gaps, for example, in relation to the higher attaining pupils in writing, are

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closing rapidly. Community cohesion is promoted well. Partnerships with the parents and carers and the local community are very strong. The curriculum successfully promotes pupils' understanding of the wider global community. Projects to form partnerships with other schools within the United Kingdom community are yet to be fully developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>1</b>

## Early Years Foundation Stage

Children settle quickly into the setting because of good induction arrangements and the very positive relationships between the adults and children. Children make good progress in their personal, social and emotional development because of the considerable attention adults give to their care and welfare. Children grow in confidence, relate positively to others and behave very well. ♦

The staff of the three Reception classes plan effectively together and provide interesting activities around themes such as teddy bears. Children are well taught and there are examples of outstanding practice. They thoroughly enjoy the wide range of indoor and outdoor activities. Staff assess children's performance well and keep effective records of their individual development and progress. There is a good blend of adult-led activities and those chosen by the children. Children therefore have good opportunities to explore, be creative and work independently. The setting places much emphasis on developing children's communication and language skills. Children make good progress in speaking and listening. Their love of books is promoted well and children make good gains in acquiring and practising early writing skills. Role play areas are inspiring and reflect the current theme. The 'woodland' area for the teddy bears' picnic effectively promotes language and creativity. Children use ICT well to support their learning, for example when creating pictures of teddy bears. Using coloured pastels, children produced striking pictures of an amaryllis plant. The spacious and well-resourced outdoor learning areas

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encourage children to be active and purposeful learners. The setting is currently extending outdoor learning opportunities and further exploring activities and topics that specifically inspire boys.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

All the parents and carers who returned questionnaires are happy with their children's experience at the school. They are particularly pleased with the sense of enjoyment, their children's safety in the school, pupils' progress, the quality of teaching, the promotion of healthy lifestyles and the leadership and management. These very positive views reflect the findings of the inspection. A few parents and carers expressed concerns about the way the school deals with unacceptable behaviour. Most pupils are extremely well behaved and the school has very effective procedures for dealing with any unacceptable behaviour that may arise.

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

Ofsted invited all the registered parents and carers of pupils registered at Manor Infant 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	83	15	17	0	0	0	0
The school keeps my child safe	70	80	17	20	0	0	0	0
My school informs me about my child's progress	58	67	28	32	0	0	0	0
My child is making enough progress at this school	66	76	19	22	2	2	0	0
The teaching is good at this school	68	78	19	22	0	0	0	0
The school helps me to support my child's learning	63	72	23	26	0	0	0	0
The school helps my child to have a healthy lifestyle	60	69	26	30	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)	48	55	32	37	1	1	0	0
The school meets my child's particular needs	59	68	25	29	2	2	0	0
The school deals effectively with unacceptable behaviour	45	52	34	39	3	3	0	0
The school takes account of my suggestions and concerns	52	60	30	34	1	1	0	0
The school is led and managed effectively	60	69	24	28	1	1	1	1
Overall, I am happy with my child's experience at this school	73	84	13	15	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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](http://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"><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.**



23 March 2011

Dear Pupils

**Inspection of Manor Infant School, Farnborough GU14 9DX**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Manor Infant is an outstanding school, and you can be very proud of it.

These are the main strengths.

- You thoroughly enjoy school and your attendance is above average. ♦
- Children in the Early Years Foundation Stage get off to a super start and make good progress.
- You are making good progress because of the good teaching you receive.
- An exciting range of learning activities is provided including clubs, visits and visitors. ♦
- You get on extremely well with others and your behaviour is outstanding.
- You have an excellent understanding of how to keep healthy and fit.
- You feel very safe at school because teachers and other adults take excellent care of you and provide exceptional guidance and support.
- You make outstanding contributions to school life and to the wider community.
- The headteacher leads the school extremely well and she receives good support from other key leaders.

We have given your school just one point for improvement.

- We have asked teachers to give you more opportunities to write extended pieces in different subjects, and to help you to develop consistently good joined-up writing.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts

Lead inspector

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