

Manor Junior School

Inspection report

Unique Reference Number	101192
Local Authority	Barking and Dagenham
Inspection number	354956
Inspection dates	18–19 May 2011
Reporting inspector	Gordon Ewing

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	483
Appropriate authority	The governing body
Chair	Rita Fisher
Headteacher	Caro Drumm
Date of previous school inspection	13 May 2008
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Introduction

This inspection was carried out by four additional inspectors. They visited 23 lessons, observing 19 teachers. Meetings were held with the headteacher, other senior leaders, members of the governing body, members of staff and groups of pupils. Informal discussions were conducted with some parents, carers and pupils. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 213 parents and carers, 23 staff and 97 older pupils.

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

- The relative rates of progress through the school of all pupils in English and mathematics, but especially boys, those with special educational needs and/or disabilities and those of White British or Indian or Bangladeshi heritage.
- How effectively leaders at all levels monitor the quality of teaching and ensure that assessment information is used effectively, as well as the impact of the strategies to improve the quality of teaching and to secure consistently good rates of learning.
- The degree to which pupils are exposed to inspirational and creative activities and are able to reflect on important issues and beliefs.
- How effectively the school, under its new senior leaders, has addressed key issues identified at the last inspection.

Information about the school

Manor Junior is larger than the average-sized primary school. The proportion of pupils from minority ethnic backgrounds is high. The largest groups of pupils (around 20% for each group) are of Asian British Bangladeshi and White British heritage. A high proportion of pupils are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils who have special educational needs and/or disabilities is also below average; predominantly, these pupils have moderate learning difficulties. The current headteacher was appointed in November 2008 and other senior leaders have been appointed since then.

Out-of-school hours provision, in the form of a breakfast club and an after-school club for 20 pupils, not managed by the governing body, is provided by Childville. This provision will be inspected separately.

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

A key strength of this good and improving school is the outstanding care that it offers all pupils, especially the most vulnerable. It has made significant strides since the last inspection under the determined leadership of the headteacher. A highly motivated staff team shares her vision and expectations are high. Consequently, a positive atmosphere permeates throughout the school, relationships are strong and pupils develop into confident and happy learners. As one pupil commented: 'It's a happy school and we have good and caring friends.'

Pupils make good progress so that attainment is high by the time they leave at the end of Year 6. Pupils with special educational needs and/or disabilities, boys and those of White British, Indian or Bangladeshi heritage make similar rates of progress from their starting points. However, within this positive picture overall, attainment and progress in writing lag behind those in reading and mathematics. The new leaders were swift to identify that attainment in mathematics and writing was not as high as it could be and initiated a range of strategies to address underachievement. These have been particularly successful in raising attainment in mathematics but there is still work to do in boosting outcomes in writing. Pupils learn well in a safe, very caring and supportive atmosphere where the sense of respect, trust and self-confidence is tangible. Consequently, behaviour is consistently good and pupils participate in a harmonious and cohesive community.

A particularly impressive feature of the good teaching is in developing discussion about the pupils' learning using their 'talk partners'. Pupils share ideas and discuss their personal targets with great confidence and alacrity. This really strengthens their understanding and extends their vocabulary so that progress is enhanced further. Teachers' marking is increasingly focused on specific learning objectives but inconsistencies still exist across the school. New approaches to the assessment of learning are bedding in and teachers' confidence in using the data to inform planning is improving. However, teachers are less secure in assessing pupils' day-to-day learning in the classroom so they do not consistently move learning forward enough or adapt activities to better match pupils' needs. Consequently, pupils' abilities to evaluate their own work and acquire and apply secure independent learning skills in open-ended situations are underdeveloped. Recent initiatives to enhance the good curriculum are having a positive impact and new creative elements are now exposing pupils to more inspiring and thought-provoking cross-curricular opportunities.

The effective senior leadership team ensures that the school is driving forward with purpose on a number of fronts. As a result, the school's provision is increasingly effective in meeting the needs of all pupils. Outstanding pastoral care and rapid identification of specific needs ensure that the most vulnerable receive very focused and targeted support. One parent rightly commented: 'The headteacher has the needs of the pupils at the heart

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of all the school does.' The school has an accurate view of its strengths and weaknesses and staff and governors work seamlessly in reviewing the school's performance and maintaining an ambitious agenda for improvement. Taking into account significant improvements since the last inspection, including improvements in teaching, increasingly accurate self-evaluation and the strong support of all stakeholders, the school demonstrates good capacity to sustain further improvement.

What does the school need to do to improve further?

- By March 2012, raise attainment and rates of progress in writing consistently across the school by:
 - ensuring that pupils have systematic opportunities to improve their writing through focused teacher, peer- and self-assessment
 - planning more opportunities for pupils to apply their writing skills across a range of subjects and topics, including enrichment activities, to inspire their writing
 - moderating, termly, pupils' writing to ensure staff identify swiftly and address key areas for improvement.
- By March 2012, improve pupils' understanding of how to develop their independent learning skills by ensuring teachers:
 - use day-to-day assessment information more effectively to inform next steps in learning and giving pupils more opportunities to apply and assess their progress in open-ended activities
 - share existing good practice in marking and target setting to ensure consistency across the school
 - develop curriculum opportunities for pupils to learn and apply a broad range of independent thinking and learning skills.

Outcomes for individuals and groups of pupils

2

Achievement is good and pupils clearly enjoy coming to school. Rates of progress for all pupils, including those with special educational needs and/or disabilities, are consistently good in the majority of lessons. Pupils are polite and considerate and work and play well together. They feel secure, know how to remain safe and feel very well cared for. They have a secure understanding of how to lead a healthy lifestyle and are keen participants in physical activity and the numerous sports and after-school clubs on offer. Pupils' attitudes to learning are consistently good and sometimes outstanding. They show high degrees of concentration and patience even when, on occasions, lessons are less vibrant and stimulating. In an outstanding Year 5 literacy lesson, pupils were very enthusiastically exploring the importance of persuasive writing and confidently understood its purpose in advertising, in challenging ideas and in presenting a particular viewpoint. They discussed their ideas with talk partners with maturity and passion. Their discussions were of an impressive quality and range. The teacher's high expectations were very effectively communicated through short-term targeted tasks and the desire to learn throughout the classroom was clearly evident.

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Pupils are really keen to accept additional responsibilities such as school councillor, buddies and healthy eating ambassadors. All groups of pupils are represented in taking on these responsibilities. They show they care about the local environment, for example, by developing a nature trail in the local park and by encouraging safer parking and road safety around the locality. They enthusiastically support activities and raise funds for a number of charities, locally and further afield. Aspects of their spiritual, moral and social development are good. Their cultural development is satisfactory. They engage with children from different cultures and backgrounds but they are less securely aware of the range of cultural influences which have shaped their own heritage. Attendance is improving as the school works tirelessly in encouraging full attendance through a range of appropriate initiatives and rewards. Persistent absence has been almost eliminated. Taking into account pupils' confident application of key basic skills across the curriculum, their competency in using information communication technology and their very positive attitudes to learning, the school prepares pupils well for the challenges ahead of them.

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	1
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2

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?

Teaching across the school is good overall. Strengths include good subject knowledge, the effective use of resources, such as visualisers to model and celebrate pupils' learning, and the use of targeted questioning to keep pupils focused and on task. Most lessons are stimulating and well planned so that pupils are engaged and motivated. Pupils' very

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positive attitudes enhance all lessons but they are given too few opportunities to work independently and are too reliant on the teacher to take the next step. Individual targets are set, particularly in literacy and numeracy, but pupils' progress against these targets is not always checked frequently and systematically. Day-to-day planning is well structured but teachers are less confident in checking on pupils' understanding lesson to lesson and, consequently, some activities are not always sharply focused on pupils' current stage of learning. Teaching assistants are generally well deployed and their close working relationship with teachers ensures that supported pupils keep up with their peers.

The broad and balanced curriculum is further enhanced by new creative approaches that bring together elements of several subjects. For example, themed weeks, such as 'The Carnival of Animals' and 'Manor 75', bring added vibrancy and relevance to the curriculum, providing opportunities for pupils to apply their skills in a range of contexts. The use of technology is a strength. For example, the Year 6 photography project enabled pupils to use digital cameras to study lines, patterns and textures in the natural environment of a local park. They enthusiastically evaluated their images with peers and demonstrated good levels of artistic interpretation. A wide range of extra-curricular activities, including after-school clubs and visits, is used effectively to support pupils' learning and open their personal horizons.

The school is justifiably proud of the outstanding care, guidance and support provided to all pupils. Parents receive excellent support, for example, in advice from the parent support adviser, and outreach programmes are focused and targeted so that pupils' specific needs are very well catered for. The school can demonstrate particularly striking examples of support to vulnerable pupils who have made rapid academic and personal progress through the sensitive and caring guidance of staff and other professionals. Arrangements for pupils moving to the school and to prepare them for the transfer to secondary education are of a high quality.

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?

The new senior leadership team is principled, resolute and ambitious in implementing a vision that is shared by all. One colleague described the staff as 'a motivated team who have the pupils' interests and well-being at the centre of what drives them'. Since the last inspection there has been an unwavering and successful drive to improve the quality of teaching through a range of initiatives, including peer mentoring, external support and an extensive range of additional training. Governors are supportive and knowledgeable. The addition of new members has brought new skills and purpose to the governing body. In

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partnership with senior leaders, governors play an influential role in shaping the future of the school and in monitoring its work strategically and at classroom level. Leaders at all levels show a strong commitment to tackling discrimination and promoting equal opportunities. Incidents of racism, bullying and exclusion are extremely rare.

The school provides a very safe environment for all. It has secure arrangements for safeguarding the welfare of pupils and staff. There is a strong partnership with parents and carers and the school is clearly held in high regard. The school has established a number of strong partnerships, for example, in providing additional support and guidance for pupils with special educational needs and/or disabilities. These really enhance the quality of provision and support pupils effectively at times of transfer. The school successfully promotes community cohesion locally and links with communities elsewhere in the United Kingdom, in Europe and Africa are being established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Nearly half of parents and carers returned completed questionnaires- this is a higher-than-average response rate for primary schools. The responses to all the questions were very positive, demonstrating that the school is held in high regard. Almost all were happy with their child's experience at school. A very small minority of parents and carers expressed concerns about how the school supports them in their child's learning, how effectively the school deals with unacceptable behaviour and the degree to which the school takes account of the suggestions and concerns of parents and carers.

Inspection evidence shows that the school works hard to engage and support parents and carers, for example, in running learning workshops and in providing extra learning support to targeted pupils and families. Pupils' behaviour was observed in lessons and at break times. Inspection evidence indicates that the school's approach to managing misbehaviour

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is effective and that behaviour is consistently good. Pupils themselves reported that misbehaviour such as bullying is never tolerated and always acted on quickly. In discussions with parents and carers at the start of the day, inspectors found that the school's leaders were described as very approachable and always available to discuss any individual concerns. The school has run a number of small forums to sound out parental views on new policies, such as that on homework.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor 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 213 completed questionnaires by the end of the on-site inspection. In total, there are 483 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	51	98	46	6	3	1	0
The school keeps my child safe	105	49	106	50	1	0	1	0
My school informs me about my child's progress	94	44	109	51	10	5	0	0
My child is making enough progress at this school	85	40	121	57	5	2	1	0
The teaching is good at this school	103	48	105	49	3	1	1	0
The school helps me to support my child's learning	86	40	110	52	14	7	2	1
The school helps my child to have a healthy lifestyle	87	41	118	55	5	2	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)	92	43	108	51	7	3	0	0
The school meets my child's particular needs	72	34	128	60	8	4	0	0
The school deals effectively with unacceptable behaviour	80	38	116	54	14	7	2	1
The school takes account of my suggestions and concerns	74	35	120	56	10	5	1	0
The school is led and managed effectively	97	46	107	50	3	1	0	0
Overall, I am happy with my child's experience at this school	114	54	92	43	3	1	2	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



20 May 2011

Dear Pupils

Inspection of Manor Junior School, Barking, IG11 9AG

The whole inspection team enjoyed its recent visit to your school and the chance to see you at work. Thank you for your very warm welcome and for talking so positively about your experiences at school. You informed us that you thoroughly enjoy school and that you feel part of a happy and safe community. Almost all of your parents and carers agree with you. It is a good school, especially because of these things.

- You make good progress through the school because you have very positive attitudes and you are taught well, though we think you can do even better in writing.
- You behave well, keenly share your ideas with each other and work and play as part of a strong school community.
- The staff take excellent care of you and you are confident that they are always available to help if you have any concerns.
- You are confident about how to lead a healthy lifestyle, for example, in exercising regularly and following a balanced diet.
- You feel safe, secure and thoroughly enjoy lessons and the broad range of other activities the school has to offer.
- You are keen to improve your school and play your part by taking on responsibilities, such as being a school councillor or as a prefect.

We know that everyone at Manor Junior wants the school to be even better and to achieve this we have asked the staff and the governing body to do these things next.

- Increase the range of opportunities you have in lessons to develop independent learning skills and to learn how to apply these skills in more creative ways.
- Raise even further your attainment in writing to match the high level of skills you have achieved in reading and mathematics.

You can play your part by continuing to work as hard as you can. We wish you all every future success.

Yours sincerely

Gordon Ewing

Lead inspector

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