

Manor Field Infant School

Inspection report

Unique Reference Number	116055
Local Authority	Hampshire
Inspection number	379193
Inspection dates	10–11 October 2011
Reporting inspector	Michael Barron

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Allison Reid
Headteacher	Janet Pywell
Date of previous school inspection	31 March 2009
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Age group	4–7
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed six teachers. They also held meetings with the headteacher, deputy headteacher, members of the governing body, teaching and support staff, parents and carers, and groups of pupils. The team observed the school's work and looked at school development planning, the governing body minutes, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupils' records and samples of their work. Inspectors also scrutinised questionnaires returned by 59 parents and carers and 19 staff.

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

- Pupils' present attainment, especially in Year 2, and what this signifies in terms of achievement and progress, especially regarding mathematics and writing.
- Provision for cultural education and its impact on building up pupils' knowledge and understanding of cultures and communities other than their own, especially regarding the wider nature of modern society in the United Kingdom.
- The quality of teaching and learning, especially in catering for pupils' different abilities and needs, with a focus on the more-able pupils.

Information about the school

This is an average-size infant school. Most pupils are of White British heritage; few speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above average. Most of this group of pupils have moderate learning difficulties; a few have speech, language and communication needs. The proportion of pupils with statements of special educational needs is also above average. There is Early Years Foundation Stage provision in the school's two Reception Year classes. The proportion of pupils known to be eligible for free school meals is above the national average. The school has gained several awards, including the Rights Respecting School award. There is on-site pre-school provision not managed by the governing body and subject to a separate 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which prepares pupils well for the next stage of their education. The headteacher and her dedicated staff have created a caring environment in the school in which pupils are valued as individuals. Pupils enjoy school, achieve well and say that they feel well looked after. One pupil commented, 'I like school because it is fun and teachers make sure you are safe.' Parents and carers are very positive in their views of the school and appreciate the good level of care it provides for pupils. One commented, 'My son loves going to school because he is treated as an individual.' Another stated, 'I am very happy indeed with the good level of support my child receives.'

The school is well led by a dedicated and effective headteacher who provides a clear vision for improvement and has high expectations of what pupils are capable of achieving. She has worked well with her staff and governing body to ensure the school has successfully raised its effectiveness since the previous inspection by regularly checking and accurately measuring its performance in order to improve its practice. Staff are enthusiastic and work well as a team to ensure the school reaches the challenging targets it sets itself. This positive approach has led to a marked improvement in pupils' progress and attainment. It is also a clear indication of the school's good capacity for sustained improvement.

Children make good progress in their Reception Year because of consistently good teaching. Pupils continue to achieve well and make good progress throughout the rest of the school because teaching caters well for their needs. However, the more-able pupils do not always make the progress they are capable of as teachers and teaching assistants tend to concentrate in lessons on helping pupils who struggle and need support to cope at all with their learning. Even so, inspection evidence, supported by school data, confirm that, by Year 2, pupils' attainment is average overall, although it is better in reading and writing than mathematics.

The school provides a consistently good level of care, guidance and support for pupils. Health and well-being are securely safeguarded and child protection procedures are good. Systems for monitoring pupils' progress are used very effectively to provide pupils with the guidance and support they need to become confident and independent learners.

Pupils are keen to talk about what they like about school, especially the good range of popular extra-curricular activities. However, they have little experience of the

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multicultural nature of society in the United Kingdom. They find joining in conversations about this difficult through lack of understanding, and this remains a gap in their learning.

What does the school need to do to improve further?

- By the end of the spring term 2012, raise pupils' progress and attainment in mathematics to match their attainment in reading and writing by ensuring that they are provided with regular opportunities to develop the use of their basic arithmetic skills when solving mathematical problems.
- By the end of the spring term 2012, ensure that the more-able pupils are always provided with work in lessons that offers them the correct level of challenge.
- Increase pupils' awareness of modern society in the United Kingdom by improving opportunities for them to develop their knowledge and understanding of the ethnic and cultural diversity of the country.

Outcomes for individuals and groups of pupils

2

Pupils respond very well to the caring approach taken by the school. They are enthusiastic learners and this is reflected in their above average and improving rates of attendance. Pupils make a good contribution to the school and the local community, and have a growing awareness of their rights and responsibilities. They talk enthusiastically about how the school council ensures their views are listened to by the school and acted upon. For example, lunchtime provision for pupils has improved. The school's work in this area is reflected in the Rights Respecting award. Pupils also have a good understanding of the need to stay safe, and fully realise the importance of eating healthy foods and exercising regularly. Although a wider aspect of their cultural development is underdeveloped, pupils' spiritual, moral and social development is, otherwise, strong, and this is reflected in their good behaviour and in their respect and care for others. Pupils are confident that any instances of anti-social actions by other pupils will be dealt with quickly and fairly by adults.

Pupils' good overall progress in building up their skills, especially in literacy, coupled with their good attitudes towards learning, are preparing them well for their future economic well-being. Children enter the school at the age of four with skills and understanding well below those expected for their age, particularly regarding their speech, language and social development. Pupils, including those with special educational needs and/or disabilities, and also those who speak English as an additional language, make good progress in all year groups, especially in developing their reading and writing skills. However, all pupils make less progress in mathematics than they do in English because they find it difficult to use their basic arithmetic skills successfully when solving mathematical problems. Occasionally, more-able pupils do not always learn quickly enough when teaching is insufficiently challenging.

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Pupils are confident that teachers will always help them if they are having difficulty completing their work. They know what they have to do to improve their work. Pupils enjoy learning, especially when teachers mix subjects together in order to make lessons interesting. As a result, they work hard and this was evident during a well-taught lesson to Year 2 pupils, which mixed history and literacy together effectively in focusing on the Great Fire of London. Pupils made good progress because they were interested in the circumstances and consequences of the fire and tasks were well matched to their different abilities. Pupils in Year 1 made good progress developing their use of adjectives as ‘describing words’ because they found the work they had to complete interesting. Those with moderate learning and communication needs made good progress with adjectives with the help of effective teaching assistants.

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	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

How effective is the provision?

The curriculum links different subjects together well in order to make learning enjoyable for pupils, while focusing on developing skills in numeracy, literacy, and information and communication technology. Classrooms are well resourced and the quality of pupils’ displayed work is of a good standard. Teachers and effective teaching assistants have high expectations of what pupils can achieve and work well together in order to make a positive contribution to pupils’ learning, although the more able are not challenged well enough in every lesson. Teachers use assessment information well when planning work for pupils. They are particularly skilled in questioning and in developing pupils’ key literacy and numeracy skills, although skills

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

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in arithmetic are not always practised sufficiently for all to gain confidence and make good progress in calculating. Teachers display good subject knowledge and, even at this early stage in the school year, they have already built up good relationships with pupils. However, there are occasions when the more-able pupils find the tasks they are given to complete in lessons a little too easy.

The effective level of care, guidance and support the school provides for pupils is the basis for their good personal development. Parents and carers value the way in which the school looks after their children, and pupils are confident they will always be well looked after. Good induction and transfer arrangements help pupils settle quickly into new routines. Those pupils whose circumstances make them potentially vulnerable receive an effective level of care and support and this enables them to take a full part in school life. Pupils say that they look forward to meeting interesting visitors to school and visiting places of interest on school trips. They appreciate the enrichment activities the school provides for them, including after-school clubs featuring, for example, karate, street-dance, football and gardening.

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	2

How effective are leadership and management?

The good quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning. The headteacher and her staff have implemented many improvements since the previous inspection. They have been well supported by the governing body, which offers a good level of challenge and support to the school and is involved in all major decisions. Individual members play a very active role in school life.

The school has developed good links with parents and carers, particularly those who may have had doubts about becoming involved with the school. Parents and carers appreciate the effective way in which the school tackles discrimination and ensures all pupils are given equal chances to succeed. This is an important factor in ensuring that all pupils, regardless of their background or ability, make good progress, not only in their academic work but also in developing their social skills and their respect for others. The school's own analysis recognises that individual more-able pupils can achieve even more in some lessons.

Links with external agencies and partnerships with other institutions are used well to support pupils' learning and well-being, especially the school's effective links with the

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on-site junior school to which most pupils transfer at the end of Year 2. Safeguarding procedures are good and meet all requirements, and this is reflected in the precision of the staff recruitment and vetting checks. Staff and the governing body receive regular training about safeguarding and child protection issues, and fully understand the importance of their role in protecting pupils. Parents and carers responding to the Ofsted questionnaire universally endorse the school’s diligence in keeping their children safe.

The school’s work in promoting community cohesion is satisfactory. It has built up effective links with the local community, which it uses well to develop pupils’ understanding of shared community values. However, the school’s curriculum does not offer regular opportunities for pupils to develop their understanding of the wider nature of modern society in the United Kingdom. In other respects, pupils’ personal development is strong.

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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage get off to a good start during their first year at school because teaching is well matched to their individual needs. Parents and carers value the good quality of education the school provides for their children. One commented, ‘My child enjoys coming to school and is already making good progress after just a few weeks.’

Good leadership and management ensure that children quickly develop positive attitudes to learning and settle happily into new routines. They are well behaved and keen to learn. The two Reception Year classrooms are large, colourful and well equipped and provide stimulating learning environments for children. Lessons are

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planned to ensure that children are provided with a wide range of stimulating and practical activities which cover all areas of learning. They effectively blend opportunities for children to learn both independently and with adult direction. Teachers and teaching assistants work well together to ensure that children receive a good level of care, guidance and support.

Ongoing records of children’s progress are used effectively when planning further work with a high priority given to children’s personal, social and emotional development and to their welfare. As a result, children feel safe and secure. They appear happy and contented and know they can get help if they are worried about anything. However, there are occasions in lessons when the more-able children do not make the progress they are capable of because most support is targeted towards those children who require extra help with their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was an average rate of response to the parents’ and carers’ questionnaire. An overwhelming majority of the parents and carers who returned the questionnaire or who were spoken to by inspectors held positive views about the school. Few parents and carers expressed any concerns, although a very small minority felt that the level of communication between the school and themselves could improve. Inspectors considered their comments carefully, but judged from this inspection that the school communicated effectively with parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Field 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	68	19	32	0	0	0	0
The school keeps my child safe	45	76	14	24	0	0	0	0
The school informs me about my child’s progress	25	42	32	54	1	2	0	0
My child is making enough progress at this school	28	47	29	49	0	0	0	0
The teaching is good at this school	32	54	26	44	0	0	0	0
The school helps me to support my child’s learning	37	63	19	32	1	2	0	0
The school helps my child to have a healthy lifestyle	34	58	25	42	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)	29	49	25	42	0	0	1	2
The school meets my child’s particular needs	30	51	28	47	0	0	0	0
The school deals effectively with unacceptable behaviour	27	46	28	47	1	2	0	0
The school takes account of my suggestions and concerns	27	46	29	49	1	2	0	0
The school is led and managed effectively	34	58	24	41	0	0	0	0
Overall, I am happy with my child’s experience at this school	37	63	22	37	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



12 October 2011

Dear Pupils

Inspection of Manor Field Infant School, Basingstoke RG22 4DH

Thank you for welcoming myself and the other inspectors to your school. We enjoyed talking to you about what you like about school. We also enjoyed watching you work hard in lessons. You were all friendly and polite, and we quickly realised why you like your school so much. We also enjoyed talking to some of you about what you enjoyed the most about school and how you felt the school could improve.

Here are some of the things we found out about your school.

- You get off to a good start in the Reception Year classes.
- You then make good progress throughout the rest of the school.
- Adults always make sure you are safe and well looked after.
- Your behaviour is good and you all get on well with each other.
- Your teachers always make sure you know what to do to improve your work.
- Your headteacher, governors and staff are working hard to improve your school.

We believe your school's leaders can make it even better. These are the things we have asked them to do.

- We want them to help all of you to get better at using arithmetic in solving mathematics problems.
- We also want those of you who learn quickly to have work which you do not find too easy to complete.
- We expect the school's leaders to help all of you to find out more about the diverse cultural traditions of people living in this country.

Thank you for making us feel really welcome. We hope you continue to enjoy school and work hard. All of you can help by making sure you come to school as often as you possibly can, as almost all of you do now.

Yours sincerely

Michael Barron
Lead Inspector

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