

# Manor Junior School

Sandringham Road, Barking, Essex, IG11 9AG

**Inspection dates** 14–15 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. The proportion of pupils attaining expected levels in Year 6 is above average in reading, writing and mathematics.
- Teaching is good and as a result pupils make good progress.
- Detailed systems to track the progress of groups of pupils ensure that any underperformance is tackled early.
- Successfully fostering pupils' enjoyment of their learning has enabled them to make more rapid progress.
- Senior leaders know the school well and take appropriate action to improve teaching and achievement.
- Spiritual, moral, social and cultural experiences are well planned to ensure pupils have a full and rich experience in learning about the world.
- Senior leaders work well together, and have engendered a strong team spirit within the school.
- Strong governance ensures that leaders are challenged. Governors have improved the impact of their work through the reconstitution of the governing body.
- Pupils behave well, their attendance is good and they feel safe in school.

### It is not yet an outstanding school because

- The impact of teaching on pupils' learning is not yet outstanding, and therefore an insufficient number of pupils make very rapid progress, particularly in writing.
- Work for the more able pupils in many teaching groups does not challenge them often enough.
- In some classes, marking and feedback to pupils do not have enough impact on their progress.
- Leaders' plans for improvement are not sharply focused on outcomes for pupils.

## Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, taught by 15 teachers. Six of these were joint observations with a member of the senior leadership team.
- During observations in lessons, inspectors spoke to pupils about their learning and discussed the work in their books, looked at teachers' planning and considered the role of additional adults.
- Discussions were held with senior leaders, middle leaders, governors and a representative from the local authority.
- Inspectors undertook a detailed scrutiny of some pupils' literacy, numeracy and topic books.
- Inspectors listened to pupils reading and talked to some of them about their experiences in school. Playtimes and lunchtimes were observed. Inspectors spoke informally with pupils around the school and during break times.
- A range of school documentation was scrutinised, including school improvement planning, minutes from governing body meetings, and information about pupils' progress.
- Inspectors considered the views of parents through looking at the school's analysis of questionnaires and through 16 responses to the online questionnaire Parent View. They spoke to parents at the start and end of the school day. Inspectors also considered 25 responses to the staff questionnaire.

## Inspection team

Gaynor Roberts, Lead inspector

Her Majesty's Inspector

Olson Davis

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

## Full report

### Information about this school

- Manor Junior School is larger than the average-sized primary school, with four classes in each year group.
- Pupils come primarily from Bangladeshi, Pakistani, Indian or White British backgrounds. Since the last inspection, the proportion of pupils from Pakistani and Bangladeshi backgrounds has increased, and the proportion of pupils from White British backgrounds has decreased.
- Three quarters of the pupils speak English as an additional language, which is well above average.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils from service families and those in local authority care) is average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of educational needs is average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- A higher than average proportion of pupils remains on the school roll throughout the key stage for which the school caters.

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

- Increase the proportion of outstanding teaching in order to raise standards further, particularly in writing, by:
  - ensuring that the more able pupils are consistently challenged to extend their learning so that their rate of progress increases
  - ensuring that the school policies for marking and feedback to pupils are fully embedded and have an impact on pupil progress
  - involving class teachers in the moderation of pupils' attainment in writing alongside external partners.
- Increase the rate of pupils' progress by ensuring that school improvement is more sharply focused by:
  - ensuring that the intended outcomes identified in plans relate clearly to pupils' progress
  - ensuring that plans include details of milestones by which progress can be measured
  - including dates and timescales on plans so that the pace of progress can be tracked
  - ensuring identification of those monitoring the plan, and those who will evaluate the effectiveness of actions taken.

## Inspection judgements

### The achievement of pupils is good.

- The school has good systems in place to assess pupils' attainment when they enter in Year 3. School information shows that for all current year groups, pupils entered the school at levels above those expected for their age.
- Results from national tests at the end of Year 6 in 2013 show that the proportion of pupils attaining expected levels was above the national average in reading, writing and mathematics. The proportion attaining higher levels was significantly above average in mathematics, and above average in reading. Pupils are therefore well prepared for the next stage in their education.
- Pupils who speak English as an additional language attain higher levels in reading, writing and mathematics than their peers for whom English is their first language.
- Pupils enter the school with high levels of attainment. The results of the 2013 national tests at the end of Year 6 show that the proportion of pupils making expected progress in reading was above average, and in mathematics it was average. However, the proportions making more than expected progress in writing were below national figures.
- Systems to check pupils' achievement show good progress for all groups of learners in reading, writing and mathematics. Using this detailed information, the school has identified the proportions of pupils on track to make expected, or more than expected, progress by the end of Year 6. These proportions are higher than those reported in 2013, and are supported by inspection evidence gathered in book scrutinies and observations in lessons.
- Pupils enjoy reading. Most pupils join the school with good reading skills and say they read at home and visit the school library regularly. During the inspection, inspectors saw numerous individuals and small groups reading to and with adults throughout the school day. As a result of reading frequently, pupils achieve well, with over half attaining higher levels in the 2013 national tests.
- Literacy skills are promoted in other curriculum areas by linking the focus of reading and writing lessons to other subjects. For example, when studying 'Invaders and Settlers', pupils focus on related traditional tales and historical texts in literacy lessons. This means that pupils can practise their reading and writing skills in different subject areas more effectively.
- In 2013, the attainment of pupils supported by the pupil premium was approximately six months behind that of their peers in reading, writing and mathematics. Information regarding all classes in school shows the current progress of pupils eligible for the pupil premium is similar to that of their classmates. In Year 6, the gap is closing. This is because the school uses the additional funding effectively to provide extra teaching and support to make sure these pupils do not fall further behind.
- The achievement of disabled pupils and those who have special educational needs is good because the school ensures that additional support is appropriately targeted and timely. Individual progress is monitored carefully and reviewed termly. Leaders also track the progress of pupils who are removed from the special needs register to make sure that they continue to do well.

### The quality of teaching is good.

- Teaching is generally good and, as a result, pupils make good progress. Work in pupils' books provides clear evidence that teaching has been good over time.
- Teachers have high expectations and establish routines in class. In a Year 5 literacy lesson, for example, the teacher used a series of short, snappy activities involving discussion, response and reflection when studying a text. Pupils engaged in each of these activities in turn, responding swiftly to instructions, and learning moved on at a rapid pace.
- Teachers typically use carefully constructed questions to check pupils' understanding and

develop their learning. Questions are well targeted at pupils of different abilities.

- Teachers' marking and feedback to pupils conform to the school policy, but are varied in the impact they have on learning. In the best cases, constructive marking and feedback, along with specific 'improvements time' in class, enable a dialogue to develop between teacher and pupil. This results in more rapid progress. In other classes, work is marked, but pupils do not always respond and improvements do not occur as rapidly.
- Since the last inspection, the school has focused on improving standards in writing. The teaching of writing is now good and pupils use sophisticated approaches, such as the use of rhetorical questions, when writing a persuasive text. Progress in writing is still not as good as that in reading and mathematics but it is starting to catch up.
- Teachers regularly assess pupils' attainment and work together to ensure their judgements are accurate. Detailed scrutiny of books during the inspection provided evidence that current evaluations are correct and therefore school information about pupils' progress is secure. However, teachers are not frequently involved in checking their judgements alongside external partners such as other schools or the local authority, which would ensure judgements are consistently secure.
- Teachers plan activities that are appropriate for pupils with differing abilities. At times, however, work was too similar for most groups and not challenging for the most able. This meant they completed it quickly and without any errors on a regular basis. They were capable of making more progress.
- Additional adults provide effective support for pupils. They work closely with teachers and leaders to plan and deliver activities which ensure that individuals and small groups of pupils make good progress. They are fully involved in the delivery of specialist programmes such as those set by the speech and language therapist.
- During the inspection, teachers were seen setting homework for pupils that was related to the learning in the lesson and the differing ability levels of the class. A small number of parents, however, expressed the view that pupils do not receive sufficient homework.

### **The behaviour and safety of pupils are good.**

- The behaviour of pupils is good within lessons and around school. Pupils are polite and courteous, showing respect towards adults and peers.
- Pupils' attitudes towards learning in lessons are positive. The school identified a significant proportion of pupils who were well behaved, but not fully involved in their lessons. The school has put in place a range of activities promoting more active participation in learning. As a result, these pupils are now giving fuller, more articulate responses in class and taking lead roles in discussions. Where the approach is more embedded, pupils are demonstrating deeper thinking skills, using phrases such as 'whilst I agree with ..., there is also ... to consider'. However, when inspectors asked pupils what good behaviour in class looked like, a number still answered 'being quiet and listening to the teacher'. This shows that there is further work to do in this area.
- During breaks and lunchtimes, pupils play well together with minimal interventions from staff. School staff have introduced traditional games such as skipping and hopscotch, which have proved to be popular with pupils. Pupils from all backgrounds and abilities are included in games, with no pupil left out. At the end of break, pupils return to the building in a sensible and orderly fashion.
- The school has a clear and consistent behaviour policy, which pupils understand and could explain to inspectors. This involves a red-amber-green system for warning pupils that their behaviour is inappropriate. Pupils say it is unusual for anyone to be given even an amber warning.
- Attendance rates are consistently above the national average, and persistent absence is rare. The school follows up any absences rigorously and works closely with the local authority attendance officer where concerns arise. Exclusions are also very rare.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and that any

concerns they have are dealt with quickly by staff. Pupils say there is no bullying in school, but they learn about different types of bullying that can occur, in assemblies and in personal, social and health education lessons.

- The school's work to promote equality of opportunity is good. Each class learns about a different inspirational person on a termly basis, and teachers ensure that a wide range of people are represented, including those, from different backgrounds or with a disability.
- The school has systems in place to record incidents of poor behaviour, although these are not common. Incidents of bullying or racism are carefully logged and acted upon. Although incidents are rare, the school is not complacent and recently, for example, held a series of assemblies and lessons addressing issues around racism.
- Pupils are taught how to stay safe online through assemblies and information and communication technology lessons. They are aware of the risks of putting personal information online, and of cyber-bullying.

### **The leadership and management are good.**

- The headteacher is ambitious for the school and determined to provide high-quality education for its pupils. Senior leaders work closely together and are fully supported by the wider staff team. This results in a high level of consistency and commitment which is passed on to pupils.
- Leadership of English and mathematics is good. This is because leaders gather information about pupils' progress in a variety of ways and use this information to plan further improvements, such as placing pupils in ability-based groups for mathematics. As a result, all groups make good progress.
- Leaders check the quality of teaching through a variety of activities, including lesson observations, scrutiny of pupils' books, and analysis of information on pupils' progress. They follow up any issues or concerns and note these on their records. Senior leaders challenge weaker teaching and act swiftly to bring about improvement.
- The school offers a broad and relevant curriculum. It provides good opportunities to learn about the society in which pupils live as well as the wider world. It is well planned and links to key skills such as writing.
- Opportunities for spiritual, moral, social and cultural learning are well planned, and numerous. Pupils discuss philosophical issues, such as, 'If I compose a piece of music that is never played, is it still music?' in class and through the debating club. Pupils take on responsibilities through acting as peer mentors or prefects. A wide range of cultures are studied and experienced and the school encourages all pupils to become involved. The school offers free instrumental lessons to all pupils who wish to participate. Membership of the school orchestra provides opportunities for pupils to perform together.
- Plans for improvement and action plans are in place. Teachers are involved in their development and aware of the current priorities identified in the plans. These plans, however, are not sharply focused on specific targets or strongly linked to pupil outcomes. Plans lack cohesion and as a result it is difficult for leaders and governors to measure the impact on pupils or the rate of improvement.
- Safeguarding arrangements meet statutory requirements. Systems to record concerns and actions taken are robust.
- Government funding for sport in primary schools has been used to extend the number of physical activities on offer to pupils, especially after school. These are targeted at different groups of pupils, including the least active and those who are gifted and talented. This is resulting in higher participation rates, higher levels of performance and a positive impact on the pupils' health and well-being.
- School leaders seek to involve parents and carers in the life of the school through events such as family film nights. Recently, governors have visited school at the beginning and end of the day to gather the views of parents. Information has been collated and used to inform future planning.

- The local authority provides light-touch support for this good school. Local authority advisers attached to the school have been involved in visits to classrooms and the development of leaders in the school. The local authority representative attends governors' meetings each term.
- **The governance of the school:**
  - Governance is strong. Governors have a good understanding of the strengths and weakness of the school. They have a sound knowledge of how well the school is doing compared with other schools nationally. They are aware of the achievement of different groups of pupils in the school.
  - The governing body has recently been reconstituted, and all members are fully aware of their role and committed to supporting the school. Alongside the reconstitution, a professional clerk has been employed. As a result, governors say they are kept on track, and the clerk helps to ensure their responsibilities are carried out to a satisfactory standard and in timely fashion.
  - Governors are constantly looking for ways to be more involved in school life and have, for example, started holding some meetings during the school day. They use these opportunities to view the school at work and meet with pupils.
  - Governors ensure that pupil premium funding and additional funds to raise achievement in sport are spent appropriately. They are aware of the positive effect this has on pupils, but recognise that they need to measure more carefully the impact of this spending.
  - Governors are informed about the quality of teaching, the management of teachers' performance and the way these are linked to pay.

## What inspection mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	101192
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	444096

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	480
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rita Fisher
<b>Headteacher</b>	Ms Caro Drumm
<b>Date of previous school inspection</b>	18-19 May 2011
<b>Telephone number</b>	020 82704641
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