

# Manor Junior School

Fernhill Road, Cove, Farnborough, GU14 9DX

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Some groups of pupils, particularly some eligible for additional funding or with disabilities or special educational needs, do not make progress as fast as other pupils in the school.
- More able pupils, in Year 6 last year, did not make as much progress as they should have done, particularly in reading.
- Teaching is not consistently good. Teachers do not always give pupils enough advice about how to improve their work. They do not ensure that pupils respond to this advice. As a result, some pupils do not make as much progress as they could.
- School leaders and governors do not make effective use of information they receive about the achievement of different groups of pupils.
- Governors do not challenge school leaders sufficiently about the progress made by different groups of pupils.

### The school has the following strengths

- The school makes good provision for pupils' spiritual, moral, social and cultural development. It works well with parents and families, and has much parental support.
- Pupils are eager to learn. Their good attitudes to learning have contributed to their progress.
- The school manages behaviour well. It teaches pupils how to keep safe. An overwhelming majority of parents consider that their children are happy, safe and well looked after in the school.

## Information about this inspection

- The inspectors saw teaching in all classes except Year 5. This was because the Year 5 pupils were out of school during the inspection. Teaching was also observed in the school’s hearing impairment unit.
- The inspectors observed one assembly, 17 lessons and pupils’ behaviour in the playground and at lunchtime. Six lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, four members of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school’s work, including support for pupils who need extra help. They heard pupils read and examined pupils’ work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school’s future development, the school’s use of sports premium and pupil premium funding. They also examined the school’s arrangements for keeping pupils safe, pupils’ attendance records, minutes of governing body meetings, records of how pupils’ learning is checked and tracked, and records of how the quality of teaching is checked.
- Inspectors took account of the views of parents and carers by considering 24 responses to the online Parent View survey, and through discussions with several parents.
- Inspectors took staff views into consideration by looking at questionnaires completed by 21 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

Fiona Robinson

Additional Inspector

David Westall

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average-sized junior school. It includes specially resourced provision in the form of a hearing impairment unit, which has five pupils aged between four and 11 currently on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium is higher than that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than average. The proportion of pupils supported through school action plus and those with statements of special educational needs is in line with most other schools. Some pupils have speech, language and communication needs, whilst others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage. Other pupils represent a range of different ethnic backgrounds.
- The school shares its site with a children's centre and an infant school that were not included in this inspection as they are inspected separately.

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

- Ensure all teaching is good or better by:
  - making certain that all teachers give pupils enough advice about how to improve their work
  - ensuring all teachers check that pupils respond to the advice they are given.
- Ensure that school leaders and governors make better use of information about the achievement of different groups of pupils to check that progress is improving.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because some groups of pupils, particularly some eligible for additional funding or with disabilities or special educational needs, do not make progress as fast as other pupils in the school.
- Pupils' results in reading, writing and mathematics at the end of Key Stage 2 are mixed, with some results higher and some lower than in most other schools. The progress made by pupils is too variable across the school.
- In 2013, too few of the most able pupils achieved high results in all subjects, particularly in reading, at the end of Key Stage 2. However, improved teaching has ensured that the most able pupils now make faster progress in reading.
- The gap between pupils eligible for additional funding and other pupils is not being closed consistently by the school. The gap in attainment in 2013 was about three and a half terms in English and two and a half terms in mathematics at the end of Key Stage 2. This is a wider gap than in previous years.
- The progress of pupils eligible for additional funding has improved lower down in the school, but has not improved as pupils near the end of Key Stage 2. The school does not track the progress of this group sufficiently well to ensure that they make good progress.
- The progress of disabled pupils and those with special educational needs is typically slower than that of other pupils, although there are exceptions to this in parts of the school. Not enough use is made of information about the progress of this group of pupils to ensure that teaching consistently meets their needs.
- Pupils attending the hearing impairment unit make good progress from their starting points.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement as it does not ensure that all groups of pupils, particularly those eligible for additional funding or with disabilities or special educational needs, make good progress.
- Teaching is not yet consistently good. Teachers do not always give pupils enough advice about how to improve their work, or ensure that pupils respond to this advice. As a result, some pupils do not make as much progress as they could.
- However, teaching is improving, and the amount of good teaching in the school has increased over time. This is because school leaders give teachers effective support and advice that enable them to improve their practice.
- Subject leaders have introduced improvements to the teaching of reading. These improvements have led to better progress by most pupils this year. However, the teaching of writing and mathematics has not yet ensured that pupils make consistently good progress in these subjects.
- Teachers are beginning to use information about pupils' progress and results to plan learning that matches pupils' abilities. Because this development is relatively recent, it has not yet led to a significant increase in progress.
- The school has not always ensured that the most able pupils are offered enough challenge to achieve high results at the end of Key Stage 2. However, improved teaching means that the most able pupils currently in the school are on track to achieve higher results in English and mathematics this year.
- Teaching assistants are used increasingly effectively to support pupils with a range of different needs. They support individual pupils well.
- The focused teaching in the hearing impairment unit helps ensure that pupils attending the unit make good progress from their starting points. Staff in the unit have high expectations, care for their pupils, and respond to their learning needs well.
- Teachers, teaching assistants and pupils work well together. They respect each other and work

together cooperatively.

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

- The behaviour of pupils is good.
- Pupils are eager to learn and enjoy most teaching that they receive. Their good attitudes to learning have contributed to the progress they make. However, this has not yet enabled all groups of pupils to make consistently good progress. When teaching is weaker, pupils can fidget and become distracted. This is why behaviour is not outstanding.
- Pupils work well together and cooperate happily with each other. They are friendly towards each other. Pupils behave well during lessons, playtime and lunchtime. They are polite and respectful towards others.
- The school has consistent expectations of pupils' behaviour and manages it well. School records show few incidents of poor behaviour or bullying. The school has responded effectively to the few incidents that have occurred over time.
- The school's work to keep pupils safe and secure is good. Pupils are taught how to make sensible decisions about how to keep safe in different situations, including when using the road. The school ensures that pupils have a good understanding of how to keep themselves safe when using the internet.
- Pupils who talked to the inspectors said they felt safe in the school. They reported that staff listen to them well and are quick to sort out any concerns.
- Attendance has improved consistently over time and is now higher than in most other schools. Punctuality has also improved and is good. This is because of the school's effective work with parents and families, and because pupils enjoy the activities on offer before lessons start.
- An overwhelming majority of parents who offered an opinion thought that their children were happy, safe and well looked after in the school, and that behaviour was managed well.

### **The leadership and management** require improvement

- Leadership and management require improvement because school leaders and governors do not make effective use of information about the achievement of different groups of pupils. As a result, some groups of pupils, particularly those eligible for additional funding or with disabilities or special educational needs, do not make sufficiently fast progress.
- The headteacher and other senior leaders have high expectations of teachers and pupils. However, the school's evaluation of its strengths is rather generous, and too easily assumes that these expectations are met. Leaders do not always make sufficient use of data about the achievement of different groups of pupils to identify where the school needs to improve.
- The headteacher has recently strengthened the school's monitoring of the quality of teaching. School leaders have begun to evaluate teaching in terms of its impact on pupils' progress. However, this recent development has not yet resulted in consistently good teaching.
- Nevertheless, school leaders have enhanced the quality of teaching in the school. Senior and middle leaders ensure staff receive effective advice, training and support. Teachers are set specific targets for improvements to pupils' progress. Teaching, notably the teaching of reading, has strengthened as a result.
- Middle and subject leaders help promote school improvement. They have introduced more effective approaches to teaching, particularly in reading, and led training for other staff. They are preparing the school for the new National Curriculum well.
- Pupils learn a broad range of subjects which interest them. The school makes good provision for pupils' spiritual, moral, social and cultural development. For example, pupils have engaged in versions of paralympic activities, which have enhanced their appreciation of people with disabilities. This is an example of the work the school does to promote equal opportunities effectively and work against discrimination.

- The school's work with parents and families is good. For example, the school has revised its homework club in a way that has enhanced parental involvement in pupils' learning. The school's good work with parents has also resulted in improved attendance and punctuality.
- Additional funding is spent on a range of measures, some more effective than others. Some funding is spent on extra support for pupils in English and mathematics, which has resulted in improvements to pupils' progress in reading, but has not consistently closed the gap between eligible and non-eligible pupils. Funding has also been spent on provision such as the school's nurture room, which has helped ensure particular pupils' readiness for learning.
- Other additional funding is spent on developing teachers' skills in physical education and sports, subsidising swimming and providing additional before-school sports activities. These measures have improved punctuality, and raised the quality of pupils' engagement in sports.
- The local authority has supported the school through training to governors and staff and helpful advice to school leaders. It has helped ensure the accuracy of the school's assessment of pupils.
- **The governance of the school:**
  - Governors make sure that teachers are set targets for their performance. They check that teachers who perform well are properly rewarded, and that support is put in place where necessary. They monitor the school's finances, including its use of additional funding, and ensure that these are spent on initiatives designed to improve the school. Governors have received some training on data about pupils' achievement, but their understanding of such information is not secure. As a result, they do not challenge school leaders sufficiently about the progress made by different groups of pupils. Governors support the headteacher's high expectations, but do not question the school's evaluation of pupils' achievement or the quality of teaching well enough.

## What inspection judgements 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>	116146
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	443835

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>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Chapman
<b>Headteacher</b>	Mark Sammes
<b>Date of previous school inspection</b>	14–15 October 2009
<b>Telephone number</b>	01252 544072
<b>Fax number</b>	01252 378954
<b>Email address</b>	adminoffice@manor-junior.hants.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

