

Manor Field Junior School

Haydn Road, Brighton Hill, Basingstoke, RG22 4DH

Inspection dates

4–5 November 2014

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

Summary of key findings for parents and pupils

This is a good school.

- This school is good because leaders have ensured that teaching remained of high quality during a period of substantial staff change. Pupils' results and progress have improved over time.
- Most pupils, including the most-able and those eligible for additional funding, make good progress from their starting points.
- Pupils currently in the school are working at much higher levels than those in previous years when results were below average.
- Teaching is consistently good across the school. Teachers' dialogue with pupils is of high quality and promotes careful thinking and effective learning.
- Pupils take pride in their work and achievements. They behave well and are considerate of others. The school's work to keep pupils safe and secure is rigorous and highly effective.
- The headteacher and other leaders and governors are clear in their aims for the school. They ensure that all staff, including those new to the school, have the same high expectations of pupils' achievement and the quality of teaching as they do.
- The school prepares pupils for life in modern Britain very well. Subjects are planned and taught in a way that enables pupils to explore and understand the importance of democracy and children's rights for themselves and others.

It is not yet an outstanding school because

- Too few of the most able pupils have attained results at the higher levels at the end of Key Stage 2.
- Leaders do not check the impact of additional provision given to particular pupils rigorously enough to ensure that it remains effective.

Information about this inspection

- The inspectors saw teaching and learning across the school. They observed one assembly, learning in 11 sessions and pupils' behaviour in the playground and at lunchtime. All 11 sessions were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, three 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, and the school's use of sports premium and pupil premium funding. They also scrutinised 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.
- The views of parents were taken into account through taking note of the 33 responses to the school's survey of parental views, and through discussions with several parents. The inspectors also consulted the online Parent View survey, but only seven responses had been received.
- Staff views were taken into consideration by looking at questionnaires completed by 20 staff members and through discussions with several others.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Sarah O'Donnell

Additional Inspector

Full report

Information about this school

- The school is a smaller than average-sized junior school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much higher than the national average. This extra money is provided for children known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, including pupils supported through school action, is much higher than average. The proportions of pupils supported through school action plus and those with statements of special educational needs are also higher than in most other schools. Some pupils have speech, language and communication needs, while others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage.
- The headteacher and deputy headteacher took up their roles in January 2014. The assistant headteacher took up her role in April 2014. Four of the school's seven teachers, including two newly qualified teachers, joined the school in September 2014.

What does the school need to do to improve further?

- Ensure that a greater proportion of the most able pupils attain results at the higher levels at the end of Key Stage 2.
- Ensure that leaders rigorously check the impact of additional provision given to particular pupils to ensure that it remains effective.

Inspection judgements

The leadership and management are good

- The headteacher's communication of her high expectations of pupils' learning and the quality of teaching has been very effective. As a result, leaders, governors and staff in the school share the same high aspirations for pupils, and pupils' achievement has improved. This is why leadership and management are good.
- The headteacher and deputy headteacher have successfully ensured that all staff work well together as a team. Senior leaders have supported staff new to the school, including newly qualified teachers, well. As a result, teaching has been consistently good during a period of high staff turnover. However, leaders have not ensured that teaching has resulted in all pupils making fast progress in all subjects over time. This is why leadership and management are not outstanding.
- The headteacher and other leaders, including middle leaders, check the quality of teaching well. They check the quality of pupils' work and the impact of teaching on pupils' progress carefully. Targets are set, linked closely to pupils' performance. This has ensured that teachers and leaders clearly understand what is expected of them and are held to account well.
- The schools' evaluation of its strengths and areas for development is thoughtful, reliable and well judged. Leaders analyse information about pupils' results and progress accurately.
- All leaders, including middle leaders, work in teams to promote school improvement. The headteacher is in the process of ensuring that leaders and governors will be able to measure the effectiveness of actions taken to improve the school even more carefully than they do now.
- Middle leaders are effective. They support other staff, including newly qualified teachers, well. They have led changes to the ways that English and mathematics are taught, and trained other staff about aspects of their subjects. Middle leaders have helped ensure the consistency of teaching across the school and have contributed well to improvements made to pupils' achievement.
- The range of subjects offered by the school is very effective and a key strength of the school. Teaching in all subjects makes very good use of opportunities to develop pupils' consideration and appreciation of children's rights. For example, an English lesson about a particular children's book saw pupils explore specific children's rights relating to education and safety very thoughtfully and deeply. Teachers make meaningful links between the topics they teach and ideas about democracy, fairness and children's rights. Such work strongly promotes pupils' spiritual and moral reflection and understanding of equal opportunities. The emphasis the school puts on valuing others promotes pupils' social and cultural development very well and prepares pupils for life in modern Britain. The school strongly guards against discrimination and intolerance.
- Sports premium funding is spent well, and pupils' participation in sporting activities has increased as a result. Pupils' performance in gymnastics and swimming has also improved through the use of external specialists.
- Other additional funding is spent effectively on supporting eligible pupils' learning and achievement, attendance and overall well-being. The additional support given to particular pupils has improved their achievement. However, leaders do not yet check the impact of this extra provision rigorously enough to ensure that it remains effective over time and adapt it promptly when it becomes less effective.
- The school's safeguarding arrangements are strong and meet statutory requirements. Staff, including newly qualified teachers, are well trained and confident about proper safeguarding procedures. The school works well with outside agencies to ensure the well-being of particular pupils.
- The local authority has a good understanding of the school and has supported it well. It has trained governors and staff and confirmed the veracity of the school's evaluation of pupils' progress.
- Leaders, governors and other staff work well with parents and give them many opportunities to engage with the work of the school. A large majority of parents who offered an opinion spoke highly of the school.
- **The governance of the school:**
 - Governors have checked school provision carefully through a time of change. They attend school training days and keep themselves well informed about changes to the subjects being taught and the school's teaching strategies and effectiveness. Governors have a good understanding of information about pupils' achievement and offer school leaders a good level of challenge about a range of issues, including the progress made by different groups of pupils and the quality of teaching. Governors check that senior leaders use the targets they set for staff successfully to ensure that teaching is of consistently good quality. They check that any pay awards made are properly justified by good performance. They also ensure that staff, including newly qualified teachers, are supported sufficiently in order to perform well. Governors check that school finances are spent wisely. Their impact on school

improvement is good.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their achievements and their work, which is presented to a high standard. Pupils are curious and keen to learn, and their positive approach to learning has contributed to their improved achievement. However, pupils are sometimes content with what they do rather than really pushing themselves. This is partly because teachers do not always use pupils' positive attitudes to learning to make the best possible progress over a sustained period. This is why behaviour is not outstanding.
- Pupils' engagement in activities and tasks is consistently good. Low-level disruption is very uncommon.
- Pupils are considerate and reflective about other people's feelings and rights. They behave well in lessons, the playground, during lunchtime, and when travelling around the school.
- Expectations of behaviour are consistently high across the school. Pupils who talked to the inspectors explained the standard of behaviour expected from a 'Manor Field Learner'. They were proud of the school's status as a 'rights respecting school'. Pupils said that behaviour in the school was good and were very confident that any poor behaviour would be dealt with quickly and effectively.
- The school teaches pupils about different forms of bullying, including cyber-bullying. Regular 'anti-bullying' weeks are held. Pupils talked about different forms of bullying with understanding.
- School records show a few incidents of bullying or other forms of poor behaviour over time. However, records also show the school responds carefully to any incidents and that the behaviour of pupils involved has improved. For example, the vast majority of the few pupils excluded in the past have not needed to be excluded again.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are taught about keeping safe, how to make choices and how to assess and avoid risk in different situations. Pupils said that they felt safe in the school, and praised the school's assemblies on safety and other aspects of work, such as fire drills. The importance of safety is also explored as part of the school's teaching about children's rights.
- The school carries out much work about how to keep safe while online. It also emphasises why it is important to behave well towards others when using the internet.
- The school carries out rigorous risk assessments and makes certain that pupils are supervised well and kept safe at all times. For example, leaders have been diligent in ensuring that the current building work in the school poses minimum risk to pupils. They are working with the adjacent infant school and local council to secure pupils' safety on the road immediately outside the school.
- Attendance has improved over time and is now higher than in most other schools. This is because pupils enjoy coming to school and feel well cared for. It is also because of the school's effective communication about the value of good attendance, and its very good relationships with parents.

The quality of teaching

is good

- Teaching is of good quality across the school. This has brought about improvements to pupils' achievement in reading, writing and mathematics. This is the key reason why the quality of teaching is good.
- Teachers set pupils targets that demonstrate their high expectations.
- Teachers and leaders have recently strengthened the school's emphasis on ensuring that the most able pupils achieve as highly as they can. They increasingly make certain that pupils, including the most able, are given high levels of challenge. As a result, most pupils, including the most able, are currently working at higher levels in reading, writing and mathematics than was the case in the previous year. However, a few of the most able pupils said that they would like even more challenge.
- Teachers' subject knowledge is good. They engage pupils in thoughtful and helpful dialogue that helps them increase their knowledge and understanding in reading, writing and mathematics.

- The school has recently revised its teaching of mathematics and English. There is now a greater emphasis on ensuring that pupils can apply their mathematical skills in different contexts. Similarly, the school has strengthened its teaching of key aspects of reading and, especially, writing. Pupils' progress and standards in mathematics and English grammar, punctuation and spelling have improved as a result.
- Staff and pupils respect each other and have good working relationships. These help to ensure that pupils get the most out of the lessons and activities they are given.
- Marking and feedback are used effectively across the school. Teachers assess pupils well and give them good advice about how to improve their work.
- Teaching assistants are used effectively to support particular pupils, including those with disabilities or special educational needs, those receiving additional funding, and, at times, the most able. Teaching assistants have contributed well to the improvements to pupils' progress seen this year.

The achievement of pupils is good

- Pupils' progress in reading and writing has been good over time, but their progress in mathematics was below national averages last year. However, secure improvements to the teaching of mathematics have ensured that most pupils currently in the school make good progress in all subjects. This is a key reason why the achievement of pupils is good.
- Pupils' most recent results at the end of Key Stage 2 were below national averages. However, the current Year 6 pupils are working at much higher levels this year. This is reflected in the school's sensible predictions and seen in the quality of pupils' work. This is because of improved teaching and the school's high expectations. The proportions of pupils achieving in line with national expectations has improved over time. This is another reason why the achievement of pupils is good.
- Too few of the most able pupils attained results at the higher levels at the end of Key Stage 2 last year. However, the improvements to the quality of teaching mean that the most able pupils now make good progress in reading, writing and mathematics. Those currently in Year 6 are working at higher levels than expected nationally. There are still some occasions when the challenge for these pupils is not as high as it could be, hindering their rates of progress.
- The school is successfully closing the gap in attainment between disadvantaged pupils and other pupils in the school. There are currently no gaps in performance in reading, writing or mathematics at the end of Key Stage 2. Disadvantaged pupils' progress in reading, writing and mathematics across the school is at least in line with that of other pupils in the school overall, and is often faster. Their attainment in reading is above that of other pupils nationally. Their attainment in writing and mathematics is lower than that of other pupils nationally, but is improving over time.
- The attainment of disabled pupils and those who have special educational needs is lower than that of other pupils, both in the school and nationally. However, the progress made by these pupils is improving. Pupils currently in the school are working at higher levels in reading and mathematics at the end of Key Stage 2 than last year, and at higher levels in all subjects than in the year before. This is because of the school's effective identification of their needs and the support it gives to them.

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

Unique reference number	116015
Local authority	Hampshire
Inspection number	444202

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	180
Appropriate authority	The governing body
Chair	Kevin Cleveland
Headteacher	Kirstie-Anne Sangway
Date of previous school inspection	1–2 February 2011
Telephone number	01256 329826
Fax number	01256 816221
Email address	adminoffice@manorfield-jun.hants.sch.uk

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