

Manor Infant School

Inverness Road, Portsmouth, PO1 5QR

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Although behaviour has improved, particularly in the younger classes, a minority of older pupils, who have received weak teaching in the past, can sometimes become restless. They lose focus on the task in hand. Although teachers manage these interruptions appropriately, the pace of learning slows, whilst expectations are reinforced.
- Pupils do not feel that behaviour is always good. They say that sometimes a minority of pupils spoil lessons. When this happens, they say they find it more difficult to learn.
- Systems to track and support pupils' attendance have developed well and attendance has risen. Despite this, pupils' attendance remains below the school's own target and also the national average.
- Standards have risen considerably for all pupils. Despite this, boys achieve slightly lower standards than girls, particularly in writing.

The school has the following strengths

- Senior leaders, staff and governors are successfully promoting effective teaching and good achievement for pupils. As a result, both are improving and are good.
- Teaching is good. Teachers plan activities carefully which are well matched to the different ability levels in their classes.
- Children get off to a good start in the early years. Children start school with skills below those typical for their age. In Reception, children make rapid progress. They are well prepared for Key Stage 1.
- Achievement is improving. Many pupils, from low starting points, make rapid progress. Consequently, many have the knowledge and skills expected for their age.
- Pupils achieve well in mathematics. They are able to use a variety of calculation methods to solve problems.
- Teachers' marking and feedback in mathematics effectively help pupils to develop their mathematical reasoning.
- Pupils with special educational needs make good progress and achieve well.
- Safeguarding procedures are rigorous. Pupils say they feel safe in school.
- Governors know the school well. They have been a constant source of support to leaders during the school's improvement journey from special measures. They make good use of training and have developed their skills and expertise well.

Information about this inspection

- This inspection began as the fifth monitoring inspection of the school because it was judged to require special measures at its previous inspection. Inspectors deemed the monitoring inspection a full section 5 inspection at the end of the first day.
- Inspectors observed 14 lessons or parts of lessons, eight of which were observed jointly with senior leaders.
- Inspectors heard pupils reading and discussed their reading progress with them. A meeting was held with a group of pupils in Years 1 and 2 who are the 'Young Members of Manor Parliament'.
- Meetings were held with the headteacher, deputy headteacher, other staff with significant responsibilities, two governors and a representative from the local authority.
- There were no responses to Parent View. An inspector sought the views of parents as they brought their children to school.
- Inspectors looked at a number of documents, including the school's own information on pupils' current progress, teachers' planning, records of leaders' checks on the quality of teaching, records of behaviour and attendance, and documents relating to keeping pupils safe.

Inspection team

Elizabeth Farr, Lead inspector

Her Majesty's Inspector

Hazel Callaghan

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Manor Infant School is a smaller-than-average-sized school. There are three classes in each year group from Reception to Year 2.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils in local authority care and pupils known to be eligible free school meals, is well above average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Children attend full time when they join the Reception year.
- The headteacher took up post in September 2013. Since the previous inspection, the leadership team has been restructured and a deputy headteacher and assistant headteacher have been appointed. There have also been a number of changes to staffing.
- The school holds a gold Sing Up award.
- Portswood Teaching Alliance and a National Leader from Ludlow Infant School have supported the school.

What does the school need to do to improve further?

- Improve pupils' learning behaviour, so that all pupils are fully attentive in lessons, by embedding the school's approach to encouraging positive learning behaviours.
- Narrow the gap between the achievements of boys and girls, particularly in writing, by providing interesting activities that stimulate pupils to achieve more, especially boys.
- Continue to improve pupils' attendance so that the school's targets are met, with the vast majority of pupils attending regularly.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher provide strong and determined leadership of teaching and learning. They have made carefully considered changes at the right time, based on an accurate evaluation of the school's performance. This has led to improvements in the quality of teaching, enabling pupils to catch up and achieve the standards expected for their age.
- Parents are positive about the improvements senior leaders have made. They are rightly confident that pupils' learning has improved as a result.
- Leaders have been successful at improving behaviour for most pupils, particularly in the younger classes. Despite this, because of the legacy of weak teaching, some older pupils require periodic reminders from teachers in order to concentrate fully in lessons.
- Staff are justly proud of how much the school has improved. This is exemplified by the sharing of good practice more widely, including with other schools in the local area. Teamwork has strengthened and colleagues are quick to support one another to develop the skills and expertise of all. The school has the capacity to continue to improve.
- Leaders pay close attention to developing teachers' skills. Teachers receive helpful training, particularly from the deputy headteacher. Portswood Teaching Alliance and a National Leader from Ludlow Infant School have also provided useful support. As a result, teaching is improving and is now consistently good.
- There are effective methods for regularly evaluating the performance of teachers. Leaders ensure staff performance is linked to promotion and increases in pay. Judgements take into account how well pupils are progressing.
- Middle leaders have developed their skills well. As a result, they are beginning to monitor the impact of initiatives on improving pupils' progress. They implement appropriate support when the progress of individual pupils or groups of learners slows. They have introduced several well-judged changes; for example, a wider range of intervention programmes has led to improvements in reading and writing.
- Leaders have fully implemented the school's preferred approach to assessment. They have developed robust systems for tracking pupils' progress. By making good use of this information, leaders have a clear understanding of the school's strengths and weaknesses.
- The curriculum provides appropriate emphasis on promoting pupils' spiritual, moral, social and cultural development. Assemblies help pupils to reflect and consider values like friendship and helpfulness. Pupils learn about the culturally diverse nature of society through a well-planned religious education programme. The school rules, *The Manor Way*, provide a clearly understood central focus to the school's work. This is particularly helpful to younger pupils.
- Opportunities to promote pupils' awareness of British values are effective. Teachers plan activities to promote values such as democracy and fairness. For example, Year 2 pupils vote for their favourite Ruth Brown book. Consequently, they are well prepared for life in modern Britain.
- The school's 'Members of Manor Parliament' enjoy meeting regularly and discussing ways of improving the school. They are involved in decision making. For example, they are proud of how their plans to improve the outdoor area, including the installation of an activity trail, are providing a wider range of activities at playtime.
- The school's curriculum has rightly focused on improving pupils' basic skills in reading, writing and mathematics. Pupils say they enjoy special events such as when the choir sang at a local theatre and when a mobile farm visited the school. There is room to develop the curriculum further, particularly in subjects such as science and geography, so that all activities are equally as interesting and engaging.
- Safeguarding procedures are robust. Staff training is regular and staff are well informed about the school's policy and procedures regarding child protection. Work with external agencies is comprehensive and ensures that families who are experiencing difficult times are extremely well supported by a wide range of appropriate professionals.
- The school does not tolerate discrimination and makes sure that pupils of all backgrounds and abilities have an equal opportunity to succeed.
- Funding available through the pupil premium is used carefully to help eligible pupils make similar progress to their classmates.
- The school makes appropriate use of the primary sport funding. A specialist coach works alongside teachers to train them. Participation in competitive sports is at an early stage. A multi skills club is well supported by pupils and participation in sport has increased. These approaches are contributing effectively to pupils' physical and emotional well-being.
- The local authority has reduced its level of support as the school's own capacity has strengthened. An

officer meets with the headteacher regularly, offering good challenge and advice.

- Parents are involved in the life of the school. Leaders have recently introduced 'share our learning sessions' which encourage children to discuss their learning with parents at the end of each week. More parents attend special events than in the past.

■ The governance of the school:

- Governors have been supportive throughout the school's improvement journey. They have provided unwavering support and helpful advice and guidance to school leaders. The governing body has ensured that arrangements to manage the performance of staff are robust. Governors know about the quality of teaching and how it is being improved. They know how teacher performance links to pay. They review the school's key policies regularly and ensure safeguarding procedures are robust. Governors engage well with families and gather parents' views. This means that there is a strong sense of teamwork at all levels. Governors also gather information first hand. A recent visit rightly picked up on some concerns expressed by pupils about standards of behaviour in lessons. This additional insight is helpful to school leaders.
- Governors are wholly committed to improving their own effectiveness and regularly attend local authority training events. Using new skills, they have a deepening knowledge about how well the school is performing and if it is improving. Governors manage finances well. They have an accurate understanding of how the pupil premium funding is spent and are clear that the attainment gap between these pupils and others is narrowing.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Pupils, some parents and governors identify the behaviour of a small minority of pupils, particularly in lessons, as a concern.
- A small number of pupils do not portray positive attitudes to learning at all times. This is particularly the case in the older classes, where a small number of pupils sometimes lose focus too quickly and find it difficult to work purposefully. Consequently, there are regular stoppages as teachers restate their expectations. There has been a positive shift of expectation in the early years classes, where children display increasingly high levels of interest and curiosity. However, because of weak teaching in the past, a legacy of inattentiveness persists among some older pupils.
- Staff are encouraging pupils to develop greater resilience in their learning activities. In a Year 2 class, resilience awards are used well to encourage reluctant pupils to have a go and volunteer their ideas. Pupils are responding well and their levels of confidence improving. Teachers, too, are modelling resilience by sticking to learning a new skill, such as knitting or learning to play the recorder. However, this new approach to develop pupils' learning behaviours is at a very early stage.
- Pupils say that sometimes children are unkind and hurtful or rude to the class teacher. Although serious incidents are becoming less frequent, more work is required to eradicate poor behaviour completely.
- During the inspection, behaviour on the playground and at lunchtime was generally good. However, routines, such as entering the hall for an assembly or walking down the corridor, require close supervision. A minority of pupils need regular reminders from adults to meet the standards expected.
- The attendance officer provides excellent support to families and is highly skilled. Consequently, attendance and punctuality for some pupils have improved dramatically. A punctual start to the school day is encouraged and lateness is increasingly uncommon. However, overall attendance remains below the national average. On occasion, despite support, some pupils still do not attend regularly enough. Equally, overall attendance has been adversely affected by a recent bout of illness.

Safety

- The school's work to keep pupils safe and secure is good.
- Policies and procedures for safeguarding are fully in place. School leaders work well with external agencies; they are unyielding in their approach to securing necessary additional help, working closely with families.
- Pupils know what bullying is, and mentioned that there has been some bullying. Inspectors found that school leaders record all incidents carefully and deal effectively with cases that are more serious. The number of serious incidents in school has reduced significantly since the previous inspection. Similarly, the number of exclusions has also reduced considerably.
- Pupils feel cared for by staff and have confidence that staff will help them if the need arises. There is a consistent approach and the needs of all pupils, including the most vulnerable, are well met.

The quality of teaching is good

- Teaching has improved significantly since the previous inspection, and much is consistently good. Teachers make appropriate use of information relating to pupils' starting points. They plan activities that cater well for the different ability pupils in their classes. Consequently, pupils are making better progress and achieving higher standards than in the past.
- Teachers plan challenging activities for the most able pupils. For example, in an extension activity, some Year 2 pupils were able to improve their writing further by adding adverbs to their poetic sentences. As a result, more pupils are achieving higher standards.
- Teachers develop pupils' mathematical reasoning and calculation skills well. Pupils are able to utilise a variety of strategies to solve problems efficiently. Pupils particularly enjoy responding to regular challenges such as 'prove it'. Consequently, they are able to explain their mathematical reasoning confidently.
- All teachers make regular checks to ensure pupils are sticking to the task. However, only some probe pupils' understanding throughout lessons. Learning is most effective when teachers use skilful questioning to move pupils' learning on. These are not commonplace in all classes.
- Teachers promote the development of pupils' early reading skills well. Pupils have a wide range of reading opportunities throughout the school week. Language rich classrooms promote pupils' learning effectively, including those who speak English as an additional language. For example, in a Year 2 class, pupils eagerly used prompts around the classroom to stimulate ideas when writing a poem.
- Teachers' marking and feedback are helpful to pupils. Most teachers provide prompt feedback. Teachers identify, and then address, pupils' misunderstandings quickly. This provides pupils with relevant and purposeful pointers for improvement immediately.
- Highly skilled teaching assistants support learning competently. The school is a hive of activity, where small groups or individually supported sessions are found in every available corner. This emphasis on personalising support, particularly for lower attaining pupils or those with specific needs, ensures these pupils learn well and make good progress.
- The school caters particularly well for pupils with behavioural, social and emotional needs, ensuring they receive bespoke support. These pupils benefit from visits to The Rockpool, where skilled teaching assistants deliver specific programmes to help develop their learning and social skills. Pupils enjoy these sessions and are keen to involve themselves in activities that emphasise social skills, like sharing and turn taking.

The achievement of pupils is good

- Standards have improved significantly from previous years. In reading, writing and mathematics, the proportion of pupils making better progress than that expected of them has risen. As a result, pupils are catching up and more are achieving the standards expected for their age.
- Achievement in mathematics in all year groups is good. In 2014, the proportion of Year 2 pupils achieving standards expected for their age was above the national averages.
- In 2014, the proportion of Year 2 pupils achieving the standards expected for their age in reading was below national averages, and well below in writing. However, pupils are catching up and more are achieving the standards expected for their age.
- Pupils supported by the pupil premium have, in the past, achieved less well than their peers. Until recently, they had been several terms behind their classmates. However, they are now making much faster progress because of well-judged intervention programmes and personalised support. Consequently, gaps between them and their classmates are narrowing, particularly in reading and mathematics.
- Most disabled pupils and those with special educational needs make at least similar rates of progress to other pupils in the school. Their needs are understood very well and so many are working at the level expected for their age in reading, writing and mathematics. Teachers and teaching assistants are skilled at supporting them in their learning. Pupils are encouraged to practise their skills and respond particularly well to small group or individual support.
- The most able pupils are given opportunities to extend their learning routinely. These are sufficiently challenging and well matched to pupils' next steps in learning. Consequently, more pupils are working at higher levels.
- The teaching of reading is good and pupils achieve well. Many pupils are increasingly able to read and respond to more challenging texts. The overhaul to the school library and introduction of a reading café reinforce the high importance the school places on developing pupils' early reading skills.
- Boys achieve less well than girls in all subjects, but particularly in writing. Leaders ensure class themes

hold sufficient appeal for boys. However, although topics such as dinosaurs and 'going wild' are popular, planned activities are not having sufficient impact on narrowing the gap between boys' achievement and that of the girls.

The early years provision

is good

- Children settle into Reception classes happily because transition into school is thoughtful and managed well. Introductory visits to school and home visits by school staff help to familiarise children effectively with school routines. Equally, positive relationships are rapidly established with parents.
- Children enter Reception with skills that are often lower than those typical for their age. They learn in a purposeful, colourful and safe environment, where all adults share high expectations of them. Many make rapid progress because teachers provide a rich variety of carefully considered activities. By the time they leave Reception, many demonstrate the skills and understanding typical for their age.
- Although the school's overall effectiveness requires improvement, strong foundations are set in the early years. All children make progress and significant numbers make rapid progress. Behaviour is typically good. Consequently, more children are well prepared for the move into Key Stage 1 than in the past.
- Teachers plan a rich variety of interesting activities. For example, in a number session, children were confidently ordering numbers using the whiteboard, creating a number line to 100 on sticky notes, developing their number recognition skills using play dough and using the outdoor area effectively to order small stones with numbers to 10. This wide menu of activities ensures children are enthusiastic about learning, resilient and determined to complete tasks to the best of their ability.
- Children, including those with special educational needs and those for whom the school receives additional funding, make good progress through the early years. Staff focus appropriately on developing children's communication, language and literacy skills. Detailed records show children make rapid progress.
- Early reading skills are taught well. Children have a secure understanding of letter sounds and many are working at levels well above those typical for their age.
- The school works well with parents to involve them in their children's learning.
- The leadership and management of the early years are effective. The leader uses very detailed and accurate self-evaluation to inform thorough plans for improvement. No stone is left unturned and, as a result, the early years provision continues to develop well.
- Children are well cared for and safeguarding procedures meet requirements. Relationships between staff and children are warm and teachers nurture children's self-esteem well. Children behave well.

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	116226
Local authority	Portsmouth
Inspection number	461457

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Christine Elmer
Headteacher	Mr Ashley Howard
Date of previous school inspection	22–23 May 2013
Telephone number	02392820548
Fax number	02392756579
Email address	head@manor-inf.portsmouth.sch.uk

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