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Mr M Sammes
Headteacher
Manor Junior School
Fernhill Road
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GU14 9DX

Dear Mr Sammes

Requires improvement: monitoring inspection visit to Manor Junior School

Following my visit to your school on 19 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to ensure:

- staff expectations of behaviour are consistently high in all classes
- governors check the information they are given by asking leaders' challenging questions and checking for other evidence that what they are told is right.

Evidence

During the inspection meetings were held with the headteacher, deputy headteacher, governors, middle leaders and a lead learning partner from the local authority to discuss the action taken since the last inspection. I visited some lessons and reviewed documentation, including achievement data and minutes of governors' meetings.

Main findings

Since I conducted a monitoring and support visit to the school in February, you have acted with the necessary urgency, drive and rigour. There is now a strong sense of everyone working together to improve the school.

With useful training and development from you and the local authority, middle leaders are much clearer about their role and are now helping to drive improvements in teaching. They observe lessons, speak to pupils, check work in books and analyse pupils' progress. You ensure they meet regularly with a member of the senior leadership team to maintain consistency of expectations and communication. This is helping to make classroom practice much more consistent. You are now holding teachers and leaders to account for their responsibilities and, where they are not being fulfilled, appropriate action is being taken.

Although behaviour is improving, it is not as good as it needs to be in all classes, because not all teachers have high enough expectations. Where this is the case, learning time is lost because transitions between activities are too slow or because pupils are distracted from the learning. It was noticeable that, in classes where expectations were high, pupils' behaviour was very good and they engaged well with the learning.

Teaching has continued to improve. Teachers are much clearer about what they need to do to help pupils learn more. This is not as evident in the teaching of reading as it is in other subjects. Reading sessions continue to be somewhat unstructured and activities do not always focus sharply on improving reading skills. As a result, although achievement in reading is improving, it is not moving forward as quickly as mathematics and writing.

Leaders, governors and teachers are much more focused on checking pupils' progress and making sure that classes, groups and individuals are learning more. Where pupils are not yet working at expected levels, there is evidence of them catching up.

Governors have taken action to check the information you give them by asking more questions and visiting school. A good example of this is the learning walk they carried out with the lead learning partner from the local authority. However, they need to develop this further as there continue to be too many occasions when they accept your answers, without gathering enough corroborating evidence.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The significant support provided by the local authority has been very effective in supporting your drive for improvement. Governors and middle leaders have had well-planned training and coaching to carry out their roles more fully. It is positive that this support is continuing.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Hampshire.

Yours sincerely

Louise Adams
Her Majesty's Inspector