

Inspection of a good school: Manor Junior School

Fernhill Road, Cove, Farnborough, Hampshire GU14 9DX

Inspection dates: 3–4 March 2020

Outcome

Manor Junior School continues to be a good school.

What is it like to attend this school?

Pupils are happy at this warm and welcoming school. They speak very positively about Manor Junior; they are proud to be a part of it. Staff develop caring and respectful relationships with pupils. These relationships are supported by the school's strong, inclusive ethos.

Staff set high expectations and want all pupils to do well. Teachers ensure that learning is practical and motivational. For example, staff and pupils have recently built a school pond for science experiments in the school grounds. Pupils' experiences are enriched by a wide range of extra-curricular clubs. Pupils are encouraged to take on extra responsibilities, for example as 'cyber ambassadors', who help with online safety, and as 'sports leaders', who are proud to organise inter-house competitions.

Pupils say that behaviour is good. They rise to the standards set out in the 'ladder' behaviour system. Pupils know that when bullying happens it will be sorted out quickly. When fallings out occur, they say that adults deal with them fairly.

Parents and carers are positive about the school and value the pastoral support it provides. One parent said: 'This is an excellent school with terrific and caring teachers and support staff.'

What does the school do well and what does it need to do better?

Leaders want the very best for pupils and staff. Staff appreciate the care that the leaders have for their workload and well-being. They feel valued and supported – they enjoy working at Manor Junior.

The development of reading has been a priority for the school. Pupils achieve well. Adults check the progress pupils make and ensure teaching provides pupils with the skills they need to read fluently. Leaders have invested in new books to ensure the books pupils read match their ability. Where pupils are at risk of falling behind, support is in place to help

them catch up quickly. Pupils enjoy the stories that their teachers read to them. These books are well selected and are often linked to learning in other subjects.

After disappointing outcomes in writing last year, leaders have put in place actions to ensure that this aspect of the school's work improves. Leaders have ensured the sequencing of skills and knowledge is clear to all. A new spelling scheme is being used effectively. Pupils are given exciting topics to write about and vocabulary is a focus. The school celebrates quality writing through a wide range of displayed work. Staff know they have more to do to ensure the writing curriculum gives more opportunities for the most able pupils to achieve at the higher standard.

In other subjects, skills and knowledge have also been carefully mapped out. This information is used by staff to develop topics that engage pupils. In some subjects, such as science, this is done well. Pupils use previous learning to help them understand new information. Teachers check pupils' progress through the curriculum. Investigative skills have been a focus. For example, in Year 4 science, pupils plan experiments to work out the best material for protecting an egg when falling from a height. They successfully used their knowledge to design a fair test. Because learning is made interesting, behaviour is positive and pupils achieve well. In some other subjects, such as design and technology, implementation is not as well organised. Leaders are addressing this to ensure that pupils build on their knowledge and remember more across all subjects.

Teachers skilfully adapt the learning for pupils with special educational needs and/or disabilities. They access the same curriculum as everyone else. Leaders ensure support is well planned and pupils progress well. The school invests in a speech and language therapist to ensure pupils get timely input in this area. Parents are positive about the provision and say the school gives their children the help they need to succeed.

Pupils' education goes beyond curriculum subjects. They have many opportunities to undertake responsibilities, such as being student councillors and house captains. A high number of pupils embrace the many clubs on offer, such as squash, history detectives and cookery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is at the forefront of everyone's mind. Staff and governors receive regular training and updates. Staff understand the risks that pupils may face and are vigilant. They know how to spot the signs of abuse and know who to tell if they have concerns. Leaders invest in pastoral care, ensuring families get the early support they need. Procedures for the safe recruitment of staff are robust.

Leaders ensure that pupils have opportunities to learn how to keep themselves safe. There is a well-planned programme of activities in place. Pupils say they feel safe at Manor Junior School.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders need to complete the implementation of their curriculum. They should build on their well thought-out, long-term plans, ensuring that all foundation subjects are as well taught as subjects such as reading and science.
- The writing curriculum needs to be improved further. The most able learners need additional challenge. Plans should be implemented so that this group of learners achieve their best in writing.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good, or standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 8–9 June 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116146
Local authority	Hampshire
Inspection number	10122284
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair of governing body	Debra Perry
Headteacher	Mark Sammes
Website	www.manorjunior.com
Date of previous inspection	8–9 June 2016, under section 5 of the Education Act 2005

Information about this school

- Manor Junior School is a larger-than-average primary school.
- The school has a specialist resource unit for hearing impaired pupils. These pupils are taught alongside mainstream pupils.
- The school runs its own before- and after-school club.

Information about this inspection

- I met with the headteacher, senior leaders and other members of staff. I held a meeting with a group of governors, including the chair of governors. I also spoke with a representative of the local authority by telephone. I took into account survey responses from parents and staff.
- I evaluated the effectiveness of safeguarding by speaking with pupils, leaders, staff and governors. I reviewed school safeguarding records, policies and employment checks.
- I did deep dives in these subjects: reading, writing and science. I spoke with curriculum leaders, teachers, and pupils. I visited lessons and scrutinised pupils' work.

Inspection team

Felix Rayner, lead inspector

Ofsted Inspector

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