

Inspection of Salisbury, Manor Fields Primary School

Wilton Road, Salisbury, Wiltshire SP2 7EJ

Inspection dates: 2 and 3 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils say that Manor Fields Primary is a happy place where everyone is welcome. Most pupils attend well. Children get off to a great start in Reception because they learn routines quickly and the curriculum is carefully thought out to meet their needs. Elsewhere, pupils follow a broad curriculum and most learn it well. Every pupil learns Spanish.

Pupils' studies go beyond the classroom. For example, they undertake geographical fieldwork in the locality and beyond. Highlights for many pupils are visiting the science museum and the pantomime. Pupils like taking part in charity events such as Macmillan Coffee mornings. There are lots of extra-curricular clubs on offer for pupils to enjoy.

Pupils respond well to the consistent expectations staff set. Pupils behave well in lessons and at social times. Over time, most pupils become confident and self-assured. They say that bullying is rare but when it does happen staff act quickly and deal with it. Pupils receive strong pastoral support, including those pupils in the specialist resource base (SRB).

The vast majority of parents or carers are positive about the school. For example, every parent who responded to Ofsted's online questionnaire, Parent View, would recommend the school to another parent.

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

Leaders revisit the curriculum regularly to ensure that it continually improves. Leaders know the school's strengths and act on any relative weaknesses when they arise. Governors have effective systems in place to quality assure the school's work. They check that the school meets its statutory duties. Governors make well-thought-out strategic decisions that focus on improving the quality of pupils' education.

The curriculum identifies precisely the knowledge that pupils should learn across all subjects. Staff usually implement the curriculum well. Pupils learn a lot. Many pupils talk readily about what they know and remember across a wide range of subjects.

In the past, some pupils did not learn the most complex knowledge in English and mathematics early enough. Leaders' work to act on this is nearing completion. For example, in mathematics, teaching ensures that pupils across the school learn the necessary subject content at the right time. Consequently, most pupils can apply their understanding of mathematical concepts well, including in the early years.

Staff implement the English curriculum increasingly well. Pupils now gain a greater understanding of what they read and how to write with quality much earlier in their

schooling. This provides pupils with all the foundational knowledge they need for what comes next in key stage 2. Most pupils in key stage 2 keep up with the English curriculum. However, a small minority of older pupils are having some adaptations to the school-wide approaches to teaching English. These changes do not prevent them from having access to an appropriately broad and balanced curriculum. Nonetheless, a small number of pupils do not gain sufficient practice in deepening their English knowledge. This prevents them from writing with the complexity and skill they need to excel.

There is an embedded and consistent approach to the teaching of phonics. Books that pupils read match the sounds that they are learning. The teaching of phonics in early years and key stage 1 is effective. As a result, the vast majority of pupils learn to read well and most spell accurately. When pupils struggle, extra phonics teaching helps them to improve their reading fluency over time.

There are a full range of strategies in place to check what pupils know and understand across subjects. However, there are occasions when teaching is not built strongly on what pupils already know. Sometimes, staff do not identify or address misconceptions quickly enough. This slows a minority of pupils' learning down.

As a result of effective leadership, most pupils with SEND learn well and receive strong pastoral support. Leaders ensure that pupils' targets focus on the right things. Teaching in the SRB focuses on pupils' education health and care plan targets. Specialist support and additional therapies support these pupils well. However, at times, some interactions between adults and a minority of pupils in the SRB are not sufficiently precise. When this happens, teaching does not prioritise the most essential knowledge that these pupils need to know next.

The curriculum teaches pupils about equality and diversity and how to have healthy relationships. Pupils learn to be good citizens and show care and empathy for others. They gain a strong understanding of right and wrong.

Leaders challenge poor attendance. As a result, persistent absence has decreased markedly. Leaders take staff workload into account.

Safeguarding

The arrangements for safeguarding are effective. Leaders conduct safer recruitment checks in line with current legislation. Staff training is up to date. Staff refer concerns on to the appropriate staff and agencies in line with relevant guidance.

Recently, leaders have strengthened the systems and processes to record safeguarding concerns. Leaders meet regularly to review caseloads and check they are doing everything they can when they believe that pupils may be at risk of harm.

Pupils find the curriculum to keep them safe informative and useful. They talk knowledgeably about how to keep safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not always build astutely on what pupils already know. Some teaching does not address pupils' misconceptions sufficiently or pupils do not learn the most essential knowledge they need to know next. This slows a minority of pupils' learning down. Leaders must ensure that teaching focuses precisely on what all pupils need to know next and any misconceptions are dealt with swiftly, including in the specialist resource base.
- Some recent adaptations to the English curriculum are still being embedded. A minority of older pupils do not get enough practice to secure the most complex knowledge they need to thrive. Leaders must ensure that all pupils learn the intended curriculum in good time, so that all pupils are able to apply their English knowledge expertly and to write with the complexity and flair of which they are capable.

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 information from Ofsted Parent View 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.

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	126265
Local authority	Wiltshire
Inspection number	10241908
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair of governing body	Jan Paterson
Headteacher	Jo McMorris
Website	www.manorfieldsprimary.co.uk
Date of previous inspection	11 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school has two specialist classes for pupils with complex SEND. All pupils in these classes have education health and care plans.
- The proportion of pupils with SEND across the school is above that seen nationally.
- The school uses two unregistered alternative providers.
- There is a breakfast club on site.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the headteacher, senior leaders and other school staff, and examined a range of documents, including the school’s action plans and curriculum.
- An inspector met with representatives of the governing body. She also held a meeting with two representatives of the school effectiveness team, and a representative of the SEND commissioning team of Wiltshire local authority.
- The inspection team carried out deep dives in these subjects: reading, science, mathematics, geography and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and considered samples of pupils’ work.
- In addition, inspectors held meetings with leaders to discuss their recent curriculum work to adapt the English curriculum and the personal, social and health education pupils receive. An inspector also met with staff to discuss the curriculum for pupils who attend the SRB.
- An inspector listened to pupils read to an adult. An inspector also discussed pupils’ learning in design and technology and history.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils’ behaviour in lessons and around the school site.
- Inspectors considered responses to the Ofsted staff and pupil surveys alongside responses to Ofsted’s online questionnaire, Parent View, including free-text responses from parents.

Inspection team

Julie Carrington, lead inspector	His Majesty’s Inspector
Lakmini Harkus	His Majesty’s Inspector
Richard Vaughan	Ofsted Inspector

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