

Inspection of a good school: Manor Junior School

Sandringham Road, Barking, Essex IG11 9AG

Inspection dates:

26 and 27 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils love coming to school, and they attend regularly. They flourish in every area of school life. Leaders have very high expectations for all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Staff encourage pupils to follow the school's values, including being respectful.

This is a happy school with much to excite pupils. The wider opportunities for pupils are exceptional. Pupils experience a rich diet of visits and speakers. For example, during a geography fieldwork trip at a local park, pupils deepened their understanding of scientific habitats. Pupils enjoy a variety of clubs and representing the school in many sporting competitions.

Pupils take on leadership roles in many aspects of school and community life. They raise funds for chosen charities. Leaders promote pupils' positive attitudes consistently well across the school. Pupils use the strategies they have learned to settle minor friendship difficulties. Behaviour in lessons and around school is exemplary.

Parents and carers are extremely positive about the school. Many shared how well the school has helped the children to thrive academically and with their well-being.

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

Leaders and governors have a clear vision: to sustain and improve the high-quality education and care pupils receive. They have developed a highly ambitious and engaging curriculum. Leaders have high aspirations for all to achieve well and be ready for the next stage of their education.

Subject leaders have identified the key knowledge and vocabulary that pupils need to learn and when. Teachers have strong subject knowledge. They build on the key content that pupils know skilfully. Staff ensure that pupils are taught content in a sensible order. Pupils' attitudes to learning are excellent because lessons are interesting and challenge their thinking. Leaders provide exciting opportunities across the curriculum. Pupils used their knowledge of electrical circuits, for example, to light up their imaginative model robots.

Teachers check what pupils know regularly through skilful questioning. They use this information to adapt planning so that any gaps in pupils' learning are quickly addressed. Pupils with SEND particularly benefit from this approach. Staff adapt tasks skilfully so that all pupils achieve well. They review the needs of individual pupils with great expertise. This helps pupils to learn new knowledge and skills successfully. Leaders work closely with local infant and secondary schools to help pupils' transition. They provide regular professional development for staff, which leads to consistently high standards of teaching.

Reading is a high priority. Pupils are provided with a wide range of books and encouraged to read often. Staff provide bespoke support to weaker readers to help them catch up. They deliver effective phonics sessions consistently well when required. Older pupils learn to read fluently and actively engage in discussing books that they have enjoyed. Staff frequently check and review pupils' learning and progress in reading. Reading is successfully adapted for pupils with SEND. This helps all pupils to read well and with confidence.

Leaders arrange a wide range of educational visits, which pupils thoroughly enjoy. They enrich pupils' deep knowledge of different beliefs and cultures through interfaith projects. Pupils debate issues such as equality and the environment. They have many opportunities to develop their interests and talents. Leaders make sure that all pupils, including those with SEND, are fully included in enrichment activities. Pupils are exceptionally well prepared to make a positive contribution to society. The school makes sure pupils attend regularly through clear systems and procedures.

Governors know the school well. They support and challenge leaders effectively. Leaders and governors consider staff workload carefully when introducing changes. Staff enjoy and appreciate the support and training on offer. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within

one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101192
Local authority	Barking and Dagenham
Inspection number	10289805
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	600
Appropriate authority	The governing body
Chair of governing body	Shamin Rahman
Headteacher	Clare D'Netto
Website	www.manorjunior.co.uk
Date of previous inspection	26 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders, including school leaders and representatives of the governing body, and spoke to a local authority representative.
- The quality of education was considered through deep dives in reading, geography, design and technology, and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and scrutinised samples of pupils' work. The inspector also listened to some pupils read.

- The inspector examined a range of documentation, including leaders' self-evaluation, improvement plans, governors' minutes and documentation relating to pupils' attendance and behaviour.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, and through discussions with some parents at the start of the school day. The inspector considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- The inspector considered the views of staff through meetings, informal discussions, and their responses to Ofsted's online survey for staff.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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