



Manor Junior School

Inspection Report

Unique Reference Number 116146
LEA Hampshire LEA
Inspection number 279760
Inspection dates 10 January 2006 to 11 January 2006
Reporting inspector Peter Thrussell AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Fernhill Road
School category	Community		Cove
Age range of pupils	7 to 11		Farnborough GU14 9DX
Gender of pupils	Mixed	Telephone number	01252544072
Number on roll	329	Fax number	01252378954
Appropriate authority	The governing body	Chair of governors	Mr Dave Chapman
Date of previous inspection	18 September 2000	Headteacher	Mr Mark Sammes

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Manor is a larger than average junior school. Most of its pupils are of white British heritage, with few from minority ethnic backgrounds. It contains a specialist unit for the hearing impaired. The proportion of pupils with learning difficulties is above average. The uptake of free school meals is below average for a school of this size.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school believes its effectiveness to be satisfactory, but inspection findings show that it is ineffective and provides unsatisfactory value for money. Improvement since the last inspection, when it was judged to be an improving school, has been inadequate. Standards throughout the school are below average and this is not good enough given pupils' average attainment on entry. The quality of teaching is inadequate because pupils do not make sufficient progress. Assessment is not used well enough in English and mathematics to identify and plan for the next steps in pupils' learning. In addition, the pace of teaching is often too slow so that insufficient learning takes place. The curriculum is now starting to be planned to meet the needs of all learners and they benefit from good enrichment opportunities. Pupils' personal development is satisfactorily catered for and all adults show a strong level of commitment to pupils' welfare. Pupils enjoy coming to school. Behaviour has improved and is now satisfactory. Leadership and management have only recently paid attention to low standards and increasing underachievement. Recently planned actions to tackle the school's weaknesses have yet to make a significant impact. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What the school should do to improve further

- * Improve achievement in English and mathematics.* Improve leadership and management, especially in relation to monitoring and improving teaching and learning.
- * Ensure that teachers use assessment information accurately to provide work to meet the needs of higher attaining pupils and those with learning difficulties.* Strengthen the role of governors and senior managers in holding the school to account in all areas of its work.

Achievement and standards

Grade: 4

Pupils make inadequate progress through the school. Standards are not as high as they should be. This is reflected in the results in the national tests taken by the pupils in Year 6 when compared to their performance in the tests taken in Year 2. Results in 2005 showed that over one third of the Year 6 pupils made poor progress and that the school's performance was exceptionally low. Progress was poor in English, mathematics and science. This underachievement is partly explained by weaknesses in teaching and the poor behaviour of some pupils. The trend in performance is downwards and improvement in the English test results in 2004 has not been sustained. The picture is similar for boys, girls and for higher attaining pupils, as well as those with learning difficulties. In 2005, all these groups achieved significantly less well than similar groups in other schools. Pupils with hearing impairment make good progress

in improving their speaking and listening skills, enabling them to make satisfactory and sometimes good progress in other subjects. The school sets reasonably challenging targets, but failed to meet them in 2005 because of unsatisfactory teaching.

Personal development and well-being

Grade: 3

The school has placed a considerable emphasis on developing the 'whole child'. Through this approach, it has been successful in pastoral work but not in developing academic skills needed for later life. Through good provision for sport and the emphasis laid on healthy eating, pupils have a good understanding of healthy lifestyles. Their behaviour in classrooms and around the school is now satisfactory and this is confirmed by the pupils. Most enjoy coming to school, attend regularly and feel safe there. The school's records show that this is an improvement on last year when the school indicated that a significant minority of poorly behaved pupils disrupted the work and impeded the progress of other pupils. Because of the higher-than-average level of exclusions, some parents still perceive that there are behavioural problems, and that bullying issues are not always dealt with effectively by the school. Pupils' spiritual, moral, social and cultural development is good. Assemblies are of good quality and stimulate the pupils to think about issues. Pupils increasingly contribute to the work of the school. The school council is effective and has made useful suggestions regarding the use of the playground and measures to reduce bullying. Pupils make a satisfactory contribution to the community. For instance, there are strong links with local care centres for the elderly and the pupils raise money for charities.

Quality of provision

Teaching and learning

Grade: 4

Overall the quality of teaching and learning is inadequate because many pupils make insufficient progress in English, mathematics and science. Recent improvements have been made to planning, which ensures that lessons have clear learning objectives. A particular weakness is in the use of assessment to plan the next steps in pupils' learning. In English and mathematics, teachers know from tracking data the different levels of achievement that pupils are expected to reach by the end of the year. They do not take sufficient account of this information, so that work planned is often inappropriate for lower attaining pupils and does not sufficiently challenge the more able. Where teaching is better, lessons are well prepared, questioning is brisk and pupils participate enthusiastically. However, in most other lessons, the pace of learning is too slow and pupils easily lose concentration; expectations are not high enough both for the quantity and quality of work produced, so that insufficient progress is made. Where adult support is allocated to groups, opportunities are missed for further questioning and discussion to clarify pupils' understanding. The quality of marking is variable and does not provide sufficient comments to show how pupils could improve. Teachers summarise

learning at the end of lessons, but do not give sufficient time for pupils to discuss and evaluate what they have been doing.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced and is satisfactory overall. It is published termly on the school website which helps to involve parents in their children's learning. There are strengths in the rich range of extra-curricular clubs available and organised events. These are well attended and contribute significantly to the positive attitudes of most pupils. The school's good work in art, and in physical education and health education have been recognised by the achievement of national awards. These successes have been part of the school's determination to develop the whole child. The pupils are engaged in a range of practical, creative and investigative activities. The weakness is that the work is not well matched to the needs of the higher attainers and pupils with learning difficulties. This is now being partially addressed in English following a comprehensive audit but much work still remains to be done in mathematics and science. Talented pupils in sports and arts are well catered for through a combination of classwork and specialist provision. All the required elements for information, communication and technology (ICT) are covered in the school's medium and long term planning. However, technical problems mean that currently pupils are not making sufficient use of ICT to develop their skills.

Care, guidance and support

Grade: 3

This area is satisfactory overall. The school has strengthened its commitment to care for and support pupils, including those with learning difficulties and disabilities and those for whom English is an additional language. Provision for pupils with hearing impairment is good. Child protection and health and safety procedures are clear and understood by all staff. Risk assessments are carried out appropriately. Consequently, arrangements for keeping pupils safe are secure. Teachers and other adults have a good understanding of their pupils' development and pastoral needs and so are able to respond positively to any concerns. Pupils are confident that they have an adult they can turn to should the need arise. They are not, however, given enough guidance on how well they are doing in school. Targets are starting to be set in English and mathematics, but pupils are not sufficiently aware of these or of their progress in meeting them.

Leadership and management

Grade: 4

Leadership and management are inadequate because standards and levels of achievement have fallen in recent years and are not high enough. Until very recently, insufficient attention has been given to tackling the school's weaknesses. There has been some instability in senior management that has contributed to the school's lack

of effectiveness. With support from the local authority, leaders now have a clearer picture of what needs to be done to improve. Action plans are focused on raising standards and achievement, but there is insufficient evidence of sustained improvement. The school has tackled the management of behaviour so that exclusions have been reduced in the current year. It is working more closely with parents through subject workshops to encourage greater understanding and involvement in their children's learning. Progress in English and mathematics is now being tracked and targets set for individual pupils. Prior to 2005 test results, data analysis did not fully alert the school to the extent of its underachievement. Its latest self-evaluation recognises this considerable underachievement, but the headteacher and senior staff overestimate the school's effectiveness. Lessons, planning and pupils' work have been monitored and areas for improvement in teaching have been identified, but the overall quality of teaching and learning remains inadequate. The governors are supportive of the work of the school, but have not been sufficiently challenging in their role of holding the school to account for its weaknesses. Finances are managed satisfactorily; the school is aware that it may need to take account of falling rolls in future budgeting.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and telling us about your work.

We liked these things the most: * The adults in your school take care over your safety and well-being. * You understand the importance of good behaviour and most of you enjoy school. * You go on many worthwhile visits and have lots of extra clubs and activities to take part in. * You appreciate time in assembly. * You understand the importance of healthy eating and exercise. * Children with hearing impairment are well supported.

Although there are some successful aspects to the school, overall it is not doing well enough and has some substantial weaknesses. We have asked your school to work on these things now: 1. Make sure that the headteacher, governors and teachers know exactly how the school can be made better. They need to plan carefully to improve the school and check that things are getting better. 2. Improve standards in English and mathematics. 3. Use the information that they have on how well you are doing to: * make sure that you all have targets to work towards and share them with you * let you know more about what you each need to learn to reach your targets and help teachers as they plan to support you in achieving them * check that you are all working as hard as you can. We did enjoy visiting your school and watching you learn.