

Manor Infant School

Inspection report

Unique Reference Number	116150
Local Authority	Hampshire
Inspection number	290436
Inspection dates	16–17 October 2007
Reporting inspector	Charalambos Loizou

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School	181
Appropriate authority	The governing body
Chair	Mrs Jane Goodison
Headteacher	Mrs Marilyn Penman
Date of previous school inspection	13 January 2003
School address	Fernhill Road Cove Farnborough GU14 9DX
Telephone number	01252 543348
Fax number	01252 543349

Age group	4–7
Inspection dates	16–17 October 2007
Inspection number	290436

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized infant school in an area of mixed social and economic circumstances but with pockets of socio-economic disadvantage. The vast majority of pupils are of White British heritage. A small number come from a range of other backgrounds, the largest groups being of Nepalese, Pakistani or Bangladeshi heritage. The percentage of pupils with learning difficulties or disabilities is average. A small number of pupils with hearing difficulties attend the school having been admitted to the Hearing Impaired Unit at the neighbouring junior school. The proportion of pupils learning English as an additional language is below average, although in recent years this has been increasing. A small number of pupils attend the school's breakfast and after-school clubs along with pupils from the junior school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Manor Infant is a good school with some outstanding features. Pupils are enthusiastic and enjoy school very much. They behave extremely well and treat each other with respect and courtesy. 'I love school because you learn lots and have fun', says one during a very busy mathematics lesson. By the time they leave school at the end of Year 2 standards are above average and improving well because the teaching is consistently good. The staff are very committed to the pupils' personal and academic development so that, regardless of background or ability, pupils achieve well. Parents are delighted and many pay tribute to the staff in maintaining a safe and stimulating learning environment. One commented, 'I have had three children go through Manor Infants and all have made excellent progress and been very happy'. The staff provide good support for pupils with learning difficulties or hearing impairment. Their parents are delighted with the excellent commitment to inclusion, as one confirmed, 'My child has done very well, he loves school'.

There is good leadership, management and governance. The strong leadership of the headteacher and senior staff have guided good improvements since the last inspection. Effective staff training has improved standards in reading, mathematics and science. Reading standards are rising very well because the staff use consistent methods to teach letter sounds and pupils have many opportunities to read independently. Stimulating tasks in mathematics help pupils to tackle number problems with confidence. Although writing standards are average, pupils make slower progress than they do in reading and mathematics because the staff are not setting targets that are challenging enough in writing. The leadership team has put in place measures to accelerate pupils' progress in this area. For example, two-weekly planning cycles provide better opportunities for pupils to write independently. Evidence from pupils' work and recent national test results show improvements but there is still more to do.

Lessons are stimulating and pupils are very active in their learning. Teachers plan work carefully but tasks are not always pitched at the right level for pupils of higher ability, which slows their progress. Pupils in the early stages of learning English make good progress because the staff are successful in developing their conversational language and reading skills.

Strong pastoral support has a positive impact on the pupils' outstanding spiritual, moral, social and cultural development. Pupils take an active role as school councillors and many have special responsibilities, and show initiative when planning charitable fund raising events. The celebration of festivals from cultures and customs around the world support the pupils' spiritual and cultural development very well. There is an excellent focus on health and fitness with daily 'activate' sessions in all classes and the netball club at playtimes. The curriculum is well planned and information and communication technology (ICT) is used well to stimulate learning and enquiry.

The leadership team set high expectations and have established good relations with parents by consulting and acting on their views. There are good partnerships with other schools and organisations to develop new practice and to extend the curriculum further. The school's track record of improvement shows that it has good capacity to keep on developing.

Effectiveness of the Foundation Stage

Grade: 2

Reception children make good progress and reach the learning goals expected of five-year-olds. They enjoy the challenges provided by a talented team of teachers and support staff. Children

negotiate tasks and cooperate well with others. Social and emotional development is rapid. The skilled teaching of letter sounds and opportunities to handle books and tell stories successfully develop the children's language and communication skills. When constructing vehicles with building blocks they act out the roles of driver and passenger and improve their speaking skills when explaining where they are going on their imaginary journey. Sand and water play are used to good effect to develop a range of skills, including mathematics, as children hunt for missing objects in the sand and count to see if they have found them all. The staff pose relevant and stimulating questions, but do not always extend the children's thinking to encourage further exploration. Children are encouraged to choose what to do but some do not settle to activities for long enough. The staff have established good relations with parents and carers and there are very good arrangements to ensure a smooth transition from the Foundation Stage into Year 1.

What the school should do to improve further

- Set more challenging targets to raise standards in writing.
- Ensure that in all lessons teachers provide more tasks that meet the needs of higher ability pupils.

Achievement and standards

Grade: 2

The children join the school in the Reception year with levels of knowledge and skills that are below those expected of four-year-olds. Throughout their time in school, pupils make good progress, including those learning English as an additional language. They reach above average standards by the end of Year 2 in reading, mathematics and science. Although improving, standards are average in writing and should be higher. The school prioritised reading and mathematics, which resulted in much improved results in national tests in recent years. Assessments show that targets are more challenging in reading and mathematics compared with writing. Consequently, pupils make slower progress in writing as fewer reach or exceed the standards expected compared with reading, mathematics and science. Pupils with learning difficulties or disabilities make good progress towards their learning targets because they receive very good support.

Personal development and well-being

Grade: 1

Pupils' enthusiasm for school is evident in their very positive attitudes to learning, good attendance and excellent behaviour. They look after one another extremely well and know how to keep themselves safe. Pupils are proud of their roles as 'kind kids' when supporting others at break-times. As one explained, 'I love this school because we can work and play together'. Their understanding of healthy living is particularly well developed through the wide range of activities, including the daily 'Activate' programme before lessons. The school council takes its role seriously and members are pleased with the contribution they have made to changes in the outdoor garden and quiet area. Pupils also develop a view of the wider world through their links with 'Sharon's' education in Sri Lanka and when raising money for a variety of charities, such as the Three Peaks Challenge for the hearing impaired. Good progress in literacy, numeracy and ICT means they are well prepared for their future education.

Quality of provision

Teaching and learning

Grade: 2

The staff plan their work carefully and strike a good balance between class discussions and practical problem solving that stimulate the pupils' interests and curiosity. Challenging spelling and reading tasks in Year 2 help the pupils to edit and reorganise text to improve the accuracy of their writing. In a stimulating and practical mathematics lesson, good use of role-play inspired the pupils to investigate how best to measure and design a parcel to be sent to 'Molly', a character (puppet) that the pupils care for. Teachers are very good at devising tasks that allow the pupils time to explore, investigate and apply basic reading and writing skills. Lessons are typically good or outstanding, although in some there are missed opportunities to extend pupils of higher ability with more challenging tasks.

Curriculum and other activities

Grade: 2

The curriculum has many strengths, particularly in supporting pupils' personal development. Staff have successfully devised a stimulating and balanced programme with strong links between subjects. For example, pupils in Year 2 designed bus routes using diagrams of outdoor play equipment as 'bus stops'. They sequenced their routes using their knowledge of clock times in mathematics, and applied their literacy and design and technology skills to design different routes. The school provides well for the development of pupils' skills in English, mathematics, science and ICT, although sometimes there are too few tasks that challenge more able pupils in lessons. Much good work is done to encourage the development of reading skills and a good start has been made changing the way English lessons are planned to provide more opportunities for pupils to write independently. Initiatives such as the 'Green Team' encourage active learning which heighten the pupils' understanding of conservation and the environment. Pupils' enjoyment and achievement are enhanced through a wide range of visits and visitors.

Care, guidance and support

Grade: 2

The school has comprehensive arrangements for safeguarding the welfare of all pupils. Every pupil is known and treated as an individual. Pupils feel safe and confident to approach an adult if they have a problem. Vulnerable pupils including those with a variety of learning difficulties and disabilities are very well supported. The school works effectively in partnership with other agencies and the Hearing Impaired Unit, to support and integrate all pupils who have special educational needs. Assessment is used well to track the progress of all pupils and to set targets that will them to improve their work and performance. However, assessment information is not always used sufficiently well to set challenging targets for pupils in writing. There are good arrangements in place to care for those attending the breakfast club.

Leadership and management

Grade: 2

The headteacher, leadership team and governors provide a clear direction that has guided good improvements since the last inspection. With the exception of writing standards, the school

has successfully addressed all the weaknesses left at that time. The teaching has improved significantly and there are now high quality indoor and outdoor resources which create a stimulating learning environment for the pupils. The staff have an accurate view of the school's strengths and areas for improvement. The school's strategic management plan takes good account of parents' and pupils' views. Analyses of the pupils' performance and the monitoring of lessons have sharpened the way teachers use assessment. The leadership team set challenging targets in most subjects, although these should be higher for writing to accelerate improvements to writing standards. Governors provide good support and there are effective systems in place to ensure they monitor the school's performance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

1 November 2007

Dear Pupils

Inspection of Manor Infant School, Farnborough, GU14 9DX

The inspectors were very pleased to visit your school. You all made us feel very welcome and we really enjoyed your company in lessons, at lunchtime and at other times during the two days.

Yours is a good school. You all work hard with your teachers and I agree with the many parents who say that your school helps you all to do well. I was very impressed with all that lovely outdoor equipment and the beautiful garden and quiet areas. The school council have done a great job with your teachers to make these as good as they are. There are many good things about your school and some areas that need to improve further.

- You are very well behaved, polite and kind to each other and to adults.
- Your teachers help you to reach good standards in reading, mathematics science and ICT.
- You enjoy school because there are lots of interesting things to do, and you particularly enjoy the 'activate' sessions, games like netball at playtimes and gardening at lunchtimes.
- Your parents are very pleased with you and your teachers and the school works closely with them.
- Your headteacher, staff and governors manage the school well and have made sure that the school is always trying to do better for you and your parents.

We have asked your teachers to:

- help you do even better in writing
- keep checking how well you are all doing so that in all lessons you have work that helps you all to do the best you can.

Well done and I wish you all the very best.

Yours sincerely

Charalambos Loizou

Lead Inspector