

Manor Junior School

Inspection report

Unique Reference Number	116146
Local Authority	Hampshire
Inspection number	301262
Inspection dates	3–4 July 2007
Reporting inspector	Patricia Walker

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	313
Appropriate authority	The governing body
Chair	Mr Dave Chapman
Headteacher	Mr Mark Sammes
Date of previous school inspection	10 January 2006
School address	Fernhill Road Cove Farnborough GU14 9DX
Telephone number	01252 544072
Fax number	01252 378954

Age group	7–11
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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. It serves an area of mixed housing on the outskirts of the town. The majority of its pupils are of white British heritage. The number of pupils joining the school from other ethnic backgrounds is increasing. The percentage of pupils at an early stage of acquiring English as an additional language is close to average. There is a larger than average percentage of pupils with learning difficulties and disabilities (LDD). The school has a unit for pupils with hearing impairment. The percentage of pupils who claim free school meals is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. Manor is a satisfactory and improving school with significant good features. All who work in the school are justifiably proud of the improvements which have been made since the school was put into special measures and share a strong determination to use them as a springboard for further developments.

Leadership and management are good. The senior managers have a realistic idea of how far the school has come and what remains to be done. They have prioritised clearly the areas where the school has needed to concentrate its efforts and all plans for improvement are linked to a rigorous system of monitoring and evaluation. This is carried out by all stakeholders in the school including, where appropriate, pupils and governors. For example, the monitoring of teaching and learning is regular, rigorous and is carried out by senior managers and an increasing number of middle managers as they become more confident in this role. The school is successful in identifying areas for development, for example the need to improve standards of writing in Years 3 and 4. The governing body carries out its duties effectively. As they gain confidence they are taking on a more independent role in organising the way they monitor the school's performance and hold it to account.

Central to all the school's efforts to bring about improvements has been the successful drive to raise standards and achievement. Teachers' accurate assessments and the standards seen during the inspection indicate that the school has met its appropriately challenging targets in English, mathematics and science. Standards are now average. Given their average starting point when they joined the school, this shows that overall Year 6 pupils have made satisfactory progress during their time in the school. Their more recent progress has been good, but this group of pupils had a long legacy of underachievement during Years 3–5 which had to be eliminated before they could move on to reach satisfactory standards.

The quality of teaching and learning is good. The introduction of clearer systems and procedures has resulted in greater consistency, for example in the way in which pupils who are under-achieving are identified and supported. The confidence and skill of all teaching staff, including learning support assistants, has been enhanced because they now understand what is expected of them and how to set about doing it. Overall, teachers make good use of information on assessment to identify areas for pupils' improvement. However, there is some inconsistency in the effectiveness which teachers use to advise pupils about what they need to do to improve. Closely linked to teachers' high expectations is the good personal development of pupils, especially their good behaviour. Pupils show very responsible attitudes to learning. They enjoy many aspects of school life and significant amongst these is the satisfaction they experience from being able to rise to the challenges set them.

The care, guidance and support given to pupils are good. They feel safe in school. Although there is some inconsistency in its quality, the generally good academic advice which pupils are given means they have a secure understanding of their targets and how to reach them.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Ensure that the good practice of giving pupils clear advice about how to reach their targets is used consistently by all teachers.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Teachers' accurate assessments and pupils' work seen during the inspection show clearly that standards in English, mathematics and science at the end of Year 6 are average and meet the targets set for pupils, including those with LDD. There has been a significant improvement since the previous year, when standards in English and mathematics were below average. The school has met its targets for pupils reaching level 5, the higher level, in all three subjects. When they entered the school the attainment of pupils now in Year 6 was average and they have made satisfactory progress overall during their time in school. During the past year they have made good progress which was necessary in order to compensate for earlier under-achievement. As a result they have satisfactory competence in basic skills to prepare them for the next stage of education and their future economic well-being. Other year groups are also catching up well. The school has correctly identified writing as an area in need of development in Years 3 and 4, has analysed the reasons and has drawn up support plans to address this.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils show very good understanding that the feelings of others should help guide one's actions. They also show high levels of respect for moments of reflection, for instance in an assembly about the good shepherd. They enjoy coming to school and are proud of all that it has to offer. They develop mature attitudes and behave well showing good respect for the 'golden rules'. Particularly through the active school council, fund raising and environmental projects they make a strong contribution to both the school and wider community. They take on responsibilities, such as being a buddy or a class monitor well, and work and play with others showing consideration. Pupils of all ages are able to describe the importance of a healthy lifestyle and they enjoy physical exercise. However, not all match their own high ideals by bringing a 'healthy lunch box'. Attendance is satisfactory. A large majority of pupils attend well but a few pupils do not attend regularly enough. Pupils show a good awareness of the need to adopt safe practices, as was seen when dissecting plants during a Year 5 science lesson.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Planning is good, with clear objectives for the learning which is to take place in lessons and precise success criteria so that pupils are able to judge for themselves how well they have done. This engages and motivates them effectively. Teachers use questioning and discussion well to check progress and challenge pupils' thinking so that learning is enhanced. Interactive whiteboards are used successfully with some excellent practice seen in a Year 6 mathematics lesson where the teacher set extremely high expectations and pace. Teachers make generally effective use of assessment data to plan work to meet the

needs of all pupils but there is some lack of consistency in the rigour with which this is done. Teachers mark work conscientiously and nearly always offer incisive advice on how to improve, which encourages pupils to take responsibility for their own progress. However, there are some missed opportunities to use this technique to raise pupils' expectations of themselves.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well planned to meet the diverse needs of the pupils, including those with LDD. There is a strong emphasis on personal and social development and good links are made between subjects. A systematic approach to the development of skills in literacy, numeracy and information and communication technology is now in place but this has not been established long enough to ensure that all pupils achieve as well as they are able.

There is a wide ranging programme of enrichment which is greatly enhanced by trips out of school, including residential visits in both Years 4 and 6, a comprehensive range of clubs, workshop groups and also theme weeks, such as the arts week.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall with particular strengths in the way the school cares for its pupils. Staff show a strong commitment to putting the pupils' needs first, and safeguarding procedures are robust and effective. They work well with a range of outside agencies to provide a high level of support to pupils when needed. Pupils say that staff 'listen to you' and they appreciate the 'comments box' where they can put forward their ideas to staff confidentially.

Staff assess rigorously the progress pupils make and set clear targets for them. There is, however, some inconsistency in the way these are used so that all pupils understand how to improve their work. The school works well with parents as partners in supporting their child's learning; this is especially effective in relation to pupils with LDD.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably assisted by his deputy, has a clear vision for the school which is well-focused on pupils' academic achievement as well as their personal development. The school has developed a capable, well-balanced and united leadership team that shares this vision. Responsibilities are clearly identified and team members feel they are accountable for their area. The school has made some good recent appointments which have strengthened teaching and leadership. The work of improving the involvement of subject leaders in monitoring their areas is at an early stage so not all are yet sufficiently involved. Governors have significantly improved their impact upon the school. They are well-informed and focused on the key areas of the school's performance. Consequently, as well as supporting the school, they are holding it to account effectively. The school has thorough procedures for monitoring teaching and learning and evaluating pupils' progress. This systematic and rigorous self-evaluation has given it an accurate view of its performance. It has used this to secure rapid improvement in most areas of its work during the past year. This recent track record shows that the school has good capacity for continued improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

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 performance is monitored, evaluated and improved to meet challenging targets	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

16 July 2007

Dear Pupils

Inspection of Manor Junior School, Farnborough, GU14 9DX

Thank you all very much for welcoming me and my colleagues on our recent visit to your school. We thought you were all very polite and helpful and enjoyed meeting you and your teachers very much.

Some of you might remember that when a group of inspectors visited your school last year they decided that although they saw some good things happening, the school was not providing you with a good enough education. The school was given extra help to improve and inspectors began to visit your school regularly to check on progress. You will be glad to hear that we have now decided that the school has done well since then to bring about improvements and no longer needs this extra help.

Your work has improved and it is now similar to the work in most other schools. This has happened because your teachers have worked hard to make sure that lessons are now much better. They set high challenges for you and make it clear what they expect you to be able to do. They make sure that the work they set for you is just right for all pupils in the class and you are expected to work hard to meet your targets.

A very important reason why your work has improved is that you behave well and have very sensible attitudes to your work. Lessons are not interrupted or slowed down by silly behaviour. Many of you show how interested you are in making progress and in finding out from your teachers how to improve your work.

We were pleased to hear that you enjoy many things about your school and that you feel safe because adults in the school look after you well. It is a pity that a few of you do not come to school regularly enough.

There are a few things which we have said the school needs to do to make it even better.

- Although it has improved, your work in English, maths and science needs to be better. You and your teachers will need to work very hard to make sure that this happens.
- Your teachers need to give you regular advice about what you need to do to reach your targets.

We know that you will do your very best to help to make sure that these improvements happen.

With best wishes for the future,

Patricia Walker Lead inspector