

Manor Fields Primary School

Inspection report

Unique Reference Number	126265
Local Authority	Wiltshire
Inspection number	328473
Inspection dates	14–15 January 2009
Reporting inspector	Chris Grove

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	192
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Teresa Tessier
Headteacher	Anne Munns
Date of previous school inspection	28 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Highbury Avenue Salisbury SP2 7EY
Telephone number	01722 322832
Fax number	01722 339283

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average in size. The great majority of pupils are from a White British background. The number of pupils with learning difficulties and/or disabilities is above average. The school provides a Specialist Learning Centre for pupils who have complex learning needs. The Early Years Foundation Stage (EYFS) provision consists of a Reception class. The school has Investor in People status, and holds other national awards. There is a breakfast club, which is not managed by the governing body. The school is to move from its present building in mid-February 2009, and will re-open in a new building in early March.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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.

The school's overall effectiveness is inadequate. The steps taken to promote improvement since the last inspection have not been sufficient. The school does not have an adequate capacity to make necessary improvements. The principal reason why the school is not doing as well as it should is that the senior leadership team has not been able to set a clear enough direction for improvements to pupils' achievement, standards and behaviour. Senior staff are diligent in undertaking a range of activities to monitor and evaluate pupils' progress and the quality of provision. However, the school's self-evaluation has not led to a rigorous enough analysis of the reasons for its significant weaknesses, especially the underachievement of pupils in mathematics and science at Key Stage 2.

A related issue is that not enough action has been taken to tackle the disruptive behaviour of a minority of boys mainly, but not exclusively, in Key Stage 2. Although most aspects of pupils' personal development are satisfactory, and attendance is average, behaviour is inadequate overall. In some classes, a small number of boys find ways to avoid completing their work, and are inattentive in lessons and in assembly. Even though teachers mostly manage such behaviour satisfactorily, these factors still have an adverse impact on other pupils' progress. They serve to slow the pace of the lesson and to reduce others' enjoyment of learning. Overly boisterous behaviour by some boys in the Key Stage 2 playground is not checked. The result is that these boys do not return to class in an appropriately calm frame of mind and ready to learn.

When pupils start school in the Reception year, their attainment is broadly in line with expectations for their age and they get off to a satisfactory start. Standards at Key Stage 1 have been consistently average, and progress has been satisfactory. At Key Stage 2, standards are below average, and too few pupils gain the higher Level 5. Progress for pupils across this key stage is inadequate. Pupils' achievement as a whole is therefore inadequate. Test results in Year 6 have been below average in English, mathematics, and especially in science, over recent years. In 2008, there was a high proportion of pupils with a statement of special educational need in the Specialist Learning Centre in Year 6. After allowing for the performance of these pupils, standards in English were broadly average. However, standards in mathematics were lower, and in science standards were little different from previous years. In contrast to the main school, pupils attending the Specialist Learning Centre make good progress.

Pupils' inadequate progress in Key Stage 2 reflects weaknesses over time in teaching, the curriculum and assessment. Teachers' planning for lessons does not routinely ensure tasks are well matched to the needs of pupils to provide appropriate levels of interest and challenge. Lessons are not consistently well paced and do not include a sufficient variety of activities. Although aspects of the curriculum are satisfactory, there is insufficient focus on problem solving in mathematics and on investigative work in science. Care, guidance and support are inadequate. While pastoral care and guidance are good, pupils receive insufficient guidance from marking and target setting to help them to improve their understanding and skills.

The partnership with parents is good. Although a majority of parents are pleased with the school, a minority have concerns about the behaviour of some pupils. The successful practice

of the Learning Centre is recognised through its work with local schools. Links between the school and other organisations are satisfactory. For example, outside agencies help to support vulnerable pupils. Other instances are pupils' involvement in a community arts project linked with the Sarum Orchestra and Salisbury Arts Centre and links abroad.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children's knowledge and skills on entry are broadly as expected, and they make satisfactory progress in all areas of learning, but especially in their language and literacy skills. Consequently, standards are broadly average when children leave the Reception year. Arrangements for children entering school are good, and parents say their children settle quickly because of the caring atmosphere. Children have good relationships with adults, enjoy their learning, and are confident to work with others. The school provides an appropriate range of activities, although there are too few that they can choose for themselves. This shortcoming restricts opportunities for independent learning.

Satisfactory leadership and management ensure a safe and caring environment because there is a good understanding of the needs of individuals. Welfare arrangements are appropriate. The school cannot provide an adequate outdoor area because of the restrictions of the present site. The absence of this facility limits opportunities to develop children's physical skills, and enjoy learning outside. Staff have recognised this weakness, and have planned an appropriate area in the new school.

What the school should do to improve further

- Raise achievement and standards, especially in mathematics and science in Key Stage 2 and, particularly, of the more able pupils.
- Raise expectations of pupils' behaviour in order to ensure pupils' learning is not disrupted by the challenging behaviour of a minority of boys, particularly in Key Stage 2.
- Ensure school leaders use the outcomes of self-evaluation more effectively to implement measures to improve the quality of teaching and the curriculum.
- Improve the quality of target setting and marking so that pupils understand more clearly the next steps in their learning.

Achievement and standards

Grade: 4

Having entered Reception with expected levels of knowledge, skills and understanding, pupils' inadequate achievement is reflected in below average standards by the end of Key Stage 2. All groups of pupils in the main school, including those with learning difficulties, make similar rates of progress. Although standards are broadly average at Key Stage 1, the proportion of pupils who reach the higher levels in reading, writing and mathematics is a little below the national average in each case. In national tests at Key Stage 2 in 2008, the proportion of pupils who attained the expected standard and the higher Level 5 in English was broadly average. However, in mathematics, and especially in science, too few gained the expected or the higher levels. Although pupils make satisfactory progress in English, progress in mathematics and science in Key Stage 2 is inadequate. Those pupils in the Specialist Learning Centre make good progress from their low starting points.

Personal development and well-being

Grade: 4

Most pupils behave politely and respectfully towards others. However, the challenging behaviour of some boys impacts adversely on their own learning and that of others in some lessons. This behaviour sometimes also spoils the enjoyment of older pupils in the playground. Pupils are confident that bullying is not a problem, however, and most enjoy their time at school. They understand how to keep safe. Their understanding of healthy eating is good. They also know the importance of regular healthy exercise, but the nature of the school site and the low time allowance for physical education restrict these activities.

Pupils make helpful contributions to the school through such roles as playground 'buddies', and to the wider community through charitable fundraising. For instance, Year 6 pupils raised money for the African charity 'Beans for Brains'. Pupils are developing satisfactory literacy skills for later life, but their numeracy skills, especially in problem solving and investigation, are limited. In addition, pupils do not have enough opportunities to develop team and workplace skills through paired and group work. Pupils' satisfactory spiritual, moral, social and cultural development makes a helpful contribution to the school's caring pastoral atmosphere. Pupils' cultural development is valuably served by strong links with the local Muslim community. Pen-pals in Spanish-speaking countries such as the Dominican Republic also help pupils to develop an international perspective.

Quality of provision

Teaching and learning

Grade: 4

Too high a proportion of teaching, particularly at Key Stage 2, is satisfactory or less than satisfactory. Nevertheless, some teaching is good. Where teaching is most successful, there is a variety of learning activities, good questioning techniques and a good pace to the lesson. Taken together, these hold pupils' interest well and promote enjoyment and independence in learning. However, in too many lessons, there is not enough challenge or pace, leading to slower engagement by pupils. Teachers then have to manage the poor behaviour of some pupils, and this affects the learning of others.

Teachers' plans generally do not provide a good match of tasks to different groups of pupils in order to ensure appropriate levels of challenge particularly for the more able pupils. Much learning is satisfactorily organised, and teaching assistants provide satisfactory support for pupils, especially those with learning difficulties. In the Specialist Learning Centre, teaching provides good challenge for pupils with complex learning needs.

Curriculum and other activities

Grade: 4

Provision for English and for personal, social and health education is satisfactory, but the curriculum is inadequate overall because there are too few opportunities for problem solving in mathematics and investigative activities in science. In addition, the restrictions of the site limit provision for physical activities during and after school. Opportunities to provide challenge for pupils, especially the more able, are also limited.

Music is a strength, and the award of Artsmark (Gold) attests to this. In addition, pupils in Key Stage 2 benefit from learning to speak Spanish. Regular events, such as Book Week, provide good opportunities for particular focuses and encourage parents actively to support their children. Curriculum enrichment through visits and visitors is satisfactory, although the imminent move to the new school has temporarily restricted the range of extra-curricular clubs.

Care, guidance and support

Grade: 4

The school has a strong commitment to the well-being of all pupils, but its assessment systems are not sufficiently effective. Parents praise the caring and supportive ethos nurtured by the staff, especially when pupils are new to school. The care for pupils in the Specialist Learning Centre is particularly good. Outside agencies provide additional support when needed. Health and safety procedures are thorough, and safeguarding procedures are fully in place. Child protection arrangements meet statutory requirements.

Procedures for supporting pupils' academic progress are inadequate. The assessment system provides a reliable measure of progress and identifies potential underachievement. However, this information is not used effectively to improve the progress of pupils at risk of underachieving in mathematics and science, although action in English has had a positive impact. Pupils receive too little guidance from marking and targets. The quality of marking is inconsistent and provides pupils with limited indication of improvement needed, or of the next steps in learning. The same is true of pupils' learning targets.

Leadership and management

Grade: 4

The senior leadership team has not charted a clear enough course for improvement. Although they undertake a range of self-evaluation activities, not enough use has been made of the outcomes to improve the quality of the teaching and of the curriculum. Action has not been sufficient to address weaknesses in mathematics and science or to tackle the underachievement of pupils in these subjects. The impact of the poor behaviour of a few on the learning of others has gone unchecked. In addition, targets are not sufficiently ambitious to raise standards.

Governors are committed to the school and provide satisfactory support. They do not meet all their legal responsibilities, and do not have a well-developed understanding of the school's strengths and weaknesses. They have not found sufficient means of challenging the school to improve.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 January 2009

Dear Pupils

Inspection of Manor Fields Primary School, Salisbury SP2 7EY

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes.

- These are the positive things about your school
- You enjoy school, and most of you have satisfactory attitudes and behaviour.
- All the adults in the school take care of you.
- You settle into school quickly, and make satisfactory progress in Reception and in reading, writing and maths by the end of Year 2.
- You make satisfactory progress in English by the end of Year 6.
- You understand healthy living and how to keep safe.
- You make positive contributions in school, for example by being playground 'buddies', and in the community through fund-raising.
- Most of your parents are pleased with the school.

However, your school is not yet as good as it needs to be and you are not all making the progress you should. Your school has therefore been asked to make some important improvements. Special help will be given to see that it does. Other inspectors will do more checks in the months ahead to see that things are getting better.

What your school needs to do now

- Help all of you to make better progress, so that standards are higher by Year 6, especially in mathematics and science, including standards of more able pupils.
- Make sure that all adults expect good behaviour so that all of you can get on with your work without being interrupted by the poor behaviour of a small number of boys, particularly in Key Stage 2.
- Make sure that leaders make good use of what they learn when they check on the school's work, to improve teaching and the curriculum for you.
- Ensure that marking and target-setting help you to do better by pointing out the next steps in your learning.

You can help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours faithfully

Chris Grove

Lead inspector