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11 June 2009

Mrs A Munns  
The Headteacher  
Manor Fields Primary School  
Highbury Avenue  
Salisbury  
Wiltshire  
SP2 7EY

Dear Mrs Munns

Special measures: monitoring inspection of Manor Fields Primary School

Following my visit with Mary Usher-Clark to your school on 3 and 4 June 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in January 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Wiltshire.

Yours sincerely

John Seal  
Her Majesty's Inspector



Special measures: monitoring of Manor Fields Primary School

Report from the first monitoring inspection on 3 and 4 June 2009

## Evidence

Inspectors observed the school's work, scrutinised documents, and met with the headteacher, staff, groups of pupils, representatives from the governing body and local authority.

## Context

Shortly after the inspection, the school moved into a new purpose built site close to the original school. There have been significant changes to staffing and responsibilities. The teachers for the Year 2 and Year 4 classes have changed due to redeployment and long term illness. The assistant headteacher has taken on the additional role of numeracy manager and the Year 6 teacher has taken the lead for literacy. Science is currently being led by the Year 1 teacher. The manager of the specialist learning centre is now also the inclusion manager.

## Achievement and standards

The unvalidated national test results for 2008 indicate that, by the end of Year 2, standards are broadly in line with those expected nationally, although there were fewer pupils than average attaining the higher levels. The results for Year 6 indicated that pupils' standards of attainment in English were generally average but mathematics and science were below.

The school's recent tracking and analysis of the progress pupils have made since the inspection suggest that there is a higher proportion of pupils who make good progress and attain standards that are in line with those expected nationally. The school's assessments highlight that significant proportions of pupils in Years 2 and 4 have made slower progress and consequently have more ground to cover to meet national expectations. The pupils with English as an additional language and those with learning difficulties and/or disabilities make satisfactory progress.

Progress since the last inspection on the areas for improvement:

- raise achievement and standards, especially in mathematics and science in Key Stage 2 and particularly, of the more able pupils – satisfactory.

## Personal development and well-being

Pupils enjoy being in their new school. They are enthusiastic and excited about their new environment. The new running track, large field and newly marked playground are particular favourites. Attendance is broadly satisfactory. The pupils are well mannered, respectful and articulate. They behave well during lessons and less structured times. This rapid improvement in behaviour, made since the last

inspection, is due to a strong shared vision, high expectations of all staff, and new strategies and systems to support all pupils. Although relatively recent, pupils readily explain the system of sanctions and rewards and say this has resulted in the much improved behaviour. A key feature of the school's effective work on improving behaviour is the role of the staff member who has responsibility for supporting pupils' emotional and behavioural needs. Pupils have a good understanding of the cultural differences of the many nationalities, languages and beliefs of their friends. They have a good understanding of healthy lifestyles and eco issues. Pupils take their responsibilities seriously, serving as school councillors, playground buddies, guinea pig carers, and assisting in assemblies.

Progress since the last inspection on the areas for improvement:

- 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 – satisfactory.

### Quality of provision

There are an increasing proportion of lessons that are good. The school has worked closely with the local authority to improve teachers' subject knowledge and develop a wider range of effective teaching strategies which motivate pupils' interest and engagement. Consequently, lessons are consistently well planned in all year groups, with many good examples of activities that match most pupils' learning needs. The majority of learning activities have clear expectations and assessment information is used well to inform the plans. Most pupils are well aware of what they need to do to improve through the use of 'Next Steps' in their learning. Pupils are encouraged to discuss their work with each other and teachers often use good questioning techniques to challenge pupils in their thinking. Teaching assistants are generally well deployed. In the Reception class, the new building has offered many opportunities for provision to improve, particularly with regard to outdoor learning. Where teaching is less effective, pupils' learning needs are not always taken into account. Resources and activities do not always support pupils' learning requirements which slow their progress down and make them more dependent on adult support and guidance. Pupils with learning difficulties and/or disabilities and pupils with English as an additional language are generally well supported. The work of the specialist learning centre provides effective support for the pupils with more complex needs.

Since the last inspection, the school is developing a more creative, skills based curriculum. Whole school themes and shared partner planning ensure pupils are given many opportunities to make their learning more exciting and relevant by linking different subjects together. This new approach is in its early stages but is already beginning to have a positive impact on standards. A problem solving approach to mathematics and the location and surrounds of the new building have added to a more practical approach to science and mathematics.

Manor Fields is a caring school with thoughtful pastoral support for all pupils. The procedures for safeguarding are effective. The school's systems for supporting academic guidance are improving with target setting becoming more consistent and pupils knowing the class targets that are given to them. This is not specific enough in relation to individual pupils' learning needs and their involvement in setting their own 'Next Steps' is limited. Marking of pupils' work is improving but there are still significant inconsistencies across classes and subjects.

Progress since the last inspection on the areas for improvement:

- improve the quality of target setting and marking so that pupils understand more clearly the next steps in their learning – satisfactory.

### Leadership and management

With the planning and preparation leading up to the moving of the school site and the significant turbulence in the teaching staff and leadership roles, the headteacher has had to deal with a range of complex challenges in addition to the day-to-day management of the school. The recent redistribution of roles and responsibilities in the leadership team has begun to have a positive effect on the school's development. Since the inspection, the school's approach to self-evaluation has become more accurate and the leadership team has a clear view on what is needed to be done to make further improvements. Although there is monitoring of teaching, this is not sufficiently rigorous or formal to provide accurate analysis of the quality of teaching over time and subjects. Tracking of pupils' progress is accurate and accessible. However, there is more work to be done on synthesising attainment and progress in order to see the overall picture across the school. The leadership team now take a more active role in the monitoring and evaluation of the school's development. The school's improvement plan appropriately identifies expected outcomes for pupils and the actions required for improvement. Governors provide suitable challenge and are an effective critical friend. They have a clear view of what the priorities for the school are and how they should be tackled.

Progress since the last inspection on the areas for improvement:

- ensure school leaders use the outcomes of self-evaluation more effectively to implement measures to improve the quality of teaching and the curriculum – satisfactory.

### External support

The local authority has a satisfactory action plan and has supported the school with appropriate actions. The advisory headteacher has worked well alongside the headteacher through her regular visits and has provided effective capacity in the leadership team. The school benefits from the effective support and guidance of literacy, numeracy, Early Years Foundation Stage, ethnic minority advice and support consultants, advisory teachers and data specialist. The local authority has provided effective additional support for the governing body through advisory governors and senior officers attending meetings.