

Manor Infant School

Inspection report

Unique Reference Number	116226
Local Authority	Portsmouth
Inspection number	338764
Inspection dates	17–18 November 2009
Reporting inspector	Gavin Jones

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 of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Rev Bob White
Headteacher	Janet Christie
Date of previous school inspection	7 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, members of staff, groups of pupils, parents, the education welfare officer and the school nurse. They observed the school's work, and looked at the school's improvement plan, minutes of governors' meetings, the school's monitoring files, safeguarding documentation, and questionnaires from forty-eight parents and five members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following aspects.

- The achievement of different groups of pupils, to determine how well teaching is planned to meet their differing needs.
- Current standards for all groups of pupils.
- The effectiveness of leadership and management at all levels, especially that of subject leaders.
- The success of the school in promoting community cohesion and ensuring pupils improve their cultural awareness.

Information about the school

Manor Infant School is a large infant school. It has a below average proportion of minority ethnic children, but many of these are at the early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is average, as is the proportion of pupils with statements of special educational needs. Mobility of pupils is high and the school has twice the national average of pupils known to be eligible for free school meals. There is a breakfast and after-school club on site. The school has a wide range of curriculum awards including Activemark, Artsmark, Healthy Schools Standard, Basic Skills and Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Manor Infant School is a satisfactory school. It has many good features but attainment has been low for some time and is only very recently beginning to make year-on-year improvements. Nevertheless, pupils' achievement is satisfactory. A good range of strategies has been put in place to improve provision, as a result of the clear educational direction provided by the headteacher. All staff and governors are firmly committed to achieving her vision. As a number of initiatives have only recently been implemented, there is inevitably some tailback until these gather momentum and have a more pronounced effect on attainment and achievement. Improvements in the curriculum, the provision for Reception children and the effectiveness of middle leaders, together with a rising trend in pupils' attainment, demonstrate the school's good capacity for sustained improvement.

Through a new approach to the curriculum, which focuses on gaining the interest of pupils through first-hand experiences and exciting topics, the needs of pupils are more widely met. As a result, they are more engaged in their lessons. Currently, the effect has already been felt in both reading and mathematics. The wide range of curriculum awards reflects the school's success in this area of its work. Due to the low starting points for pupils' literacy skills, the raising of standards in writing is taking longer to be effective. This is also partly because there are too few opportunities for pupils to use and develop their literacy skills in other subjects. At the same time, pupils are not always clear about their learning objectives and do not have reminders of them during the course of the lessons. This is particularly the case when they are working independently. On a wider level, many boys, a large proportion of whom are receiving free school meals, are gradually being encouraged to take a greater part in learning, through strategies put in place by the school across many aspects of the curriculum. Children make better progress in the Early Years Foundation Stage than in the rest of the school, as teaching here is consistently good. Elsewhere, teaching is satisfactory overall, although there are good features. Lessons are planned well across a year group, but are not sufficiently fine-tuned to reflect the needs of individual classes. At the same time, it is not always evident that pupils are working at the levels appropriate to their age and abilities, especially the more able pupils. The school tracks pupils' progress well and teachers use this information effectively in order to group pupils. However, teachers do not always check on progress within lessons often enough.

The school does not concentrate solely on raising standards in key subjects. Far from it. Almost all areas of pupils' personal development are good, as the school is determined that pupils from a wide cultural and social mix not only get on together, but thrive as young citizens. They accomplish this through the care and devotion of a wide range of

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teaching and support staff. In spite of the very best efforts of the school, attendance is still low. This has not deterred the school, which has put in place a new plan to encourage better attendance. The school is well supported in its efforts by the education welfare officer.

What does the school need to do to improve further?

- Increase the proportion of teaching that is good by:
 - embedding the use of assessment strategies during lessons, so that teachers check pupils' understanding more regularly
 - ensuring planning more accurately reflects the levels at which groups and individuals are working
 - making the monitoring of teaching focus more closely on learning.
- Improve standards and progress in writing by:
 - ensuring that when pupils work independently on writing activities, they are clear about what they are expected to learn, especially more able pupils
 - increasing opportunities for writing for different purposes across the curriculum
 - tailoring planning within each year group to meet the specific needs of each class, especially for the more able pupils
 - capturing the interests of boys in order that they might be more motivated and excited by writing opportunities.
- Improve attendance levels by extending the strategies already in place to help parents understand the importance of regular attendance and make sure their children attend regularly.

Outcomes for individuals and groups of pupils

3

Pupils enjoy being in the school's caring and inclusive environment. They respond well to the value staff place on their achievements, which is evident in their positive attitudes. These attitudes support their satisfactory achievement well. However, in a small minority of cases, children noted as being more able in Reception, who should achieve levels higher than their classmates in Year 2, do not always achieve at that higher level. This is partly due to some over-generous assessments made earlier. Pupils with special educational needs and/or disabilities, together with those for whom English is not a home language, achieve well and make good progress in their learning. Nearly all reach the standards expected for their age by the end of Year 2. Pupils' enjoyment of their work was particularly noticeable during parts of 'Book Week', when a theatre group gave good stimulus to pupils' writing and reading, following the event.

The quality of learning, standards seen in lessons and work in pupils' books confirm that, relative to their starting points, all pupils make at least satisfactory progress and a significant minority make good progress and achieve well. Attainment in reading and mathematics, as seen in lessons, is now broadly average. The school has correctly

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identified that some more able pupils do not make enough progress in all key subjects. This is most noticeable in writing, where pupils, especially boys, do not achieve well enough, although year-on-year improvements in attainment are evident. The school develops pupils' speaking and listening skills well, but pupils are not yet able to use these effectively to help improve their writing.

Pupils have a good understanding of healthy lifestyles. In Year 2, pupils select healthy foods when designing a lunch basket for Red Riding Hood. They know about keeping safe. Their own conduct around the school helps keep themselves and others safe. The vast majority of pupils behave well at all times. Any behavioural issues are dealt with effectively by the school. Pupils are keen to take on responsibilities and wear their badges with pride. The school council and pupils in general appreciate the diversity of their neighbourhood and interact well with significant figures in the community, such as in a recent Caribbean festival. Their knowledge of communities beyond the immediate locality is a little restricted, although they do experience foods and music from around the world and know about a range of religious festivals. The low rates of attendance have a negative effect on some pupils' preparedness for their future well-being. However, they are confident, capable young citizens who benefit a great deal from personal and social elements of the curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Teaching was never less than satisfactory during the inspection, and several good lessons were seen. Teachers show good subject knowledge across the curriculum and use resources, including the interactive whiteboard, effectively to focus pupils' attention and support their learning. Where extra stimuli are used, as in the visit of the theatre group, pupils not only want to talk about their experiences but are keen to write. Pupils respond well to teachers as their relationships are strong, ensuring that the pace of learning is not interrupted by inappropriate behaviour. Classes are grouped by ability for mathematics and teachers match work carefully to the needs of different groups. In satisfactory lessons, planning does not reflect clearly enough the needs of all groups. Teachers do not check pupils' progress regularly enough, especially when groups are working independently. Occasionally, teachers talk for too long, and miss opportunities for pupils to discuss their learning.

The curriculum has been successfully developed in order to help various groups of learners make better progress. For example, the school has responded to the specific needs of boys by helping them understand their work more clearly with a 'Plan-Do-Review' approach to learning. It has also built in more opportunities for first-hand learning, particularly by extending opportunities for pupils to visit local sights and places of interest. Pupils can now see that there is also room for them to be more creative, appreciating that art, role play and music can be incorporated into topic work. Pupils are more involved in their learning and now regularly start their topics with opportunities to say what they want to learn, confirming what they have learned at the end of their work. In reading especially, the curriculum has been improved so that pupils show much more interest and, as a result, reading standards have risen year on year for three years. However, the school has not yet been able to improve standards in writing. Specialist teachers provide good expertise that enhances learning in music and physical education. Club activities, which support the development of skills, are carried out at lunchtimes, thus removing the need for pupils to stay late after school. This is much appreciated by parents.

Care, guidance and support are strengths of the school. Support for children whose circumstances have made them vulnerable is good. As a result, they all make good progress and achieve well, with nearly all reaching levels equal to those of their classmates and sometimes higher. Pupils benefit from effective links with outside agencies that provide specialist support and advice. Parents are very positive about the school and appreciate what it does for their children. Good emphasis is given to children's safety and security. Pupils are suitably cared for in 'Good Morning' and 'Good Afternoon' clubs, which parents see as a valuable extension to school life. The school has worked tirelessly to improve attendance, but in spite of its best efforts and some improvement year on year, a very small minority of parents do not appreciate that absenteeism reduces the progress their children make in school.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and the deputy headteacher give a strong lead in terms of their ambitions for the school and its pupils. This vision is shared completely by the staff. Provision is systematically evaluated and the outcomes used to inform priorities for improvement. The school's policies and practices for safeguarding the welfare of pupils are rigorous. All staff have had relevant training in aspects of child protection, risk assessments are in place for all activities and relevant policies are reviewed and updated. The school site is secure and the premises well-managed.

The school has a rigorous monitoring programme and the inspection team agrees with the vast majority of its judgements. Curriculum leaders evaluate the quality of provision in key subjects and identify clear strategies for improvement, some of which have proved very successful. This represents good progress since the last inspection. Six curriculum teams oversee the planning and review of work in their particular areas of learning. Each team is closely linked to a governor. This supports governors' efforts to be more involved in evaluating provision.

Current strategies for raising boys' attainment reflect the school's quest to ensure all pupils have equal opportunities to succeed. There are strong links with outside agencies, partner schools and community groups such as the Fratton Federation. Governors support the school well. They use their expertise well, are conscientious in their deliberations and take advantage of the advice of consultants and experts in order to continue the drive for further improvement. They also have a clear vision for the way forward. They recognise that while they have looked closely at their community and have established some strong local connections, the time is right to expand this further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. Children's skills are well below what is typical for their age when they enter school, especially so in their language and communication skills and their personal development. They make good progress from these low starting points because of good teaching and sensitive care. Good induction arrangements ensure that children settle quickly. Relationships between adults and children are warm and friendly and teamwork is strong. As a result, children are happy, feel safe and are keen to learn. Teachers ensure that there is a good balance of activities led by themselves and those chosen by children. The latter encourages children to become more independent in their learning. Teaching is regularly good and on occasions shows some outstanding features. Teaching assistants give good support to children in their care. The curriculum is planned effectively to aid children in discovering things for themselves. Staff are skilled at prompting children to ask questions, rather than giving them the answers. Assessments are regularly carried out, but are occasionally over-generous.

The outside area is used well and is truly an extension of the classroom. However, not enough use is made of signs and labels outdoors to support the development of children's reading skills. The whole provision is well organised and managed by the Early Years Foundation Stage leader, who receives good support from her team. This produces consistently good quality outcomes for children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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Virtually all parents and carers who responded to the inspection questionnaire were entirely positive about the school's work and efforts of the staff. Comments such as 'my child enjoys school', 'this school puts the happiness of my child first' and 'issues are dealt with in an approachable, helpful and prompt manner' typify the responses made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	88	5	10	0	0	0	0
The school keeps my child safe	35	73	13	27	0	0	0	0
The school informs me about my child's progress	31	65	15	31	0	0	0	0
My child is making enough progress at this school	31	65	16	33	0	0	0	0
The teaching is good at this school	32	67	14	29	0	0	0	0
The school helps me to support my child's learning	30	63	18	38	0	0	0	0
The school helps my child to have a healthy lifestyle	29	60	18	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	54	20	42	1	2	0	0
The school meets my child's particular needs	29	60	19	40	0	0	0	0
The school deals effectively with unacceptable behaviour	23	48	23	48	0	0	0	0
The school takes account of my suggestions and concerns	23	48	21	44	1	2	0	0
The school is led and managed effectively	27	56	18	38	0	0	0	0
Overall, I am happy with my child's experience at this school	36	75	12	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Children

Inspection of Manor Infant School, Portsmouth, PO1 5QR

Thank you for your help when we visited your school for its inspection. You are proud and happy to be in the school and sharing your views with us was very helpful.

Here are some of the highlights we saw on our visit.

- The good progress that the youngest children make in the Reception classes.
- The good curriculum that provides you with interesting things to learn.
- The good care shown to you by your teachers and their helpers.
- Your good behaviour, your interest in healthy lifestyles, the way you keep safe and how you contribute to the school and your local community.
- The ways in which the headteacher, staff and governors lead the school effectively and help it to improve.

The school is keen to improve further and we have suggested three ways to do this.

- Help all teachers to be able to ensure that you all make good progress in lessons.
- Make further improvements to the quality of your writing.
- Help your parents to understand how important it is for you to come to school regularly.

I am sure that you will do your best to work hard at all times and continue to enjoy your time at Manor Infant School.

Thank you again for such an interesting two days at your school.

Best wishes for the future.

Yours sincerely

Gavin Jones

Lead Inspector

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