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Mrs Anne Munns
The Headteacher
Manor Fields Primary School
Wilton Road
Salisbury
Wiltshire
SP2 7EY

Dear Mrs Munns

Special measures: monitoring inspection of Manor Fields Primary School

Following my visit to your school on 25 February 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in January 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

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 third monitoring inspection on 25 February 2010

Evidence

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

Context

Since the last monitoring visit, from January 2010, two new permanent, full-time teachers have been appointed for the Year 2 and 6 classes. The Early Years Foundation Stage leader has taken on the additional responsibility of literacy leader.

Pupils' achievement and the extent to which they enjoy their learning

The school's analysis of pupils' attainment and progress and work seen during lessons and in pupils' books indicate that the decline in standards has been arrested. Attainment at the end of Key Stage 2 continues to be low, but there are now more pupils achieving standards in line with or above those expected nationally. Pupils' attainment at the end of Key Stage 1 is broadly in line with the national average.

Pupils' progress in Years 5 and 6 continues to be slow, but there are some indications that it is beginning to speed up as recently introduced intervention strategies start to take effect. Progress in Years 3 and 4 is generally satisfactory and the pupils in Key Stage 1 make good progress.

Progress since the last visit on the areas for improvement:

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

Other relevant pupil outcomes

The significant majority of pupils across the school behave very well. They are polite, courteous and considerate towards each other and adults. Pupils have very positive attitudes towards learning. There are a very small minority of pupils who, because of their complex social and emotional or special educational needs, occasionally present the school with some challenging behaviour. Staff are able to deal with these few occurrences well and ensure that the other pupils' learning is uninterrupted. Attendance remains broadly average.

Progress since the last visit on the areas for improvement:

- 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 – good.

The effectiveness of provision

Recent improvements in the quality of teaching have resulted in a greater number of good lessons. There is a higher level of consistency across all lessons. The learning needs of the different groups of pupils, including those at an early stage of learning English or with special educational needs and/or disabilities, are well met. Teachers take pupils' previous learning into account and marking is well focused on what they need to do next. Teaching assistants are highly effective and well deployed during lessons. Teachers use their good subject knowledge effectively to challenge and question pupils. Lessons are often practical and pacy with interesting activities. The school has captured pupils' interest and imagination with a variety of strategies and programmes such as 'The Big Write'. One of the pupils said of lessons 'they are more fun now' and another agreed, saying 'having fun helps you learn more'. As a consequence of these recent improvements and initiatives, pupils are beginning to make better progress. In the decreasing number of less effective lessons teachers impede pupils' progress with overlong explanations and by not intervening promptly enough when pupils are off-task.

Progress since the last visit 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.

The effectiveness of leadership and management

The action plan for school improvement meets the needs of the school. The headteacher and senior managers know the school's strengths and weaknesses. They carry out frequent and rigorous monitoring and evaluation of the quality of teaching. There are clear systems in place for informative analysis of pupil attainment and progress information. The recent improvements to staffing and leadership and management have ensured there is a renewed vigour and clearer focus on what the school needs to do to improve. The governing body continue to be alert to the school's positive features and areas for improvement. They are currently involved in the appointment of a new headteacher for the beginning of the autumn term 2010 when the current headteacher retires. Safeguarding is secure and all procedures, training and a single central register are in place.

The quality of work to improve the curriculum was not a main focus of this visit.



Progress since the last visit 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 continuing support of the local authority is providing satisfactory planning and advice to meet the school's needs in addressing the priorities outlined in the Ofsted report from January 2010. The school has received visits from an advisory headteacher, school improvement partner and primary teaching consultants.