

Manor Fields Primary School

Inspection report

Unique Reference Number	126265
Local Authority	Wiltshire
Inspection number	346427
Inspection dates	30 June –1 July 2010
Reporting inspector	John Seal HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Mrs Sandie Jenkins
Headteacher	Mrs Anne Munns
Date of previous school inspection	14 January 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Thirteen lessons were observed involving eight teachers. Inspectors met with pupils, staff and members of the governing body. The school's work was observed and inspectors looked at: pupils' information; a range of policies and planning documents; minutes of meetings; the school's self-evaluation documents; risk assessments; financial information; and, safeguarding documentation. As the inspection was a section 8 deemed section 5 inspection, there were no parents' and carers' questionnaires for analysis.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following which were the main areas for improvement from the previous inspection:

- the rates at which pupils are making progress and the standards they are attaining in English, mathematics and science
- the accuracy of leaders' and managers' analysis of pupil information and the effectiveness of their actions to improve pupils' progress
- the effectiveness of the schools' policies and procedures in managing behaviour.

Information about the school

Manor Fields is smaller than the average primary school. The proportion of pupils identified as having special educational needs and/or disabilities is higher than average. These pupils' needs include moderate learning difficulties, behavioural, emotional and social difficulties and autistic spectrum disorder. Many of these pupils attend the Specialist Learning Centre which is managed by the school. The proportion of pupils who are at an early stage of learning English is lower than average. Most pupils are of White British heritage. The school manages a breakfast club which is open each morning of the school week. A number of awards are held by the school including Artsmark Gold, The International School Award, the Activemark and the Financial Management Standard in Schools charter marks.

When the school was inspected in January 2009, it required special measures because it was judged to be failing to give its pupils an acceptable standard of education.

Significant improvement was required in relation to raising achievement and standards, improving behaviour management, improving the use of self-evaluation information by leaders and managers and improving target setting and marking.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The quality of education provided by Manor Fields Primary school is satisfactory but there are many areas of strength and good practice including:

- consistently good teaching across the school
- a good curriculum which meets the needs of all pupils and provides exciting and interesting activities
- good care, guidance and support for all pupils, especially those who are vulnerable
- the good effectiveness of the Early Years Foundation Stage.

Pupils' attainment at the end of Key Stage 2 in English and mathematics is below average, especially the standards in reading and writing of boys and the more able pupils.

Pupils' progress is satisfactory but improving rapidly and securely.

The school's good provision has been a result of significant, rapid and secure improvements in the leadership and management of the school. The headteacher and her leadership team have dramatically transformed how the school operates since the last inspection. These improvements have led to pupils:

- demonstrating good behaviour
- feeling safe and looked after
- knowing how to live healthy lifestyles, as reflected in the Activemark
- contributing well to school life and the wider community.

Pupils' spiritual, moral, social and cultural development is good. There are many opportunities in lessons and around the school's modern and 'eco-friendly' environment for pupils to reflect on their learning, observe the natural world and develop a good understanding about different people's faith and religions.

The senior management team effectively monitors and evaluates the progress of individuals and groups of pupils and the information this generates is used well by most teachers.

The governing body is efficient and effective in holding the school to account and providing challenge. As a result, almost all areas for improvement in the last report have been fully addressed.

With regard to the school's promotion of community cohesion, there are many good aspects. However, quite rightly, due to other more overriding priorities, the school is aware that its plans are at an early stage of development.

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With the rapid, significant and secure improvements, leaders and managers who know the school well and a robust and evaluative governing body, the school has good capacity to improve.

What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics to be at least in line with the national average in Key Stage 2, particularly for boys by:
 - consistently providing all pupils with precise feedback regarding their next steps during lessons.
- Increase the proportion of pupils achieving above average levels of attainment in English and mathematics across the whole school by:
 - providing the more able pupils with work that matches their capabilities and challenges them to do well.
- Improve the school's approach to community cohesion by:
 - analysing the school's religious, ethnic and socio-economic context; and,
 - planning a range of activities which accurately meet the needs of the different groups of the school community.

Outcomes for individuals and groups of pupils

3

Pupils' progress is satisfactory across the school. From the Reception class to the end of Year 2 many pupils make consistently satisfactory progress leading to attainment in reading, writing and mathematics which is broadly average.

There is more of a mixed picture in terms of progress in Key Stage 2. This is mainly due to the previously varied quality of teaching before and after the inspection in 2009. As teaching and intervention strategies have improved, there are many examples of accelerating progress and an increasing number of pupils achieving nationally expected levels in English and mathematics.

Pupils with special educational needs and/or disabilities make steady progress given their low starting points and complex needs.

Pupils who are at the early stages of learning English make good progress.

Across the school, girls' attainment is consistently higher than boys' in reading and writing, although the gap is beginning to narrow as the more 'boy-friendly' curriculum takes effect.

Pupils have good attitudes towards school and are very keen to learn. They enjoy school life and learning. Pupils are keen to play an important part in school life and this can be seen in the roles they have as school councillors and as trained play and sports leaders.

Beyond school, pupils' contribution to the wider community includes singing in the choir in the local cathedral, raising money for Children in Need and other national charities.

Pupils' attendance has improved due to the effective work of the school in tackling non-attenders and, as a result, it is broadly average.

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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	3
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has improved dramatically since the last inspection. It is consistently good and sometimes better across the whole school. This good teaching is exemplified by:

- detailed plans which identify different groups of learners and the activities required to meet their learning needs
- clear learning outcomes which demonstrate high expectations
- reliable assessment strategies which provide feedback to pupils about their progress and build on their prior learning
- effectively deployed teaching assistants to support individuals or groups of pupils
- effective use of target setting for example, many pupils are able to use 'next steps' as a method for checking their own improvement
- thoughtful marking of books using different colours and written comments to signify whether pupils have understood what they have learned or where they need to improve
- teachers using exciting and practical ideas to inspire pupils to want to learn. A good

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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example of this was seen in Year 5 where the teacher used Dr Who's 'Tardis' to motivate pupils to write with enthusiasm.

In the very few lessons where teaching is less effective:

- pupils' progress is slower than expected because the task set has either not been explained well enough or the learning activities do not match pupils' needs.

Aspects of the good curriculum include:

- well-planned key skills of literacy, numeracy and information and communication technology to ensure good progression within and between each year
- interesting activities based on topics which effectively link different subjects together. For example, Year 6 used art and geography to learn about rivers by painting landscapes
- activities and resources to encourage more boys to engage in learning, for instance inviting someone portraying a 'Viking' to school
- more investigative activities in mathematics and problem solving in science
- effective development of pupils' extended writing skills
- many different visits to a farm and seaside visits and visitors including the 'Life Education' caravan
- enrichment activities such as Spanish and musical instrument lessons.

The good care, guidance and support for vulnerable pupils and their families are demonstrated through:

- effective transition arrangements between pre-school groups and secondary schools
- sensitive and caring work with vulnerable pupils. For example many children in need of additional comfort and support comment on how much they value their relationship with the senior teaching assistant in the 'Crystal Corner'
- the strong and effective links with a very wide range of agencies including social services, the education welfare officer and various health professionals.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 leadership team have maintained a clear and purposeful focus on addressing the areas for improvement from the last inspection. Key characteristics of this drive are:

There is an atmosphere of tolerance and respect for different groups and individuals. Discrimination is robustly tackled, with very few incidents of bullying or racist abuse.

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What limits the school's promotion of equality of opportunity from being good are the residual pockets of underachievement in Key Stage 2.

The school has robust and efficient safeguarding systems in place. Training for all staff is up to date for child protection and the single central register for checking newly appointed staff is diligently maintained.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

Children settle in well because of the successful transition arrangements from pre-schools and the vibrant, interesting and stimulating learning environment both indoors and out.

Children make good progress from the time they start. Their skills and knowledge on entry vary from year to year but are typically in line with age expectation across many of the areas of learning. By the time they leave Reception nearly all of them are able to work at the expected levels in Year 1.

Children's behaviour is good because of the well-established routines and high expectations of the adults who work with them.

The learning environments are well organised, with a range of accessible resources supporting children's independent learning. Children are able to move freely and with confidence between the indoor and outdoor learning activities.

Throughout the day, the interaction between children and adults is well planned and promotes the strong development of social and communication skills. There are many opportunities for children to choose activities for themselves and these are thoughtfully

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balanced with learning which requires more adult intervention.

As a result of the good leadership of the Early Years Foundation Stage, adults work together effectively:

- liaising with parents and carers
- planning exciting learning
- accurately assessing children's progress; and,
- ensuring children develop a keen interest in their learning.

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

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. The school's own analysis of questionnaires from parents and carers indicated strong satisfaction with their children's education.

Responses from parents and carers to Ofsted's questionnaire

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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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



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