

# Manor Junior School

## Inspection report

---

<b>Unique Reference Number</b>	116146
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326338
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	Elisabeth Linley HMI

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Chapman
<b>Headteacher</b>	Mark Sammes
<b>Date of previous school inspection</b>	3–4 July 2007
<b>School address</b>	Fernhill Road Cove Farnborough GU14 9DX
<b>Telephone number</b>	01252 544072
<b>Fax number</b>	01252 378954
<b>Email address</b>	mark.sammes-junior.hants.sch.uk

---

<b>Age group</b>	7–11
<b>Inspection date(s)</b>	14–15 October 2009
<b>Inspection number</b>	326338

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 20 lessons and held meetings with governors, staff and groups of pupils in addition to speaking with parents as they brought their children to school. Inspectors observed the school's work, and looked at the school's tracking of pupils' progress, and the school's analysis of data gathered. Inspectors scrutinised a sample of pupils' work and a range of management documents, including those related to safeguarding. They also referred to the 120 parental questionnaires received as well as those returned by pupils and staff.

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

- pupils' achievement in writing
- the achievement of more able pupils
- the effectiveness of provision in mathematics and science for pupils whose first language is not English
- the impact of the school's work to improve attendance and pupils' punctuality.

## Information about the school

Manor Junior is a three-form entry school and is larger than the average-sized school for primary-aged pupils. The school draws from a wide area and the proportion of pupils joining the school other than at the usual times is above average and increasing. Although most pupils who attend are of White British heritage, the number of pupils from other ethnic backgrounds is increasing, the largest group of pupils being of Asian heritage. The percentage of pupils who have English as an additional language is broadly average.

The percentage of pupils who have a statement of special educational needs is well above average. Similarly, a well above average percentage of pupils attending the school have special educational needs and/or disabilities. These mostly relate to specific learning, behavioural and emotional, speech, language and communication and medical difficulties. The school's site accommodates resourced provision for a hearing impaired unit which is attended by up to 10 pupils who live in Hampshire and another nearby local authority. Pupils in Key Stage 2 who attend the unit are integrated within the main school at different times during the school day. An out-of-school club is also run on the site and is not managed by the governing body; it is therefore inspected separately.

The school has a number of awards; these include Artsmark Gold, Activemark Gold, Healthy Schools Status and Investors in People. The school is also actively involved in the Rushmoor group of schools to promote extended services for the community.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The work of Manor Junior is underpinned by the excellent relationships forged with parents and carers who appreciate the good quality of care and support provided for the pupils and their families. Pupils' attitudes toward the school are equally positive and their high levels of enjoyment are demonstrated through their good behaviour. As one pupil wrote, 'All the teachers and staff work very hard to let us have fun', a view shared by many. Although pupils' enjoyment is clear, some pupils find it hard to get to school on time even though the school works very hard with families to promote pupils' punctuality and improve their attendance. Attendance is broadly average; however, persistent lateness continues to be an issue for the school.

Pupils enjoy learning and make good progress from their different starting points. However, these starting points vary considerably in each year. One of the reasons for this is that many pupils join the school at different times and this sometimes changes the picture of broadly average standards that most pupils attain when they start in Year 3 to below average overall. The school has worked hard to improve pupils' achievement and raise standards by securing good teaching, although on occasions the more able are not challenged well enough, particularly in the first part of lessons.

Over the last three years, standards in English, mathematics and science have been improving year on year from well below average to broadly average. Although the more able pupils have not always attained as well as they should have done, improvement is being seen. The provisional results of the 2009 national tests show that attainment at the higher level in mathematics, and English has improved. However, further improvement is still needed in English as attainment at the higher level is still below what it should be. A key factor here is that pupils do not attain as well as they should in their independent writing. Teachers have worked hard to improve pupils' writing, with some positive results, although presentation, punctuation and spelling are not consistently good enough.

With writing as a main focus for improvement, the school has placed a strong emphasis on the development of a theme-based curriculum that will inspire pupils to want to write. Overall, they have been successful and most pupils are no longer reluctant writers. They enjoy the thematic approach to subjects such as history whilst their artwork displayed around school is of a high quality. The curriculum is also enhanced by a broad range of experiences and visits which contribute well to developing pupils' independence. Similarly, a wide range of activities outside the school day are well attended and, as a result, enhance learning.

**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

Accurate and effective self-evaluation underpins the effectiveness of the school’s leadership and management. Through rigorous monitoring and evaluation of both provision and pupils’ outcomes, and by taking action such as the ‘coaching programme’ for staff, the school has secured improvement. It is this rigour and the improvement seen, particularly in the raising of standards, that support the school’s good capacity to improve further.

### What does the school need to do to improve further?

- Raise standards in pupils’ independent writing and improve their punctuation, spelling and the presentation of their work.
- Ensure that all lessons are planned so that more able pupils make good progress from the moment the lesson begins.
- Working with families and others, reduce persistent lateness of pupils by 50% by the end of the current academic year.

### Outcomes for individuals and groups of pupils

**2**

Pupils make good progress in most lessons. They are keen to learn and are well motivated, particularly when fun and challenging activities are planned for them. This was seen in an outstanding science lesson when Year 6 pupils initiated high levels of discussion as they worked together on practical tasks which they approached in a sensible and responsible manner. Their enthusiasm and engagement contributed very well to the good progress they made. With lessons like these, it is no wonder that pupils enjoy their time at school! Pupils maintain good levels of concentration, even when in some lessons the introductions are too long and more able pupils are not sufficiently challenged. In these lessons, the rate of progress made by more able pupils is not as fast as it should be. However, pupils with special educational needs and/or disabilities and those whose first language is not English make good progress in their learning. This is because work is matched effectively to their individual needs and they are well supported by well-prepared teaching assistants.

Pupils’ behaviour is good and they value the caring, calm and orderly community that the school provides. They feel safe and have confidence that adults in school will help them if they have any concerns. Pupils are proud of their school. They enjoy being able to contribute to decision-making through the school council and taking on roles such as sports leaders. As one pupil wrote, ‘I like being a sports leader because it keeps me fit and healthy. This is a good thing.’

*These are the grades for pupils’ outcomes*

**Pupils’ achievement and the extent to which they enjoy their learning**

**2**

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**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

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

## How effective is the provision?

The school's focus on assessment strategies is paying dividends. Teachers encourage pupils to discuss what they are learning with each other and provide opportunities for them to assess their own and each others work. Through marking, pupils are provided with effective guidance to show how they can improve their work, which complements the challenging targets they are given. The good and better lessons are characterised by a brisk pace, effective questioning and tasks that are well matched to pupils' needs. This was seen in an outstanding mathematics lesson when Year 6 pupils were engaged by fun and stimulating activities. Quick-fire multiplication bingo and problem-solving activities linked with fundraising for Children in Need ensured that pupils of all abilities were challenged to achieve their best.

Where teaching is less effective, planning does not clearly indicate what is expected of different groups of pupils, particularly the more able, from the beginning of the lesson. Occasionally the teacher talks for too long and as a result, pupils do not have enough time to apply the skills they have learnt to independent tasks. However, all teachers are held accountable for the progress that pupils make through the rigorous tracking of their progress. The analysis of assessment information is also used well to identify pupils who need additional support programmes. The good quality of care, guidance and support is exemplified in the provision for pupils who have special educational needs and/or disabilities and for pupils who have English as an additional language. Teaching assistants contribute well in this respect across all subjects, including mathematics and science.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	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

<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Parents and staff are unanimous in their view of the drive and commitment provided by the headteacher to improve standards. ‘A great school led by a fantastic headteacher with a dedicated team behind him,’ writes one parent. The headteacher is well supported by an effective senior leadership team and governors who monitor and challenge in equal measure. As a result, they know their school well and their effective planning for improvement has resulted in a steady rise in standards. Leaders, managers and governors are clear that more remains to be done. To this end, they set challenging targets for both the pupils and themselves. The school’s commitment to equality of opportunity and promotion of diversity is exemplified in its excellent engagement with parents and carers to aid improvement, and its specific provision for groups of pupils. It is visible on a daily basis, for example in the provision for pupils with a hearing impairment. Additional members of staff interpret lessons and assemblies through ‘signing’ to ensure that pupils gain equal access to the curriculum, and all staff are in the process of being trained to sign.

The school has a strong commitment to working effectively with others to promote a range of extended services for the community from which the pupils and their families benefit. As a result of evaluating the impact of the school’s work to promote community cohesion, a short course in Nepalese has been organised for pupils in Year 4 to promote a better understanding of the cultural background of fellow class mates. Such work is part of the school’s commitment to the community it serves and to promoting learning and a better understanding of others both locally and internationally. This commitment to pupils’ well-being is further exemplified in the excellent safeguarding procedures that the school has in place.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

**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

<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The very large majority of the responses to the parent questionnaires distributed as part of the inspection were overwhelmingly positive. In particular, parents praised the support their children received, for example through the nurture group and the very positive links with the hearing impaired unit. A very small minority noted their concerns about issues relating to transition into Year 3 and support for pupils in Year 3 who have special educational needs and/or behaviour problems. The inspectors found that transition into school is well organised and that pupils' needs are met well.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Junior 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 307 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	57	54	41	2	2	1	1
The school keeps my child safe	78	60	53	40	0	0	0	0
The school informs me about my child’s progress	62	47	64	48	4	3	1	1
My child is making enough progress at this school	47	35	82	62	2	2	1	1
The teaching is good at this school	61	46	71	53	0	0	0	0
The school helps me to support my child’s learning	57	43	72	55	3	2	0	0
The school helps my child to have a healthy lifestyle	56	42	73	55	1	1	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)	44	33	84	64	1	1	0	0
The school meets my child’s particular needs	50	38	77	58	5	4	0	0
The school deals effectively with unacceptable behaviour	51	39	71	54	4	3	1	1
The school takes account of my suggestions and concerns	43	33	83	63	0	0	0	0
The school is led and managed effectively	55	42	77	58	0	0	0	0
Overall, I am happy with my child’s experience at this school	75	57	54	41	2	2	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 all 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



16 October 2009

Dear Pupils

### **Inspection of Manor Junior School, Farnborough GU14 9DX**

This letter is to thank you for making the inspection team welcome when we visited your school recently and to tell you what we found out. We enjoyed being able to talk to you, look at your work and listen to your views about school.

Here are some of the things we think are good about your school:

- your behaviour and attitudes to work and to each other are good and it is clear that you enjoy school
- you try hard and make good progress in your work
- teaching is good and most of your lessons are interesting and fun
- your school works well to support pupils whose first language is not English
- the staff ensure that those of you who find activities particularly hard or have a particular need, like a hearing impairment, are well supported in lessons
- the adults in school work very hard to ensure your safety and make sure you are well looked after
- your school also works really well with your parents and carers to help you to do the best you can.

To help the school become even better we have asked your headteacher to ensure:

- that you improve your independent writing by trying hard with your punctuation and spelling as well as the presentation of your work
- that teachers plan lessons so that you all make good progress right from the beginning of the lesson
- that by working with you and your families, you all try to get to school on time.

The inspectors and I wish you well for the future.

Yours faithfully

Elisabeth Linley  
HMI

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone [08456 404045](tel:08456404045), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**