

Inspection of a good school: Manor Church of England Infant School

Teachers Way, Holbury, Southampton, Hampshire SO45 2QG

Inspection date:

18 July 2023

Outcome

Manor Church of England Infant School continues to be a good school.

What is it like to attend this school?

Pupils here are proud to live out their school values of love, trust and truth. They talk about why these matter. One pupil stated that these values mean they are kind to everyone. This is reflected in the positive way pupils treat each other across the school. There is a strong culture of respect shown by all. Pupils understand and follow the rules of having 'kind hands, kind feet' and kind words. As a result, a calm and purposeful environment permeates throughout the school.

Pupils are safe and happy in this nurturing school, where everyone is valued for who they are. Parents comment on the caring, family feel and the work of the staff in supporting pupils. The team ethos modelled by leaders filters into every area of the school. Pupils also exhibit this.

Pupils eagerly discuss their important responsibilities. Playground pals help to make sure everyone is included at lunchtimes, while 'Planet Protectors' spread the message about caring for the environment.

Pupils achieve well across the curriculum. They are enthusiastic about reading and keen to talk about the books they read. In mathematics, pupils remember what they have learned. This helps them to tackle increasingly complex problems.

What does the school do well and what does it need to do better?

Staff have consistently high ambitions for all pupils to achieve well. Leaders have carefully considered the most important information that pupils must learn throughout their time in school. This helps prepare them for key stage 2. In mathematics and English, this preparation is particularly effective. In a few subjects, curriculum planning is being refined to ensure there is precise detail about what pupils will learn in each year group. Across the school, teachers use skilful questioning to check pupils' understanding. Staff then tailor learning, so that pupils achieve well. There are strong systems in place to help identify pupils with special educational needs and/or disabilities (SEND). Leaders support

staff to make sure that pupils with SEND get the right help to access the curriculum and school life. This means that pupils with SEND can achieve alongside their peers and participate in all aspects of school, including clubs and events such as the annual talent show.

Children in the early years get off to a strong start. Here, leaders make sure that children are immersed in books. They start to learn to read as soon as they begin school. This love of reading continues throughout the school. As a result, a passion for reading pervades the school. Older pupils talk enthusiastically about the books they read and their trips to the library. Their enjoyment of reading extends into their phonics sessions. Leaders have ensured that the new phonics scheme is fully embedded. Staff have strong subject knowledge. They support pupils to learn to read quickly. Staff check that pupils have understood new sounds and effective support is given to ensure that pupils keep up.

Leaders have created a culture where positive behaviour is expected by all. Pupils generally rise to these expectations. They understand the importance of following the school rules to keep everyone safe. This begins in the early years. Due to the shared high standards, pupils are able to learn well across the school. Pupils have positive attitudes towards their learning. They articulate what they have learned and why this is important. Their enthusiasm for learning is infectious.

Leaders have successfully prioritised pupils' personal development. The school's values are threaded through the curriculum. Pupils across the school enjoyed the annual talent show, which took place during the inspection. This event provides pupils with an opportunity to celebrate a range of talents from boxing to gymnastics and dance. In personal, social and health education (PSHE), pupils learn about being a good friend, how to stay healthy and their own feelings. Pupils understand that everyone is different and are keen to celebrate what makes them special. Pupils play an active role in the school community. They are keen to fundraise for different charities and have a say in how the school develops. Trips are planned carefully, so pupils have a range of experiences throughout their time at the school. There is a plethora of clubs for pupils to attend. Leaders carefully track who is attending and ensure that there is equal access for disadvantaged pupils.

Leaders, including governors, are mindful of everyone's well-being. They know that staff have multiple leadership responsibilities so carefully manage school development while ensuring a good quality of education. Everyone is equally invested in ensuring this happens for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture, which permeates throughout the school. Leaders understand the context of the community and the risks that pupils face. Leaders, along with governors, prioritise safeguarding. Staff are well trained to be alert to the signs that a pupil may be experiencing harm. All adults know it is vital that pupils are kept safe from harm and taught how to stay safe.

Pupils understand how to stay safe online and in the real world. They read age-appropriate books, which outline the dangers of meeting people online. They are confident that adults in school will help them if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the precise knowledge that pupils need to learn is not fully identified for each year group. This means that some pupils do not always learn as deeply as they could as they progress through the school. Leaders need to continue to embed the planned refinements to the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138242
Local authority	Hampshire
Inspection number	10269157
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Teresa Pickup
Headteacher	Michelle Hale
Website	www.manorinfant.co.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Winchester. The last inspection of the school's religious character was in October 2019.
- The school does not currently use any alternative provision.
- There is an on-site breakfast club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the assistant headteacher. They also met with other leaders, staff and pupils.
- The lead inspector met with five governors, including the chair of the governing body. Inspectors also spoke with a representative from Hampshire local authority and a representative from the Diocese of Winchester.

- The inspection team carried out deep dives in these subjects: early reading, mathematics and art. This involved talking to leaders and teachers of those subjects, visiting lessons, talking to pupils and looking at their work.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the 25 responses to the Ofsted Parent View questionnaire and the additional 21 free-text responses. An inspector talked with some parents during the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation, including the school development plan.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

Martin Smith

His Majesty's Inspector

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