

Manor Green Primary School

Inspection report

Unique reference number	126162
Local authority	West Sussex
Inspection number	381189
Inspection dates	6–7 February 2012
Lead inspector	Timothy Feast

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

Type of school	Special
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed

Number of pupils on the school roll 138

Appropriate authority	The governing body
Chair	Jan Chester
Headteacher	David Reid
Date of previous school inspection	4 June 2009
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Age group	2–11
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Introduction

Inspection team

Timothy Feast

Additional inspector

Fran Ashworth

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 11 lessons taught by 11 teachers, and held meetings with pupils, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at work in pupils' books and on display, tracking data showing pupils' attainment and progress, the school's improvement plan and documentation relating to the safeguarding of pupils. Inspectors considered responses to 51 questionnaires received from parents and carers.

Information about the school

Manor Green is a larger than average-sized special school catering for pupils with a wide range of learning difficulties. All the pupils have a statement of special educational needs. As at the last inspection, in over half the cases, the statement of special educational needs is for moderate or severe learning difficulties. Pupils are grouped into classes according to their age and capabilities. Additionally, there are separate classes in both lower and upper schools for pupils who have been identified with complex social and communication difficulties and separate classes for those identified as having an autistic spectrum condition. A significant proportion of pupils in the Upper School join the school in Years 5 and 6. Children in the Early Years Foundation Stage represent approximately one sixth of the school roll; almost all have complex social difficulties as well as other special needs. There are many more boys than girls. The proportion of pupils known to be eligible for free school meals is above the national average. The majority of the pupils are from a White British background, but about one tenth of the pupils speak English as an additional language. Very few pupils are looked after. The school has achieved Investors in People and Silver Eco School status since the last inspection.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- Manor Green is an outstanding school. Pupils thrive in the school, responding enthusiastically to the adults’ high aspirations for them in both their academic and personal development. The outstanding curriculum has continued to be developed imaginatively since the last inspection and it promotes pupils’ spiritual, moral, social and cultural development exceptionally well.
- Achievement is outstanding with children making rapid and sustained progress from when they start in the Early Years Foundation Stage to when they leave in Year 6. Achievement is particularly strong in pupils’ development of their communication and other key skills. All the different groups of pupils that the school provides for learn exceptionally well, including those who join in Years 5 and 6.
- Teaching is outstanding as teachers use their specialist knowledge to plan lessons which enthuse and motivate the pupils. This planning, combined with pupils’ exceptionally positive attitudes to learning, helps them to tackle with resilience the challenges the teachers pose for them. Work is planned extremely well to meet the different needs of the pupils in lessons on the basis of teachers’ accurate assessments. However, there are insufficient opportunities for pupils to review the progress they are making in their own work.
- Behaviour in lessons and around the school is outstanding and pupils demonstrated their very clear understanding of how to keep themselves safe from harm, for example in the snowy conditions during the inspection.
- Outstanding leadership and management have contributed to the school continuing to improve since its last inspection in 2009 and maintaining the highest levels of achievement. Such performance has been sustained since the school opened in 2004 and reflects both the ambitions of all involved with the school and their relentless focus on continuing to improve on what the school provides.

What does the school need to do to improve further?

- By July 2012, to plan more opportunities in all classes so that pupils are able to review their own work and ensure that this is monitored by school leaders.

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Main report

Achievement of pupils

Achievement is outstanding, although attainment remains low, including in reading at the end of Key Stages 1 and 2. Pupils achieve outstandingly well irrespective of their special educational needs. In the survey for parents and carers, all who responded were confident that their children are making good progress. Inspection findings show that progress is excellent. Children join the Early Years Foundation Stage with skills and capabilities that are generally significantly below those typical for their age and nearly all have additionally complex social needs. They make accelerated progress across all the required areas of learning; as shown, for example, when choosing an artefact and using that as a visual cue for their choice of song to develop their singing of rhymes. Pupils in the lower school make excellent gains in learning, for example in the class for pupils with complex communication needs, pupils focused and joined in with the singing, demonstrating knowledge of the whole verse being sung. Year 2 pupils make rapid progress in developing different skills, for example in learning to dribble with a hockey stick and showing their command of elements of counting when determining how many skittles had been knocked over. Older pupils demonstrated their excellent progress in a series of lessons and sustained improvement in their communication skills over time when playing the different roles in the telling of the story of *Theseus and the Minotaur*. Particularly impressive was the confident response of pupils to being questioned by others, for example how they felt about being chosen to be one of the sacrifices to be offered to the Minotaur.

Learning in lessons is typically brisk and purposeful. Pupils settle to work quickly and show considerable powers of concentration in tackling the tasks provided. For example, pupils in Years 5 and 6 quickly understood the concept of estimating the size of an object, proceeded to use cubes to confirm their estimations and ended the lesson with a thorough understanding of the concepts of tallest and shortest. In focused reading sessions, pupils develop their reading skills particularly well, relative to their starting points. Some read independently, having selected books that capture their interest from a range well chosen to suit their ability. Others progress rapidly with the support of additional help from adults.

All groups of pupils make similarly excellent progress. In lessons observed, boys achieved as well as the girls, and this is confirmed by the school's tracking data. Older pupils new to the school settle quickly and make rapid progress across the different subjects. Higher-ability pupils in mathematics are helped to make accelerated progress by the provision of specific group work and they are particularly motivated by the challenging tasks provided. Pupils who speak English as an additional language receive effective support from adults in the classroom and progress at the same rate as their peers. From the school's tracking data, almost all

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pupils make excellent progress; the very few individuals who do not make the same progress as their classmates make good progress, but their progress is usually hindered by complicated medical conditions, often requiring hospitalisation for periods. Children are proud of their achievements. In discussions with inspectors, they talked about how their writing, reading and mathematics had improved. One boy, for example, bought his phonics (letters and sounds) book to demonstrate how his work in this area had improved his writing generally.

Quality of teaching

In the Ofsted questionnaire, the vast majority of parents and carers agreed that their children are taught well. Inspection findings show that teaching is outstanding. Teachers use the school's curriculum plan to implement very effectively an extensive range of imaginative tasks which reflect their high expectations of what the pupils can achieve and which enable pupils to make rapid and sustained progress. These plans are underpinned by the effective deployment of the other adults in the class team and by the use of innovative resources, including information and communication technology (ICT), which help to motivate and enthuse the pupils. For example, in telling the story of *Theseus and the Minotaur*, one class had fashioned a labyrinth out of the desks, and in another, a replica Greek boat, complete with four oars, was available to the actors. Both sets helped considerably with the pupils' recollection of the plot and their ability to communicate their feelings.

The quality of teachers' assessment has improved since the last inspection, with teachers using this information extremely well to match work in lessons to the specific learning needs of individual pupils. Communication skills including reading are taught particularly well. Other adults are well briefed on what they are to focus on with their pupils and they support learning very effectively. Teachers and other adults regularly and accurately assess pupils' progress in lessons but there are insufficient opportunities for pupils to review their own work and progress.

Teaching is supported very effectively by an extensive range of interventions including the full range of therapies. Some parents and carers in the survey indicated they would like to see greater availability of speech therapy, but where it is within their control, school leaders allocate appropriate resources to these areas.

Regular enrichment opportunities such as the dance production for an external performance locally help pupils to develop their academic and personal skills in a wide range of contexts. In the Early Years Foundation Stage, there is an excellent balance between activities led by adults and those chosen by the children themselves, in both the inside and outdoor areas. Teachers provide extensive opportunities for the development of pupils' spiritual, moral, social and cultural development. Opportunities are provided for pupils to reflect, for example, on what makes them happy or sad and how they would respond in such circumstances. Pupils are very knowledgeable about wider cultures, for example through the planned curriculum in art and music. The curriculum provides many opportunities for pupils to

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work together and they show that they get on well with one another, both in their classrooms and when they come together for whole-school activities such as assemblies. Particularly impressive was the response in the assembly where all pupils wished success for those who had been selected to tackle a challenging task and the spontaneous applause that greeted every child's efforts.

Behaviour and safety of pupils

Pupils demonstrate consistently positive attitudes to learning which results in a particularly safe and positive learning environment in which pupils thrive. School records show pupils behaving extremely well over time in lessons and around the school. The very large majority of parents and carers feel there is a good standard of behaviour at the school and confirm that lessons are rarely disrupted by inappropriate behaviour. Inspection findings are consistent with parents' and carers' positive views but also show that behaviour and safety is outstanding.

Pupils told us, and school records confirm, that incidents of bullying of any type are extremely rare and that they feel safe in school. Older pupils are aware of some of the different types of bullying and what they need to do to deal with them, should they occur. Pupils are positive that there is always someone to talk to if needed and parents and carers confirm their confidence that any problems would be effectively dealt with. Safety awareness is promoted very well, including by visiting speakers, and consequently pupils know what they need to do to keep themselves safe from harm in a variety of situations.

Although school attendance overall is below average, pupils who do not have complex medical needs demonstrate either high attendance or sustained improvement over time. This applies to most pupils including those who are admitted in Years 5 and 6.

Leadership and management

School leaders at all levels have shown that they can take a successful school, as at the last inspection, and make it even more effective. There is a relentless and uncompromising focus on adopting best practice, resulting in improvements in the quality of teaching. These improvements have resulted from a strong focus on professional development, the adoption of more effective procedures for measuring progress and informing planning, and ensuring the more effective use of ICT by pupils. Consequently, teaching now more effectively meets the very specific needs of individual pupils. Promoting equality and tackling discrimination are at the heart of the school's work, and school leaders are extremely effective in carefully monitoring progress to ensure that individuals and different groups of pupils achieve very well. School leaders, including a strong governing body, have an impressive knowledge of the school's strengths and weaknesses, and have used this knowledge extremely well to plan further improvements. Leaders' continuing effectiveness in securing significant improvements through high-quality planning reflects the school's excellent

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capacity for sustained improvement.

School leaders monitor systematically the quality of teaching and use their accurate knowledge of collective and individual strengths to plan an effective programme of professional development for staff. Since the last inspection, school leaders have re-planned the curriculum, with a particular emphasis on creativity. This approach to planning has resulted in a curriculum that meets the specific academic needs of the pupils very well as well as very effectively promoting their spiritual, moral, social and cultural development. The school has innovative ways in which it communicates with parents and carers and has successful strategies for engaging them about their children's personal and academic development. School leaders and the governing body are very effective in making arrangements for safeguarding pupils. These arrangements meet statutory requirements, for example in the quality of risk assessments when children go off site to carry out innovative work such as the forest curriculum.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 February 2012

Dear Pupils

Inspection of Manor Green Primary School, Crawley RH11 0DU

Thank you very much for being so friendly and welcoming, and for helping us when we came to visit your school recently. We enjoyed talking with you and particularly liked you talking to us about the work that you had done.

Manor Green is an outstanding school. You all make excellent progress while you are at the school, and this is because you behave so well and are so keen to learn. You told us in your survey that you like coming to school and that you learn a lot in lessons. You showed us how much you like all the interesting things that the teachers plan for you to do, and these tasks help you to do really well. We were really impressed with how well you are all developing your communication skills including reading.

We have asked the teachers to plan even more opportunities for you to look at your own work to see how well you are doing. When you are given the chance, you do that really well. All of you can help by continuing to do your best at all times, even when the teachers have planned really difficult work for you to do.

Finally, I would like to thank you all again and to wish you all well for the future.

Yours sincerely

Tim Feast
Lead inspector

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