

# Ingfield Manor School

## Inspection report

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<b>Unique Reference Number</b>	135814
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	343819
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	Charles Hackett

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

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<b>Type of school</b>	Special
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Hewson
<b>Headteacher</b>	Alistair Bruce
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Ingfield Manor Drive Billingshurst West Sussex RH14 9AX
<b>Telephone number</b>	01403782294
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## Introduction

This inspection was carried out by an additional inspector. The inspector observed eight lessons, seeing six teachers, and observed teaching for all age groups. The inspector observed the school's work, and looked at lesson planning, data on pupils' achievements, some school policies and the minutes of governors' and senior staff meetings. The responses from 17 parental questionnaires were considered.

The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- How the school tracks the rates of progress of all pupils and how any data generated from this compare pupils' progress with that expected.
- How the emphasis put on supporting pupils' physical and communication skills impacts on their progress and personal development.
- The impact of leadership and management on the quality of provision and pupil outcomes.
- The effectiveness of the provision in meeting the individual needs of pupils.

## Information about the school

Ingfield Manor is a school for pupils with cerebral palsy. Almost all pupils also have learning difficulties, some of which are severe. The school bases its approach on the philosophy and procedures of Conductive Education, a specialist approach focused on improving mobility through 'active problem solving'. In April 2009 the school changed its status from independent to a non-maintained special school. This is the first inspection as a non-maintained school.

Originally a primary school, three years ago the school opened a secondary department. Work has started on a building to accommodate the age extension to 19 due to open in September 2011. The school has a residential facility for a small number of pupils. This was not part of this inspection.

Attached to the school is a facility for the education of parents with children with mobility difficulties. This facility is funded by the Dame Vera Lynn Trust and links very closely with the pre-school class.

**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

Ingfield Manor is a good school. There are some outstanding features to its work, including the outcomes, provision and leadership and management of the Early Years Foundation Stage. Parents and carers unanimously feel that the school has a profoundly positive impact on the lives of their children. A key ingredient of the school's success lies in the manner in which it offers each pupil a personalised programme designed to enable them to maximise their potential to learn and be independent. Staff very effectively manage the procedures inherent in the philosophy of Conduction Education, alongside providing learning programmes that cover students' entitled curriculum.

Observations of pupils in school, the views of parents and details of pupils' achievements indicate that they make at least good progress in their learning, with clear examples of a few pupils making outstanding progress in some areas. Detailed records of pupils' achievements are made and data generated to show their progress. The school acknowledges that these data are not detailed enough for them to be sufficiently analysed to show the rates of progress for all pupils. This means it does not fully demonstrate the impact of the school's provision, including the emphasis on Conductive Education, on pupils' learning.

Pupils make excellent progress in many aspects of their personal development. They become confident and eager to participate in the many activities of each school day. Pupils' pleasure at being in school is demonstrated by their well above average attendance and their excellent behaviour in lessons. Pupils relate very well to each other and there have been no recorded incidents of bullying. There is a school council but other ways for the pupils to contribute to the school community are limited.

A major strength of teaching is the detailed planning to meet the different ability levels of pupils. Tasks are usually specifically matched to each pupil's needs and known previous achievements. The team of staff for each class group work very effectively together. Very good links with parents and carers and specialist agencies complement the efforts of staff to provide very consistent approaches to meeting pupils' needs.

The school is led and managed by a headteacher very committed to developing the quality of the school's effectiveness. He has established a strong senior team, all of whom are aspirational for the school's development. Self-assessment is thorough and results in improvements to weaker aspects of the school's provision. The positive impact of all this has resulted in an increase in pupil numbers which has secured the school's future and extended the range of provision it can offer. The governing body is very committed to the school and has been fully involved in its development and the monitoring of its effectiveness. These recent developments show how well the school has grown and therefore demonstrate it has a good capacity to sustain its improvement.

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

- Develop more robust systems to analyse the impact of the school's provision on the learning and progress of its pupils.
- Increase the contribution pupils can make to the school community.

## Outcomes for individuals and groups of pupils

2

Pupils' good and at times outstanding progress was clearly visible in the lessons observed. For example, in an English lesson, Key Stage 3 and 4 pupils were able to develop an understanding of the characters featured in a book they were studying. This lesson showed how well pupils can learn and work together. Pupils have developed the skills to listen carefully to the instructions of staff. Key Stage 2 pupils in a specialised Conductive Education session responded promptly and with enthusiasm to the directions of the instructor. This led to them achieving the physical challenges set very well. In all lessons observed pupils enjoyed the activities and were keen to achieve well. There is no evidence that any specific group of pupils achieves less well than others.

Pupils in the responses to questionnaires say they feel very safe in school. This is confirmed by their relaxed response to being in school and, for those without verbal communication, the smiles of pleasure on their faces. Their excellent understanding of the benefits of choosing healthy options is shown by pupils' daily involvement in physical programmes, which is supplemented by pupils enjoying regular swimming sessions.

The emphasis on pupils doing things for themselves successfully develops their independence. Additionally, pupils enjoy work-related learning experiences through shadowing employees in a wide range of situations. These opportunities are well supported by the emphasis on literacy and numeracy, which further helps prepare pupils for life after school. Pupils' views are valued by staff and there is a school council. Other opportunities for pupils to be involved in the school community are, however, restricted.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

## How effective is the provision?

A significant strength in teaching and learning is the positive contributions of support staff. This leads to the staff team for each class working very effectively together. This was seen when Key Stage 2 pupils, with the assistance of staff, were able to feel and compare a range of vegetables. The staff successfully encouraged them to explore their different textures and shapes. Some were able to enjoy assisting the teacher to take pictures of the surfaces of a cauliflower. Staff have high expectations of pupils to achieve and regularly set them challenging improvement targets. This was very effective in a Key Stage 2 session designed to develop their oral skills. Here all pupils were given a target for them to focus their efforts on during the session and all clearly strove to achieve this.

Excellent examples of high quality marking were seen, where positive comments reflect students' efforts and what they can do to improve further. However, from the samples of marking seen, marking is not of the same high standard in all classrooms.

The curriculum is extremely well thought out to provide a suitable balance between the principles of Conduction Education and pupils' entitlement to follow a range of subjects. Innovative sessions, such as one observed where three primary pupils practised moving from a seated position to standing while counting up to five or practising the two-times table, are very effective. Equally there are effective sessions to support pupils' preparation

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for eating, which are essential for those who have far greater risk than normal in swallowing and digesting their food. Appropriately, consideration is now being given to extending the curriculum for secondary pupils to allow for GCSEs to be offered.

The excellent quality of care and support is highlighted by the excellent individual planning documents for each student. These show in detail how each pupil is carefully supported and what the targets are to bring about improvements. Regular communication with parents is used very well to ensure consistency in the approaches to care adopted. The high quality of care brings about the excellent outcomes in pupils' personal development. Given the nature of pupils' difficulties, very careful attention is given to intimate care policies and very rigorous procedures are in place to support this.

*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
<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>1</b>

## How effective are leadership and management?

Under the current senior team the school has clearly developed the quality of its provision and as a result increased the demand for pupil placements. Excellent links have been developed with the Dame Vera Lynn school for parents and these have been used very well to develop the class that caters for Early Years Foundation Stage children. Senior staff have attempted to review and analyse students' progress. They acknowledge, though, that their systems are not as rigorous or sophisticated as they could be and that there have been concerns about the validity of assessments. A good start has been made to address this by working closely with another similar school to moderate these. A good start has also been made in the Early Years Foundation Stage class in setting up a system for tracking the impact of the Conduction Education programme on pupils' progress.

There is clear evidence that the governing body has played an important part in the school's history. They have offered strong support to the headteacher to secure its existence and overseen significant developments. The governors take their role in monitoring the school's work seriously, for example, by the vice-chair conducting half-termly visits to check on the residential provision. These visits include looking at aspects of safeguarding. This is given a high priority by all staff and rigorous policies and procedures at the time of the inspection were ensuring that pupils are safe at all times.

The school is very honest in its self-assessment of the effectiveness of its work and this has led to a number of weaker aspects being tackled. For example, concern about progress in information and communication technology has led to a new approach being taken. Actions such as this and the extension of its provision to meet the demand for more places are clear indicators that there is a strong capacity for the school to sustain its

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improvements. This is also ensuring that equality of opportunity is well promoted and there are no forms of discrimination.

Involving students in the community is considered very carefully and as a result, despite its somewhat isolated location, pupils frequently attend events and activities in the local community. The plan to develop community cohesion is a well-thought-out document based on a thorough audit of existing provision. Pupils' awareness of global issues is enhanced by their sponsorship of a vulnerable girl in Uganda.

*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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<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>

## **Early Years Foundation Stage**

The pre-school class provides children at the Early Years Foundation Stage with an excellent start to their education. Extremely detailed planning ensures that the needs of each child are carefully addressed. Staff record daily progress in all areas of learning and use this not only to measure progress but to set targets for improvement. Children clearly enjoy being there and have very positive relationships with all the staff.

The children clearly make outstanding progress in all aspects of their learning. This includes their physical development, which benefits greatly from the focus put on daily physical sessions as part of the approaches to Conductive Education.

The management of the class is outstanding and ensures that the provision is very well planned. The class benefits from the excellent links with the Dame Vera Lynn school for parents. This ensures continuity of care as children transfer into the school.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are overwhelmingly positive about the quality of the school's work. Many describe the school as excellent. 'This is an excellent school. The very best I could wish for my daughter ♦ five star' and 'school very friendly and supportive' are typical of the positive comments made. Two sets of parents commented on the good links with home, stressing 'continuity excellent'. 'He is achieving more than we ever thought possible' is another example of the very high regard parents have for the effectiveness of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Ingfield Manor 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 inspector received 17 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	100	0	0	0	0	0	0
The school keeps my child safe	17	100	0	0	0	0	0	0
My school informs me about my child's progress	17	100	0	0	0	0	0	0
My child is making enough progress at this school	17	100	0	0	0	0	0	0
The teaching is good at this school	17	100	0	0	0	0	0	0
The school helps me to support my child's learning	17	100	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	17	100	0	0	0	0	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)	17	100	0	0	0	0	0	0
The school meets my child's particular needs	16	94	1	6	0	0	0	0
The school deals effectively with unacceptable behaviour	15	88	2	12	0	0	0	0
The school takes account of my suggestions and concerns	16	94	1	6	0	0	0	0
The school is led and managed effectively	16	94	1	6	0	0	0	0
Overall, I am happy with my child's experience at this school	16	94	16	0	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**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.**



1 February 2011

Dear Pupils

**Inspection of Ingfield Manor School, Billingshurst, RH14 9AX**

Thank you so much for being so helpful when I came to your school recently. I know only a few of you will be able to read this letter, so I hope your parents and staff at school will help the rest of you. I very much enjoyed my time in the school because you all made me very welcome. You were all extremely polite and cheerful.

I think your school is good. I can see you enjoy being there and that all the staff work very hard to help you. You do especially well in improving your ability to do things for yourself. The school is excellent at making sure you are safe and healthy. Your behaviour and attendance at school is also excellent. The staff work effectively together and the links with your parents and specialist agencies support you very well.

The school is very well led by your headteacher. He has developed a strong senior team who are all determined that you will all make good progress. The governors do their bit to help and ensure you all have equal opportunities to do well.

To help the school be even better I have made two small suggestions.

- Find more ways to know how what happens in school is helping you to improve.
- Increase the contribution you all can make to the school community.

Keep working hard and doing your best to help the school.

Yours sincerely

Charles Hackett

Lead inspector

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