

Manor Green College

Inspection report

Unique Reference Number	126157
Local Authority	West Sussex
Inspection number	381188
Inspection dates	2–3 November 2011
Reporting inspector	David Marshall

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

Type of school	Special
School category	Community Special
Age range of students	11–19
Gender of students	Mixed
Gender of students in the sixth form	Mixed
Number of students on the school roll	167
Of which, number on roll in the sixth form	25
Appropriate authority	The governing body
Chair	Keith Blake
Headteacher	Grahame Robson
Date of previous school inspection	4–5 June 2009
School address	Lady Margaret Road Ifield Crawley RH11 0DX
Telephone number	01293 520351
Fax number	01293 535596
Email address	office@manorgreen.w-sussex.sch.uk

Age group	11–19
Inspection date(s)	2–3 November 2011
Inspection number	381188

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. During the inspection, 23 lessons and 22 teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and students. Inspectors observed the college's work and looked at documentation, including the college's improvement plan, the tracking of students' progress and records of the support provided to them, and minutes of meetings held by the governing body. In addition, questionnaires from 58 parents and carers, and others from staff and students were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's assessment and tracking procedures in planning for individual students' needs.
- The impact of the school's provision on students' personal development and its safeguarding procedures.
- How the curriculum and additional activities meet individual needs and contribute to the development of workplace and other skills.
- In the light of the many recent changes, how successfully leaders and managers at all levels are enabling continuity and improvement.

Information about the school

Manor Green College is a Community Secondary Special School providing education for students aged 11–19. Students have a range of moderate, severe, or profound and multiple learning difficulties. Some students also have additional needs including sensory impairment, physical difficulties, epilepsy, autism, complex health needs or challenging behaviour. Approximately half of the students at the college have abilities within the moderate learning difficulty range, except in the further education department (sixth form) where all students have abilities within the severe or profound and multiple learning difficulties range.

Although the majority of students come from the locality, one quarter come from across the county. The number of students from minority ethnic heritages is below the national average. An average proportion of students are known to be eligible for free school meals. An above average number of students are looked after children.

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

Manor Green College is a good, and improving, college that is becoming increasingly effective in meeting the complex and diverse needs of its students. The college's improvements in the last two years are due to the knowledge, understanding and efficiency of the management, the effective quality of care and support provided and the good relationships with all agencies involved. One parent said, 'My child is very happy at Manor Green and has progressed very well, both socially and educationally. Full marks to Manor Green.'

Senior leaders provide a strong sense of direction. They know the college's strengths very well and what needs to be refined further. Since the last inspection, the headteacher has completely reorganised the staffing in the college to make it more appropriate to the needs of the students and financially viable. This has, of necessity, meant the need to make difficult decisions. There is no doubt that the college is now able to provide for its students in a more effective and holistic way. One very telling example, the outcomes of which were witnessed on the inspection, was the complete reorganisation of the behaviour management system. The amount of joy witnessed, and the overall outstanding nature of the students' behaviour, was testament to the success of the reorganisation. However, as the senior staff and governing body testified, a few staff have yet to adapt to all of the necessary changes and their contribution to improvement is not yet fully developed. There is no doubt, however, that the college is moving forward rapidly, reflecting also the growing impact of the newly reorganised middle management team. The college's track record of making difficult but well-judged decisions and monitoring and improving its provision well to meet the needs of all students shows that it has a good capacity to continue improving.

Again, in the last two years, the college has created a new, and very detailed and rigorous, assessment system so that teachers and leaders track students' progress accurately, including for those with complex needs. There is good recording, clear target setting and reviews completed in a timely fashion with the involvement of both teaching and support staff. Targets are set which relate both to the good curriculum and to individual needs and are discussed and reinforced regularly and, whenever possible, students themselves are enabled to evaluate their own progress consistently. All of this is enabling pupils to achieve well. The quality of teaching is good but there are inconsistencies in how well daily assessments are used in planning to ensure that aims are realistic, the focus for the support assistants is clear and all learning opportunities are taken. Although very effective teaching and

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

learning are evident in most classes, these methods are not adopted consistently throughout the many different parts of the college. Occasionally, opportunities for students are missed and the pace of learning slows unnecessarily. Although there are some examples of very effective teaching in the different phases being observed by other staff, there are not enough opportunities for the sharing of good practice.

The staff are skilled at forging positive relationships with the students, and this is reflected in students' excellent behaviour during lessons and their eagerness to succeed. There are many strengths in the care, guidance and support that learners receive. Despite the number of difficulties some students have, their attendance overall is now broadly average. The college's caring approach to safeguarding ensures that students are safe, and feel safe, at all times. The college's strong support given to learners' families encourages young people to acquire independence.

What does the school need to do to improve further?

- Ensure that by the end of the current academic year, the quality of all teaching and learning improves to match that of the best by:
 - making sure all lessons have clear aims and move at a good pace
 - teachers are given maximum opportunities to share best practice.
- Ensure all staff play a full part in embedding improvements.

Outcomes for individuals and groups of students**2**

Students' attainment on entry is very low compared with other learners of the same age because of their special educational and complex needs. From day one, students participate well in all learning activities. Observations of lessons during the inspection confirmed that although there are variations throughout the college, all groups of students make good progress. It was impressive to observe, in almost all lessons, excellent behaviour and the skills students acquire in working independently or with their classmates. This helps to create the good climate for learning that was evident in all classes. Although there is varied progress in the Key Stage 3 and 4 classes, provision is firmly based on meeting individual students' needs, and overall good progress is made. This is built on very well in the further education department where progress is often outstanding.

Students' spiritual, moral and social development is good. The students make consistent progress with their life skills as the individualised curriculum provides an extensive range of opportunities to develop them, for example through off-site visits and visitors to college. Students respond extremely well to encouragement to maintain a healthy lifestyle in relation to diet, exercise and emotional development. Students develop a high level of self-esteem and dignity due to the excellent relationships they have with adults and the sensitive way in which their needs are met, such as when medical support is provided.

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

Within the context of the students’ needs, they make a good contribution to their own and the wider community through fundraising, work experience and community activity in their coursework. The developing work in the college garden is particularly noteworthy. Careful planning ensures students concentrate on literacy and mathematics across the college, which helps their development of sound basic skills to enhance their future economic well-being.

These are the grades for students’ outcomes

Students’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Students’ attainment ¹	*
The quality of students’ learning and their progress	2
The quality of learning for students with special educational needs and/or disabilities and their progress	2
The extent to which students feel safe	2
Students’ behaviour	1
The extent to which students adopt healthy lifestyles	2
The extent to which students contribute to the school and wider community	2
The extent to which students develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Students’ attendance ¹	3
The extent of students’ spiritual, moral, social and cultural development	2

How effective is the provision?

In many lessons, there are strong elements that help students of all abilities to make good progress. In most lessons, teachers and support staff effectively motivate students to apply themselves well in their learning. They use a range of techniques, such as occasional good use of interactive whiteboards, to make lessons enjoyable. Most teachers keep up a brisk pace and help students to meet their high expectations by asking questions that encourage them to think hard. In an outstanding music lesson for a mixed class of students in Years 8 and 9, the teacher gave high quality feedback to enable all students to join in and used praise effectively to raise their expectations of what they were capable of achieving. In this lesson, students identified what to do next, which also helped them to understand what they needed to do to improve the standard of their work. The role-play in an outstanding lesson in Year 11 showed the good progress all students had made in

¹ 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.

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

answering questions and learning how to behave when being interviewed. All students were engaged, and followed the teacher’s exemplary lead with enthusiasm. However, these highly effective aspects of teaching are not consistently seen throughout the college.

Assessment procedures to check students’ progress have improved markedly since the previous inspection. However, this information is not always used to the best effect to plan activities to meet students’ different needs effectively. The curriculum supports students’ personal development very well through very effective personal, social and health education, and there is a good focus on using visits and visitors to widen students’ life experiences. The visit by a street artist to the further education classes is still movingly talked of by all involved. The college’s strong emphasis on promoting students’ emotional well-being results in them feeling secure and parents agree that children are looked after well. Induction programmes are excellent for those who arrive throughout the year. Good support for vulnerable students and close partnerships with outside agencies ensure that the needs of these students are well met.

Throughout the college, positive relationships between staff and students contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is caring. The impact of the college’s good support, guidance and care is evident in the students’ excellent standards of behaviour and improving social skills.

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 students’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive and ambition of the management under the rigorous leadership of the headteacher has successfully moved the college forward in the last two years. The partnership with the very effective deputy headteacher and the increasingly beneficial input from other senior leaders and subject coordinators show there is a real sense of urgency to continue to improve. Staff, as a whole, including the administrative team and support staff, are considerable assets to the college and are contributing well to improving outcomes for students.

The college now knows itself very well and sets the right targets to become even better. Documentation is thorough and the evaluation of the college’s work is honest and accurate. The governing body is fully involved in this process, challenging

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

decisions and requesting explanations where necessary. It holds the college to account in a challenging but supportive manner. Its focus on further establishing the changes already in place is beginning to enable the college to thrive in all directions.

Very careful attention is paid by managers at all levels to ensure good levels of safety and a good quality of care. There are, for example, good procedures for ensuring the safeguarding of students through the checks made on all adults who work in the college. Students’ safety and well-being are paramount at all times, ensuring that the college is a safe and supportive place to be. The college is effective in promoting equality of opportunity and tackling discrimination for all students across all aspects of its work, demonstrated by its action to improve all aspects of teaching as the first priority. The contribution the college makes to community cohesion is good. A plan and clear actions are in place for promoting students’ understanding from local, national and global perspectives.

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

Sixth form

Through their excellent practice, members of the further education department prepare their students, in as many ways as possible, for an active and involved adult life. Staff know all the students well and are clear about their individual needs and the steps to take to enhance personal growth. Their increasingly effective partnerships outside the college give their students opportunities to expand their horizons and take opportunities for learning. The outstanding personalised curriculum meets the students’ diverse range of needs and abilities exceptionally well. All aspects are carefully planned and varied, with the many experiences required to move the students towards being independent adults. The way in which a number of students were enabled to cope with their particular problems during the

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 by making their own choices alongside the sixth-form key workers was particularly impressive.

The quality and variety of the activities and leisure pursuits promote the students' independence skills and self-confidence. Excellent provision is available to enable students to access the resources in the wider community. The excitement shown in the students' presentation on the interactive whiteboard before their next visit to an agricultural college was inspiring.

The further education department is outstandingly well led and managed and provides this more adult environment, where the students can learn to cope with their futures during later college life. The fact that so many students move onto college placements or the world of work shows how successful they are. Nothing is ever too much trouble and the way that resources have been improved since the last inspection has meant that the students have made even better progress since then. This shows the staff's high level of commitment and the sixth form's outstanding capacity to continue to improve.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	1
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

An average number of parents and carers returned the questionnaire and the vast majority, and those who spoke to the inspection team, were very happy with the college and the education their children receive. In particular, many said that they consider that in the last two years, their children's education has improved. They feel that the college has a dedicated team of staff and that the headteacher leads and manages the college well. They feel that the college has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence supports these views. Inspection findings did not confirm the views of those few parents and carers who feel the college does not meet their children's particular needs, and does not deal effectively with unacceptable behaviour. Inspection evidence showed that the college tries very hard to reassure parents and help them as much as they are able. These minor criticisms, and all other comments, were shared and discussed with the headteacher, senior staff and the governing body.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of students registered at Manor Green College 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 167 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	60	19	33	3	5	0	0
The school keeps my child safe	41	71	17	29	0	0	0	0
The school informs me about my child’s progress	31	53	26	45	0	0	0	0
My child is making enough progress at this school	23	40	30	52	5	9	0	0
The teaching is good at this school	36	62	22	38	0	0	0	0
The school helps me to support my child’s learning	31	53	25	43	2	3	0	0
The school helps my child to have a healthy lifestyle	25	43	31	53	1	2	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)	29	50	23	40	1	2	0	0
The school meets my child’s particular needs	32	55	20	34	5	9	0	0
The school deals effectively with unacceptable behaviour	26	45	23	40	4	7	1	2
The school takes account of my suggestions and concerns	23	40	27	47	5	9	1	2
The school is led and managed effectively	26	45	29	50	1	2	0	0
Overall, I am happy with my child’s experience at this school	36	62	21	36	1	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 students' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its students well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its students.
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 students. 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Student referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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 student referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a student in their learning, development or training.
Attainment:	the standard of the students' 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 students 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 students. ■ The quality of teaching. ■ The extent to which the curriculum meets students' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which students are learning in lessons and over longer periods of time. It is often measured by comparing the students' 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.



5 November 2011

Dear Students

Inspection of Manor Green College, Crawley RH11 0DX

I am writing to thank you all for making us so welcome when we came to the college recently. We did enjoy our visit. Yours is a good college, and we agree with what you told us – it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The college looks after you extremely well and you all make at least good progress in your learning and in the further education department, outstanding progress.
- You behave outstandingly well, get along with each other and feel safe in college.
- You have very good ideas on how to make things better and the teachers always listen to what you want.
- You have a good understanding of how to live healthily.
- You find lessons interesting and really enjoy college.
- There are plenty of exciting things for you to do, both in college and on visits.
- School leaders and the governing body manage the college well.

Even in good colleges, there are some things that can be made better, and we have asked your teachers to make sure that no matter which class you are in, they make sure you are all given work that will help you make the best progress you can, and you are always kept interested in what you are asked to do. We have also asked the headteacher and staff to do as much as they can to make sure all members of the college work together well to make things better for you.

You can help by continuing to work hard and attend college as regularly as possible.

Yours sincerely

David Marshall
Lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**