

Manorfield Primary and Nursery School

Inspection report

Unique reference number	134732
Local authority	Surrey
Inspection number	381723
Inspection dates	January 2012
Lead inspector	Julie Sackett

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

Type of school	Primary
School category	Community
Age range of pupils	
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Rob Turner
Headteacher	Nicola Jones
Date of previous school inspection	18 May 2009
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Introduction

Inspection team

Julie Sackett

Additional inspector

George Long

Additional inspector

This inspection was carried out with two days' notice. The team observed 15 lessons taught by 13 teachers. Discussions were held with senior staff, teachers, members of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including the school's improvement plan, policies and records of pupils' progress and attainment. The inspection team considered 78 questionnaires from parents and carers, as well as questionnaires from staff and pupils.

Information about the school

Manorfield Primary and Nursery School is an average sized one-form entry primary school. The percentage of disabled pupils and those with special educational needs is higher than the national average. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils from minority ethnic groups is above average. A higher than average proportion of pupils speaks English as an additional language. The proportion of pupils who join or leave the school other than at the expected times is above the national average. An acting headteacher was in post during the year 2010/11. The substantive headteacher resumed her position in September 2011 and a new deputy headteacher was appointed. The school has Nursery provision and a breakfast club, both of which are managed by the governing body and were inspected as part of this inspection. The school has a range of awards; including Healthy School status and is an Eco-school. The school does not meet the current floor standards for pupils' achievement.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Manorfield is a satisfactory school. The school has improved since the last inspection, with a trend of sustained improvement in the quality of teaching, pupils' achievement, behaviour and safety. However, progress is not as rapid as it could be due to some variation in the quality of teaching, and the newness of some initiatives.
- Pupils' achievement is satisfactory and improving. Children make good progress in the Early Years Foundation Stage and in Key Stage 1, from starting points which are generally well below expectation, reaching attainment at the end of Year 2 that is average.
- Achievement in Key Stage 2 has steadily improved over the last three years, especially in mathematics. However, improvements further down the school have not had time to impact fully on attainment at the end of Year 6, so that attainment is low. In 2011, too few pupils achieved the nationally expected levels, especially in English.
- Improvements in teaching mean that much of the teaching is good. However, this is not yet sufficiently consistent to ensure that pupils make good or better progress. Assessment is not always used well enough during lessons to evaluate pupils' understanding.
- Pupils are generally polite, welcoming and cooperate well with each other in lessons. In a few lessons, however, pupils become unsettled, particularly where the pace of learning slows and where pupils are not as actively involved in their learning as they might be. 'The Nest' is especially successful in supporting those pupils who find it difficult to behave well.
- School leaders are addressing the legacy of underperformance and are securing improvements in achievement, behaviour and attendance.
- The school has been successful in developing the role of senior leaders in the use of assessment information to drive further improvements in pupils' achievement. However, this has not yet impacted fully on the quality of teaching and learning during lessons.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- By the end of the summer term 2012, accelerate the progress made by pupils, especially in English, through ensuring that teaching is consistently good or better by:
 - providing regular opportunities in lessons for pupils to be actively involved in their learning and to contribute their ideas and demonstrate their understanding
 - ensuring that teachers use pupils' contributions during lessons to evaluate pupils' understanding and modify the lesson to meet emerging needs more promptly and accurately
 - regularly providing pupils with good quality written feedback, linked to learning targets, about how they can improve their work and the next steps in their learning
 - setting aside time in lessons for pupils routinely to read and respond to the comments teachers make when they mark their work
 - reducing time during lessons when pupils are passive and not actively involved in learning
 - increasing opportunities for pupils to work independently of adult support.

- Increase the impact of leadership and management by:
 - increasing the rigour with which senior leaders monitor teaching and learning by regularly reviewing teachers' use of marking in pupils' books and the impact of this on subsequent learning.

Main report

Achievement of pupils

From starting points which are typically well below those expected for their age, most children make good progress in the Early Years Foundation Stage. They make particularly strong progress in their social skills, in their understanding of how letters are linked to sounds (phonics) and in the development of writing skills. This reflects the school's successful focus on the development of verbal and literacy skills, which starts in the Early Years Foundation Stage and continues throughout the school. Children typically demonstrate an enjoyment of stories, an eagerness to participate in activities and a growing confidence and willingness to write, which is successfully encouraged by a broad range of lively and interesting activities. This leads to good progress in the Early Years Foundation Stage and Key Stage 1. There is a similar pattern of progress in mathematics, so that attainment at the end of Year 2 is broadly average in reading, writing and mathematics. This reflects a steady rise in attainment at the end of Key Stage 1 since the last inspection.

These improvements have not had time to impact fully, however, on attainment at the end of Year 6, which is low overall. In 2011, a minority of pupils at the end of Key Stage 2 attained nationally expected levels in reading, writing and mathematics.

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That said, there has been a steady improvement in mathematics attainment since the last inspection. In English, while there is evidence of improved attainment, particularly in reading, there has been some fluctuation over three years. The proportion of pupils who arrive at and leave the school part way through their schooling is higher than in most schools and this has had a significant effect on average attainment, as many of these pupils have well below average attainment, particularly in English.

In Key Stage 2, pupils including those with special educational needs and those with disabilities make satisfactory progress overall in both English and mathematics. Those pupils who have been in the school for an extended period of time make better progress than those who arrived in the school partway through their education. The school's commitment to those pupils whose circumstances have made them vulnerable means that they make at least satisfactory, and sometimes better, progress, which is reflected in their improved behaviour and attention skills. This means that they are receptive to learning and are able to make the most of their lessons. Almost all parents and carers who returned a questionnaire feel that their children's needs are met by the school and consider their children to be making good progress. During the inspection this was the case in the majority of lessons seen, especially where pupils were offered opportunities to be actively involved and to engage with tasks at an early stage. For example, in Reception, children thoroughly enjoyed relating words to their everyday knowledge of phrases during a phonics session. While in Year 3, pupils worked together successfully to develop adjectives and adverbs for use in a mythical story, and in Year 6, role play was used well to help pupils to develop the quality of their written work. In these lessons, all groups of pupils, including more able pupils, made good progress because the learning provided appropriate challenge to meet their needs. However, in other lessons, teachers missed opportunities to evaluate and respond to pupils' needs as the lesson developed, so that pupils were not effectively engaged and progress slowed.

Quality of teaching

Teaching is satisfactory rather than good because there are variations in the quality of teaching across the school and over time. For example, where teaching is satisfactory, teachers do not always pay sufficient attention to pupils' emerging needs during the course of a lesson. This is especially the case in Key Stage 2, where progress has generally been slower than in the Early Years Foundation Stage and Key Stage 1. In the most effective lessons, teachers demonstrate confident subject knowledge and use resources well to challenge and extend pupils' understanding, as seen, for example, in a lesson when pupils were successfully helped to understand the relationship between 12×4 and 4×12 . In some lessons, however, teachers spend too much time explaining and modelling activities, so that pupils are too passive and progress slows. Marking varies in quality. Although some marking gives pupils guidance on what they need to do to improve their work, this is not consistent across the school. Teachers plan lessons which are interesting and relevant to the pupils, such as the study of *Stormbreaker* by Anthony Horowitz in a Year 6 English lesson, which effectively engages them. However, opportunities to allow pupils to

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work independently and to write at length are sometimes missed. Almost all parents and carers who returned a questionnaire expressed positive views about the quality of teaching. The part played by teaching assistants has developed considerably since the last inspection, so that they play an effective role in supporting pupils' learning, particularly those with special educational needs and those with disabilities. Relationships are strong and one of the school's particular successes lies in the effective way that staff have developed pupils' trust and confidence in the school, so that pupils typically enjoy their time in school and want to learn and do well.

Behaviour and safety of pupils

Behaviour throughout the school is satisfactory. Children behave well in the Early Years Foundation Stage, because they enjoy school and relationships are strong. Typically, pupils across the school are polite to adults, respectful of each other and demonstrate positive attitudes to learning. Most pupils, parents and carers consider behaviour in the school to be good although a few felt that lessons were sometimes disrupted by poor behaviour. Behaviour in lessons seen during the inspection was mostly good and never less than satisfactory. However, some pupils find it hard to behave well and this can result in occasional low-level disruption where teaching is less effective. A few pupils told inspectors that bullying happened in school sometimes but almost all pupils expressed confidence in adults to address any concerns. For example, one pupil said: 'You can really trust teachers when you tell them personal things.' Pupils particularly appreciate the role played by 'The Nest' in helping them to manage difficult situations, with one pupil commenting: 'Sometimes I get really angry and do the wrong thing, so I go to 'The Nest' and calm down.' The school's own records indicate that behaviour over time has improved significantly and that incidents of any type of bullying are rare.

The breakfast club provides a secure, calm and healthy start to the day with activities which ensure that pupils who attend are in the right frame of mind for learning. The school has developed a consistent and rigorous approach to attendance. As a result, attendance has improved substantially over the past three years, although it continues to be below national averages.

Leadership and management

The headteacher, very ably supported by the deputy headteacher, has a clear vision and a quietly determined approach to driving school improvement which is shared by her team of staff. In this inclusive school, every pupil is expected to do his or her best, regardless of ability or background and discrimination is not tolerated. Refusal to accept individual or family circumstances as an excuse has been central in the school's successful drive to secure improvements in important areas such as behaviour, attendance and achievement. For example, the school's actions are beginning to address the legacy of underperformance as seen through sustained improvements in attainment at the end of Key Stage 1, particularly in reading, and in year-on-year improvements in mathematics attainment at the end of Key Stage 2. Self-evaluation by senior leaders correctly identifies priorities for improvement

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supported by clear action plans. The sharing of good practice and professional development is focused well on improving the quality of teaching. Systems for monitoring teaching are in place and their impact on improving pupils' progress is beginning to be seen. However, leaders do not monitor the work in pupils' books and teachers' marking systematically or rigorously enough to identify and address any inconsistencies promptly. Tracking systems are being used by senior leaders with increasing effect to identify underachievement and to hold teachers to account for the progress of their pupils. Capacity to improve is satisfactory because, although the quality of teaching is regularly monitored, the impact of this on learning and progress is not yet fully evident and inconsistencies remain.

The governing body is supportive but also challenges leaders, for example about pupils' behaviour and attendance rates. They visit regularly and so have first-hand knowledge of what happens in school. The school works well with parents and carers so that almost all feel well informed about their children's learning. Safeguarding procedures meet current government requirements.

The curriculum is broad and well balanced and is appropriate to pupils' needs. Initiatives such as the 'well-being workshops' are a particular strength of the curriculum, successfully encouraging pupils to reflect and express their thoughts, feelings and ideas, including those who find this particularly challenging. Events such as these make a good contribution to the development of pupils' spiritual, moral, social and cultural development. One parent commented: 'Manorfield instils good values, promoting independence and well-being.' Pupils learn about their own cultural heritage as well as those in other parts of the United Kingdom and the world through well-planned events and through links with schools in Tanzania and Nigeria.

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.



27 January 2012

Dear Pupils

Inspection of Manorfield Primary and Nursery School, Horley, RH6 8AL

Thank you for making us so welcome when we visited your school. We particularly enjoyed talking to you about your school and your work. You behave well in school and told us that you feel safe because you know that adults will look after you if you have a concern. Manorfield provides you with a satisfactory education. We have asked your teachers to help you to reach higher attainment at the end of Year 6, especially in English. You can help by always trying your best and by making sure that you go to school every day.

Teachers try to make lessons fun and interesting so that most of you enjoy school and want to do your best. However, sometimes you are not given enough opportunities to be more involved in the lesson. We have asked teachers to take care not to spend too much time explaining what you need to do during the lesson, so that you can get started more quickly. We have also asked them to provide opportunities for you to work without the help of an adult, so that you can show teachers what you can do when you are given longer to work on a task. We have asked teachers to listen carefully to what you have to say during lessons so that they can help you to understand the lesson and make sure that your work is not too hard and not too easy.

Your teachers mark the work in your books regularly. We have asked teachers to use their marking to give you more ideas about what you have done well and how you can improve your work. We have also asked teachers to give you time to read and respond to their comments. You can play your part by making sure that you read what your teacher has written and do your best to follow any advice and to try out any suggestions.

Thank you for welcoming us to your school. We wish you every success in the future.

Yours sincerely

Julie Sackett
Lead inspector

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