

Sunbury Manor School

Inspection report

Unique reference number	136529
Local authority	Surrey
Inspection number	382065
Inspection dates	27–28 June 2012
Lead inspector	Meena Kumari Wood HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,007
Appropriate authority	The governing body
Chair	Louise Hirst
Headteacher	Louise Duncan
Date of previous school inspection	8 October 2008
School address	Nursery Road Sunbury-on-Thames TW16 6LF
Telephone number	01932 784 258
Fax number	01932 772 197
Email address	info@sunburymanor.surrey.sch.uk

Age group	11–16
Inspection date(s)	27–28 June 2012
Inspection number	382065



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2012



Introduction

Inspection team

Meena Kumari Wood

Her Majesty's Inspector

Gary Kirkley

Additional Inspector

Andrew Bird

Additional Inspector

Helen Blanchard

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 38 teachers teaching 38 lessons, of which eight were joint observations with members of the senior and middle leadership teams. Meetings were held with five groups of students, school staff, including senior and middle leaders, and the Chair and two other members of the Governing Body. Inspectors took account of the responses to the online Parent View survey in planning the inspection, observed the school's work and looked at a number of documents, including departmental development plans and the school's self-evaluation, case studies of students whose circumstances have made them vulnerable, the safeguarding and equality policies, and the governing body's minutes. In addition, they analysed 473 questionnaires returned by parents and carers, and others completed by students and staff.

Information about the school

This school has recently converted to be an academy and is an average-sized secondary school with a specialism in humanities. It has specially resourced provision for 20 students with speech, language and communication needs.

Including the specially resourced provision, the proportion of disabled students and those with special educational needs supported by school action plus is above average; many of these students have behavioural, emotional and social needs, or moderate learning difficulties. The proportion of students with a statement of special educational needs is above average, a number of whom have complex physical disabilities, including those in wheelchairs. The school is fully accessible to disabled students.

The proportion of students entering or leaving the school other than at the usual times is lower than the national average for secondary schools. A moderate proportion of students, below the national average, are known to be eligible for free school meals but this is increasing. The majority of students are White British, with a minority from Indian, Pakistani, Black African and Black Caribbean heritages. A few students are at the early stages of learning to speak English as an additional language.

The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Parents, carers and students are right to be positive about the quality of education and care provided. The school is very inclusive. It is not yet outstanding because assessment is not used to full effect to guide teaching in supporting students' progress, and provision for their spiritual, moral, social and cultural development is underdeveloped.
- Students make good progress, and over the last three years, an improving trend of GCSE examination results has resulted in broadly average attainment at age 16. Students in the specially resourced provision make good progress in advancing their communication skills and achieve well.
- Teaching is good. Where learning closely matches students' needs and abilities with well-structured tasks, and teachers carefully check the learning gained, students make good progress. Some detailed marking informs students of what they need to do to improve. However, this helpful feedback is not always acted upon. Assessment information of students' prior attainment is not always employed effectively to fully challenge and extend their learning.
- Students' behaviour is good and they feel safe. They are well motivated and keen learners. Attendance is above average. Students' spiritual, moral, social and cultural development is broadened through effective extra-curricular opportunities, although there are missed opportunities in lessons for deepening their understanding of global and wider cultural issues.
- The headteacher's actions in monitoring rigorously students' behaviour, learning and attainment have established a good 'behaviour for learning' ethos and raised the aspirations of both staff and students. School performance is well managed and effective performance management processes are resulting in better capacity of middle leaders to support and improve teaching. The school's well-structured and improved curriculum supports students' learning needs and aspirations and helps them to engage enthusiastically in their education.

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

What does the school need to do to improve further?

- Improve teaching and students' progress by greater consistency in the use of assessment across subjects, ensuring that:
 - information on students' abilities, knowledge and skills is used to plan more appropriately challenging activities and tasks which extend their learning
 - the regular monitoring of students' class work and homework always enables them to act upon the guidance given and develops their literacy and numeracy skills.
- Plan structured learning opportunities in lessons for students to further consolidate their spiritual, moral, social and cultural development.

Main report

Achievement of pupils

Inspectors judge that the achievement of most students is good, an evaluation reflected by parents and carers, who believe that their children achieve well across Years 7 to 11. Senior managers have effectively overcome difficulties, resulting from staff absence, and minimised disruption to students' learning to improve achievement and attainment at GCSE level. These actions, along with strategic curriculum changes, for example challenging all students from all ethnic heritages and abilities to gain GCSE qualifications, have accelerated progress. The school's reliable data for 2012 predict that students with attainment on entry in line with average make good progress and they are on track to achieve above-average attainment of five or more GCSE grades A* to C, including English and mathematics. Observation of students' current work reflects these data.

Inclusive support for disabled students and those with special educational needs, including those with complex physical needs, enables them to make good progress. Students with behavioural, emotional and social difficulties are effectively supported to achieve well. Students in the specially resourced provision for speech, language and communication are helped to advance their confidence and skills so that the progress they make is good.

Where lessons have clear objectives and tasks in line with their abilities, the vast majority of students settle quickly and work successfully and independently and in small groups. For example, Year 10 students designed imaginative recycling logos and slogans in science following their research of related websites. Also in a successful food technology lesson, Year 8 students visibly enjoyed making bread and then confidently explained the process to inspectors. In a few lessons where teachers do not sufficiently check students' learning during activities, or where tasks do not extend the learning of more-able students, some make satisfactory rather

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

than good progress.

Younger students benefit from small literacy nurture groups, which help them to learn more effectively and develop their literacy skills. Inspectors observed students successfully using information and communication technology (ICT) skills in music, science and geography. As a result of well-attended and rigorously monitored interventions, previously underachieving groups, and those with low levels of self-confidence or erratic attendance, make good progress. Students commented to inspectors how much they enjoyed using the 'I am learning' attachment in their virtual learning environment.

Quality of teaching

The quality of teaching is largely good. These findings were confirmed by the responses from parents, carers and students to the inspection questionnaires. In lessons where students are encouraged to learn in depth, tasks are structured well and are in line with students' abilities. Consequently, all students can reflect on the knowledge and skills they have learnt and consolidate these further. The good use of collaborative group learning in a Year 10 English class led to clear analysis and linking of quotations to themes taken from *Of Mice and Men*. The activity promoted students checking each other's work and most demonstrated reasoned understanding when questioned.

Although relationships between students and teachers are helpful to students' personal development, there are missed opportunities during lesson activities or discussions for the promotion of students' spiritual, moral, social and cultural development. In lessons observed by inspectors where teaching was only satisfactory, students were not fully challenged in their learning at the right level through the questioning techniques and tasks provided. Moreover, teachers focused more on simply giving information rather than on developing genuine understanding.

Assessment activities, including peer- and self-assessment, are used effectively in English, humanities and science. Where these activities are employed well, teachers check students' learning and reframe tasks to ensure students have fully understood. For instance, in one Year 10 English lesson, the teacher, while listening to students' lively group presentations on 'being a teenager', recorded their areas for improvements. This was followed by students self-assessing their individual progress using 'traffic light' cards. As a result, students made good progress and, importantly, knew what they needed to do next. In some subjects, for example mathematics, assessment is not sufficiently detailed to enable students to know what to do to improve.

Students' work is marked frequently. In the majority of cases, the marking provides students with clearly detailed information about where they have been successful and what they need to do to improve. However, students are not well monitored to ensure that they consistently use the written guidance to improve on their knowledge and basic skills of literacy and numeracy. Teachers set realistic targets,

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

which the majority of students know and understand.

The disabled students and those with special educational needs, especially those within the school's specially resourced provision for speech, communication and language needs, gain skills and confidence to communicate successfully.

Behaviour and safety of pupils

Most parents and carers endorse behaviour as positive. The inspection team found that most students behave very well in lessons, are respectful and courteous and have positive attitudes to learning. Inspectors do not, therefore, agree with the concerns expressed by a few parents and carers relating to poor behaviour in school. In classes where learning has been much disrupted by changes in staff or, occasionally, if the activity was not sufficiently absorbing, a few students lose attention and chatter. This situation is most infrequent, and students' attitudes to learning and conduct are, typically, good over time and there are few exclusions.

Students overwhelmingly say that they feel safe in school and that any bullying, name-calling or teasing is immediately dealt with. Attendance is above the national average and students arrive punctually to school and to lessons. The few students who are at risk of underachieving, internally excluded in the 'Box' area or are persistent absentees, benefit greatly from learning support and mentoring activities; these are provided by the social inclusion staff. Students' families greatly appreciate informal opportunities during 'breakfast sessions' to speak with staff about their children's progress.

Leadership and management

The headteacher, along with her leaders and managers and governing body, has successfully raised standards through creating a socially inclusive and aspirational school ethos. One parent commented on the school's caring ethos as a major factor in the academic achievement of her child with Asperger's syndrome, while another identified the headteacher as 'a great asset to the school's success'. Senior leaders have implemented rigorous systems for the tracking of students' attendance and progress. This has notably resulted in the raising of achievement for current Year 11 students and in younger year groups. The quality of teaching is effectively improved through an internal observation process and performance management systems, implemented by senior and subject leaders. The school has a broadly accurate view of the quality of teaching and rightly focuses on identifying good practice that is shared across departments. Sustained improvement in achievement, students' positive conduct and attitudes to learning supported by more stable staffing in Key stage 4 and good teaching, demonstrate the school's capacity to improve further. Leaders effectively analyse the school's strengths and areas for improvement through self-evaluation processes. These processes were acknowledged by parents and carers, the vast majority of whom would recommend the school to others. One referred to the school as an 'outstanding school for giving both my sons self-confidence and the will to succeed'.

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

Effective partnership work with parents, carers and external agencies has combined well to shape the ethos of the school and to ensure that all students have an equal chance to do well. For example, owing to the tireless efforts of staff, one student with an erratic attendance record progressed successfully onto an apprenticeship programme. Students receive good advice and guidance on their next steps in Year 9. Parents and carers greatly appreciate using 'Insight', the virtual learning environment which helps them better understand how well their children are progressing in all subjects. Leadership of the specially resourced provision is effective, and provision is adapted well to meet students' individual needs so that the vast majority achieve well.

The impact of the current curriculum on students' outcomes is good, in particular for those whose circumstances make them vulnerable. Senior managers are continuing to review and develop appropriate academic and vocational pathways. They are aware that for students to accelerate their acquisition of subject knowledge and skills, greater monitoring and sharing of good literacy and numeracy practice is needed across the curriculum. Extra-curricular activities are enjoyed by all students and help foster their spiritual, moral, cultural and social development. However, managers do not sufficiently monitor learning opportunities in lessons that deepen students' knowledge of global and cultural issues. Nevertheless, good examples include students benefiting from the promotion of 'Fair Play' in competitive sports in physical education.

The governing body fulfils its statutory obligations for safeguarding students. Governors linked to subject departments provide good insights and challenge on the school's strategic and operational direction. In addition, the school's equalities plans monitor attainment of different student groups and challenge any form of discrimination.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.

29 June 2012

Dear Students



Inspection of Sunbury Manor School, Sunbury-on-Thames TW16 6LF

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed being in your lessons and were impressed by how polite and courteous you were, and by your positive attitudes towards learning.

Sunbury Manor School is a good and caring school. As a result of the good teaching and the support you receive, most of you enjoy your lessons, make good progress and attain results that are broadly average in your GCSE examinations, and rising. In most lessons, we observed well-planned tasks and some very good peer-assessment activities expertly carried out by you. In a few lessons, we saw that the questioning techniques and activities provided by the teacher did not challenge you to make the progress of which you are capable. Many of you are not encouraged sufficiently by your teachers to act on the helpful written feedback they provide to improve your work. However, the school ensures that those of you who need it receive good support to help you do well in your examinations. Stimulating extra-curricular activities that you greatly value, help you develop as responsible citizens, and you receive good guidance on your next steps and on your homework through the 'I can learn' virtual learning environment.

We have asked senior leaders to do the following things to help your school improve further.

- Improve your progress and GCSE attainment further in all subjects, by ensuring that you always act on feedback on your work and that teachers always plan challenging activities and tasks in line with your abilities, so that all of you fully achieve your potential and improve your literacy and numeracy skills.
- Ensure that teachers plan more opportunities in lessons that explore spiritual, cultural, social and moral issues to help broaden your horizons and achieve successful outcomes.

You can contribute to your learning by acting on teachers' feedback on your work. We wish you well in your studies.

Yours sincerely

Meena Wood
Her Majesty's 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.