

Ingfield Manor School

Ingfield Manor Drive, Billingshurst, Five Oaks, West Sussex, RH14 9AX

Inspection dates 7–8 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2
Overall effectiveness of the residential experience		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Students achieve well at Ingfield Manor. Their achievement in communication, reading, numeracy, information and communication technology and in their personal development is good.
- Sixth form students make good progress and achieve well on their accredited courses.
- Children in the Early Years Foundation Stage achieve outstandingly well and make rapid and sustained progress.
- Good teaching means that all students make at least the progress expected of them. Where teaching is most effective, planned tasks fully meet the needs and abilities of each student.
- Students behave exceptionally well. They feel safe and care about each other.
- High-quality care in the school and the residence, integrated therapies and conductive approaches improve students' physical development, health and well-being.
- Subjects and topics promote students' strong spiritual, moral, social and cultural development.
- The headteacher and senior managers have a clear vision for the future and an accurate view of the school's performance. The good outcomes have been maintained since the last inspection.
- Governors and the Board of Trustees place a strong focus on providing good quality training for staff showing that there is a clear commitment to managing and improving the performance of all staff.
- Efficient planning by leaders means money is spent well for the benefit of all groups of pupils, including those who are known to be eligible for pupil premium funding.
- The school meets the national minimum standards for residential special schools.

It is not yet an outstanding school because:

- The pace of students' learning is sometimes too slow because tasks do not always match each student's individual needs and abilities.
- Residential students do not always have opportunities to respond to comments on their support plans.

Information about this inspection

- The inspectors observed 10 lessons jointly with the senior leaders. In addition, the inspectors made a few shorter visits to lessons to observe students' learning, and listened to some pupils read.
- In the residence inspectors observed evening activities, spoke to a number of students and staff and looked at safeguarding information and students' care plans.
- Discussions were held with the headteacher, senior leaders, the head of care, residential staff and groups of students both in the school and the residence. Telephone conversations were held with the Chair of the Governing Body and the Principal's line manager from the charity SCOPE.
- The inspectors observed the work of the school and looked at a number of documents, including the school's own information about students' progress, planning and monitoring documents, safeguarding information and some students' work.
- Inspectors took account of the 15 responses to the online survey, Parent View, and also looked at the views expressed in the school's own recent parental survey. Inspectors also spoke to a few parents and carers during the inspection, including some by telephone. The inspectors took account of 20 responses to the inspection questionnaire from staff.

Inspection team

Denise Morris, Lead inspector	Additional Inspector
Paul Taylor	Social Care Inspector

Full report

Information about this school

- This is a non-maintained all age special school managed by the charity SCOPE for students with neurological motor disabilities such as cerebral palsy. A few students have additional hearing or visual impairments. All students have a statement of special educational needs.
- The proportion of students eligible for the pupil premium (additional funding for those known to be eligible for free school meals, those looked after by the local authority and those from service families) is very low.
- The school does not receive any other additional funding from any authority.
- Almost all students are White British and a very small number speak English as an additional language. There are equal numbers of boys and girls. A few students are in the care of their own local authorities.
- The school has close links with Central Sussex College in Crawley where students in the sixth form undertake accredited courses in 'Life and Living' skills.
- A teaching school for parents and carers shares the same site. This provides parents and carers with opportunities to meet together, share ideas and learn how to help their children. This provision did not form part of the inspection.

What does the school need to do to improve further?

- Ensure that planned tasks fully meet each student's individual needs and abilities in every lesson so that:
 - the pace of all students' learning increases and they complete enough work in the time allowed
 - all students are fully challenged by their own tasks and able to succeed.
- Ensure that students in the residence are always encouraged to respond to comments on their personal support plans.

Inspection judgements

The achievement of pupils

is good

- The vast majority of students make good progress and achieve well at Ingfield Manor. They achieve particularly well in reading, numeracy, information and communication technology and in their personal development. As a result, by the time they leave the school they gain good quality accreditation that prepares them well for their futures.
- Reading is taught well and several students were eager to show their good skills in phonics (letters and the sounds they make), their understanding of different texts and their enjoyment of reading. Students in Years 2 to 5, for example, used mirrors well so that they could see the sounds they made with their lips, improving their pronunciation.
- Students make good progress in numeracy because they are given specific individual targets to help them achieve. In Years 4 and 5, for example, students were able to find answers to addition sums by using tactile resources that enabled them to pick up the number boards by putting their fingers in the holes. This promoted success.
- Older students in the sixth form attain good Entry Level accreditation in functional skills, in their Award Scheme Development Accreditation Network (ASDAN) and City and Guilds qualifications at Sussex College. They have good opportunities to engage in local work-related experiences such as in the shops and the garden centre, where they work in partnership with employees to make pea-sticks to sell as part of their business enterprise scheme.
- Children in the Early Years Foundation Stage class make outstanding progress because of their vibrant and exciting curriculum which helps them to gain confidence in their own physical abilities. In a communication session, for example, they worked very hard to choose an activity and then used their own physical skills successfully to move to the appropriate part of the room to engage in it, showing their high levels of determination.
- The school's own data show that different groups of students all achieve equally well. Those known to be eligible for additional pupil premium funding achieve as well as other students because the extra funding is used to provide additional technology to meet their needs.
- Very occasionally the pace of learning dips because some tasks are not planned well enough to meet students' individual needs and abilities and they struggle with the tasks set. As a result, in these lessons students' learning is less successful than in others.

The quality of teaching

is good

- In the very best teaching, tasks match individual needs exceptionally well so that students make rapid and sustained progress in their learning. This was evident in Years 8 to 11 where students benefited from individual English learning aims. All staff had excellent understanding of students' individual abilities and met their needs fully through different tasks and questions.
- Reading is taught well to students who are able to benefit from a phonics approach. Those students who use technology to read or communicate make very effective use of systems such as 'Eye Gaze' to identify words. Teachers and other team members are skilled in the use of a wide range of technology, which they use to the benefit of the students.
- Writing skills are taught well and in a variety of ways, depending on students' needs. For example, students are taught how to use different communicators very well. They learn to say or type requests and comments. As a result one student in Year 7, having had a drink said, 'I like water', using her communicator successfully. Another was able to use information and communication technology to write answers to questions.
- Lessons are mainly well planned. Successful physical positioning for each student is a key priority, enabling students to access learning and develop good habits. A wide range of resources is used well to enable greater access to learning and to promote independent reading

and writing.

- Students benefit from high levels of support from staff which contribute very effectively to their successes and to their positive attitudes to learning. Teachers make effective use of other team members including teaching assistants, therapists and conductors for the benefit of all students.
- The quality of assessment is good and has improved in the past two years. As a result there is an accurate view of each student's progress and leaders can quickly see if any student is falling behind. Older students in the sixth form were observed discussing their next steps in learning with staff, ensuring that they understood what they needed to do next.
- Effective questioning is a major strength of many lessons encouraging students to search for knowledge.
- In a very few cases, teachers do not plan sufficiently well for each student in the class and at these times the pace of students' learning and achievement dips because tasks are often too difficult or too easy.

The behaviour and safety of pupils are outstanding

- 'What this school does really well is help students to find their futures', said one sixth former. 'We are involved in designing and changing the decor around the building at the moment and we have changed the school menu to suit our tastes', said others, showing how the school is trying to give students a voice and help them to take responsibility for their actions.
- Students care, not just about themselves, but about others. They have exceptionally positive attitudes to the school and talked about how they take on all kinds of responsibilities. 'We take part in the Shoe Box appeal for Africa because they are very poor', said one.
- Students explained how one girl had met a Member of Parliament through the local Schools' Cabinet and another explained how they help younger children who visit their woodlands from other schools to look after the trees.
- Students told inspectors that behaviour in the school and the residence is outstanding. They insist that there is absolutely no bullying and they want their classmates to do well. This was very evident as inspectors observed students in assembly clapping and cheering the weekly successes of their peers and showing real pleasure as others received awards.
- All groups of students do their best to behave extremely well. They know and understand what is expected of them. Relationships with each other and with staff in the school and the residence are excellent and there is no evidence of learning or social times being disrupted by the poor behaviour of others. There have been no exclusions in the past few years and attendance is improving.
- Students told inspectors that they feel happy and safe at Ingfield, 'because everyone knows you and adults are helpful'. They say they understand the importance of keeping safe in the community, for example at their work placements or in the town, and they know how to keep safe online. Residential students express opinions clearly in their own way, take responsibility for their own safety and have confidence in the staff.
- Students' personal development is successfully promoted through additional activities such as theatrical productions, ensuring that students' confidence and self-esteem improve. One student explained how he had made a film at college as part of a media studies course. He said he is aiming to have a career in this area when he leaves the school.

The leadership and management are good

- The headteacher has a clear vision for the school and has built a strong leadership team who are fully committed to improving the school. They are ably supported by the governing body and the Board of Trustees. Leaders know the school's strengths and weaknesses and know what needs to be improved.
- Leaders have successfully made use of the Teachers' Standards to maintain good teaching, and

have provided high-quality training for staff so that they can progress and seek promotion. Training in 'conductive education' has resulted in several staff being trained at the Peto Institute in Hungary so that much of the school's work is successfully based around this approach.

- There are clear examples at the school of how staff have been promoted because of the effective training they have received. Teaching assistants, for example, have become qualified conductor assistants and teachers have been promoted to leadership roles.
- Staff performance is well monitored. This has ensured that teaching is good so that most pupils make at least the progress expected of them and many make better than expected progress.
- Leaders have successfully reviewed and improved the curriculum, developing topics that engage and interest students and which fully promote their spiritual, moral, social and cultural development.
- Outstanding leadership of the Early Years Foundation Stage has resulted in the high-quality outcomes for these children being maintained since the last inspection. As a result children make an excellent start to their school lives.
- Most parents and carers are pleased with the school and value the support it provides. A few parents and carers who spoke to inspectors say they would like more support in how to help their children learn to read.
- The sixth form is well led and effective links have been established with local workplace providers and colleges. This work contributes well to students' futures.
- Leaders make sure that all students have equal opportunities, as demonstrated by the fact that they all benefit from individual support so that all students are able to make equally good progress.
- Safeguarding procedures fully meet requirements.
- **The governance of the school:**
 - The governing body and the Board of Trustees together provide good direction to the school, promoting a positive climate in which students thrive and progress. Members check the school's strengths and weaknesses with staff and leaders regularly, and report on lessons that they observe. They know about the quality of teaching and achievement and understand the issues identified by this report. Members understand their role in managing the performance of staff and they make sure that there are sufficient funds to provide the training needed to ensure that teaching and learning continue to improve. They manage the school's finances well. The school receives a very small amount of premium funding from different authorities and leaders make sure that this funding is used for the benefit of eligible students. Members ensure that good teachers and staff are rewarded through the school's performance management structure and that any underperformance is improved through additional training and support.

Outcomes for residential pupils	are outstanding
Quality of residential provision and care	are outstanding
Residential pupils' safety	is outstanding
Leadership and management of the residential provision	are outstanding

- Outstanding residential provision is characterised by strong, trusting relationships between students and staff which underpin each student's progress and their enjoyment of staying in the residence.
- The respectful ethos ensures that students care for each other and show genuine concern for the welfare of other students. As a result behaviour is of an exceptionally high standard and students make excellent progress in all aspects of their lives.
- Students enjoy their stay at the residence. Their comments overwhelmingly support this. For example, 'I can be with my friends' and 'I would like more sleepovers' are typical comments

from students.

- Each student has a detailed bespoke care package which ensures that their complex and diverse needs are fully met by the multi-disciplinary teams. However, while the students' views are clearly recorded in their reviews, they do not all have opportunities to respond to comments in their personal care plans.
- Students increase their independence and life skills at a rate commensurate with their abilities and staff have high aspirations for students to fulfil their potential.
- Links with school staff are very productive and students are helped to complete homework or prepare for their lessons by the residential staff.
- Each student's individual method of communication is understood and developed to ensure they have an active and meaningful voice in how they wish to be cared for and supported. The residence supports the use of augmented communication outstandingly well and makes very effective use of communication technology in close liaison with school staff to do so.
- Staff are fully aware of each student's vulnerabilities and are rigorous about ensuring their safety. Close liaison with safeguarding teams and rigorous monitoring ensure that students are safe. Any issues are addressed and fully investigated ensuring that students' well-being is protected and promoted.
- Continuous professional development ensures that all members of the residential staff receive training and support to ensure that their practice is up to date and of an excellent standard.
- Management of the residence is of a very high standard. A well-organised and conscientious senior management team is supported by robust external monitoring. This ensures that high standards of practice are maintained.
- All national minimum standards are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

Boarding/Residential provision		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	135814
Social care unique reference number	15531
Local authority	West Sussex
Inspection number	426561

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

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Special
School category	Non-maintained
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	61
Of which, number on roll in sixth form	11
Number of boarders on roll	7
Appropriate authority	The governing body
Chair	John Corneille
Headteacher	Catherine Alison
Date of previous school inspection	27–28 January 2011
Telephone number	01403 782294
Fax number	01403 785066
Email address	Ingfield.manor@scope.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 2013

