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Jonathan Kirkham  
Acting Headteacher  
Manorfield Primary and Nursery School  
Sangers Drive  
Horley  
RH6 8AL

Dear Mr Kirkham,

### **Requires improvement: monitoring inspection visit to Manorfield Primary and Nursery School**

Following my visit to your school on 16 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Leaders should take further action to:

- complete the review of governance before the February half-term and adjust the school's improvement plan so that there is greater clarity in relation to the monitoring and evaluation of its impact.

### **Evidence**

During the visit, I met with you, other senior leaders, the Chair of the Governing Body and the Executive headteacher. I spoke on the telephone with a representative of the local authority and we discussed the action taken since the last inspection. I evaluated the school improvement plan and you took me on a tour of the school during which I visited each class and was able to speak to pupils and look at their work. I also scrutinised a range of other documentation.

## **Context**

The acting headteacher and Executive headteacher assumed responsibility for the leadership of the school just prior to the recent inspection. The substantive headteacher is due to return in the Spring term.

## **Main findings**

Since the previous inspection leaders have taken decisive action to bring about rapid improvement. For example, staff meetings have been sensibly used as a vehicle for training and wider discussion on how to improve teaching. An external consultant has provided much-needed training on how to plan lessons that meet the varying needs of all pupils within a class. The training has been well-received by staff who now feel better equipped to provide further challenge in their teaching.

Leaders have strengthened their monitoring of teaching so that when they visit a classroom to observe pupils' progress they know exactly what they expect to see. Teachers are aware of their focus and evidence from recent visits suggests that teachers are effectively implementing the training they have received. The most recent assessment information on pupils' progress is better than data collected at the same time of year in the past and leaders have good plans to use staff from a neighbouring linked school to validate their judgements.

Leaders quite rightly observe teaching frequently through drop-in or longer visits. Findings from these visits are shared with staff and all are expected to learn from best practice and address any identified shortcomings. Inadequate teaching has been appropriately addressed and the profile of teaching shows improvement.

In particular the focus on improving writing has been evident in the most recent scrutiny of pupils' work. For example, composition and sentence structure has improved in Year 6 writing. This is because pupils are now provided with regular opportunities to demonstrate their understanding of different texts and teachers expect more of them when they write independently.

Governors had only just begun to implement new ways of working arising from an internal review of their practice which took place prior to the recent inspection. Much of their revised practice had not been established long enough to make a positive difference. Nevertheless, governors are committed to raising their game and have wisely commissioned an additional external review of their practice from the local authority. Although not all governing body members are confident in interpreting assessment information, those that are have been utilised to good effect. They have acted as advisers to the full governing body and have led sessions in which leaders have been challenged in relation to the school's performance compared to similar schools. There are sound plans for all governors to receive comprehensive training on data interpretation.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has assigned an improvement adviser to the school who has helped leaders put together an appropriate action plan with realistic timescales. A recent review of the local authority improvement strategy has resulted in more closely targeted involvement. Leaders are held accountable for their work through regular 'challenge' meetings in which they are required to evidence the impact of their work on pupils' achievement. These meetings also involve the Chair of the Governing body. Leaders welcome this approach and have also valued the support provided through the commissioning of extra consultancy to improve pupils' writing and comprehension skills.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Surrey.

Yours sincerely

Lesley Farmer  
**Her Majesty's Inspector**