

Manorfield Primary and Nursery School

Sangers Drive, Horley, Surrey RH6 8AL

Inspection dates	20–21 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires Improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, senior leaders and governors have taken decisive action to improve pupils' achievement. All groups of pupils, including disadvantaged pupils, leave the school well prepared for the next stage of their education.
- Pupils' achievement in reading, writing and mathematics across Key Stage 2 is good.
- High-quality, bespoke professional development is targeted effectively to ensure that almost all teaching is good or better.
- Teachers routinely check pupils' understanding and make sure pupils know what they need to do next. Pupils' work is, therefore, increasingly accurate and of high quality across a range of subjects.
- The thematic curriculum provides rich opportunities across subjects for pupils to apply their reading, writing and mathematical skills.
- Shared values underpin the work of the school community. Pupils show tolerance and respect for others and celebrate their achievements.
- Parents receive regular and timely information about the progress pupils are making and are well informed about what pupils are learning. This enables them to support the school in making a positive difference to pupils' achievement.
- The provision in early years is good. Pupils are well supported to develop all the skills they need to make a successful start to Key Stage 1.

It is not yet an outstanding school because

- The attainment of disadvantaged pupils and boys is not as good as other pupils nationally in phonics and in reading and writing by the end of Key Stage 1
- Some teachers are less skilled at reshaping activities quickly to meet the needs of more-able pupils.
- Opportunities to strengthen pupils' cultural and spiritual understanding are not as regular as those for social and moral development.
- The number of pupils who miss school regularly is higher than it should be.

Full report

What does the school need to do to improve further?

- Develop leaders' evaluation and use of performance information to inform improvements to teaching so that:
 - the attainment of disadvantaged pupils matches that of all other pupils nationally at the end of Key Stage 1 in reading and writing
 - gaps between boys' and girls' achievement close in early years and Year 1
 - all teachers respond quickly to the needs of more-able pupils, consistently starting from a high enough point, and reshape activities appropriately.
- Widen opportunities in the curriculum to develop pupils' spiritual and cultural understanding.
- Strengthen further work with parents to reduce the number of pupils who miss school regularly.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's strong and decisive leadership has secured significant and rapid change for pupils and the wider school community. The school is a strong learning community dedicated to securing the very highest outcomes for all pupils. Checks on teacher performance are robust and underperformance is challenged swiftly. As a result, teaching is good and current rates of pupil progress are high.
- The senior team model high standards of professional behaviour, ensuring that newly qualified teachers and less-experienced middle leaders have good role models whom they can aspire to emulate. The culture and ethos of the school promotes investment in people. Staff value the exceptional quality of professional support they receive and continually improve their practice.
- Leaders' actions make a positive difference. Improvements to the delivery of mathematics, reading and writing have all had significant impact on the achievement of pupils across the school. Leaders have strengthened teaching, recruitment and training successfully, to ensure that all current pupils are well placed to make consistently good gains from their starting points.
- The special educational needs co-ordinator delivers excellent work to promote the achievement of pupils who have additional needs. Parents value the expert attention given to these pupils and are delighted by the progress they are making. The family support worker complements this work, providing sensitive support, particularly for families where children have complex medical needs.
- The curriculum provides breadth and balance across a range of subjects, with particular strengths in history, geography and science. Pupils develop confident use of evidence and sources, accurately using skills from English and mathematics to support their work. Pupils participate enthusiastically in local community events, such as a recent Hawaiian float entry to the local carnival, complete with dancers, drummers and artwork from across the school. Assemblies deepen pupils' knowledge and understanding of British values, through their close links to the shared school values of empathy, respect and acceptance.
- Leaders use additional funding for primary sport effectively to improve the quality of teaching and ensure that pupils participate in a range of good-quality extra-curricular activities. More pupils are engaged in competitive tournaments across a widened range of sports as a result.
- Pupil premium funding has a strong impact on closing gaps for disadvantaged pupils by the end of Reception and Year 6 in 2015. However, gaps in attainment did not close rapidly enough in reading and writing at the end of Year 2 last year, because teaching was inconsistent. Leaders have reshaped support appropriately and strengthened teaching using additional funding to close any remaining gaps quickly.
- Parents receive regular communication from the school about pupils' achievement. There are numerous opportunities provided for parents to share pupils' work, including half-termly showcases. This has strengthened parents' knowledge about how the school supports pupils to learn. All parents who contributed to the online survey (Parent View) agreed that they receive helpful information about the progress pupils make in the school.
- Local authority support is effective. Timely brokerage of an advanced skills governor strengthened governance. Consultancy support since the last inspection contributed successfully to improving pupil achievement. Evaluation of individual aspects of leadership, such as NQT (newly qualified teacher) support, provide motivating feedback for leaders to help them celebrate strengths in provision.
- **The governance of the school**
 - Governance is good. The governing body has recruited carefully and made sure that governors have the right skills to meet the needs of the school. Governors robustly challenge leaders to secure improved achievement for all pupils. They check the impact of leaders' actions through regular meetings and reviews of performance information. This helps them to know the school well and ensures that they can identify accurately areas for further development. Their actions have raised the school's profile within the local community with positive effect.
 - Governors have invested in the delivery of high-quality, bespoke professional development for all staff. In particular, they have ensured that performance management arrangements reward good teaching and swiftly tackle underperformance.
- The arrangements for safeguarding are effective. Staff recognise situations where they should share any emerging concerns and leaders follow these through meticulously, showing great tenacity in following up any perceived risk of harm with appropriate external agencies.

Quality of teaching, learning and assessment is good

- The vast majority of teaching in the school is consistently good and all teaching is improving significantly. Additional adults provide effective support and promote independence of learners. Pupils' current work shows increasing proportions of pupils making good progress in all year groups across the school.
- Progress in pupils' work is strongest in Years 5 and 6. Here, teachers use high-quality questioning with confidence to check understanding and identify errors early during sessions. Regular, incisive feedback to pupils strengthens the quality and accuracy of their written and mathematical work.
- In mathematics, teaching promotes pupils' confidence to reason, recall rapidly and work systematically. Pupils have frequent opportunities to grapple appropriately with mathematical problems. In Years 5 and 6, for example, pupils work confidently with fractions, ordering those with different denominators speedily by finding equivalent fractions and converting them accurately into decimals.
- Pupils' writing demonstrates an increasing command of vocabulary and use of appropriate sentences across a range of genres. This is because there has been a successful focus on improving the teaching of spelling, punctuation and grammar. Pupils in Year 1 and 2 use punctuation with increasing efficiency and choose vocabulary purposefully to enhance their writing, for example, choosing other words for 'said'.
- There are widened opportunities for pupils to engage with high-quality texts because of bright and attractive displays of books in all classrooms. In Year 4, teaching guided pupils purposefully to use text to retrieve information and make inferences. This enabled pupils to participate confidently in lively debates with their peers about characterisation, using persuasive language.
- Achievement in phonics (letters and the sounds they make) has improved because the links between teaching in reception and Year 1 have been strengthened. In a Year 1 session, all pupils sounded out words accurately, and read and wrote sentences correctly using 'oa' such as 'coach'. The teacher corrected errors quickly in the pronunciation of phonemes and provided prompt opportunities for pupils to apply the sounds they had learned to their reading and writing.
- Presentation and pride in work is consistent between classes. This is because teachers have high expectations and pupils know that their work is valued. Consequently, pupils complete work diligently and to a high standard.
- Disabled pupils and those with special needs receive excellent support. Expectations are rightly high for these pupils and resources are expertly matched to their needs.
- Teaching enables pupils who are at risk of falling behind to catch up quickly. However, in some lessons teachers do not respond quickly enough to the needs of more-able pupils. This means that these pupils wait too long to be challenged and extended and do not always make rapid progress.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Parents agree overwhelmingly. They say that Manorfield is a happy, caring school where pupils are supported to be the best they can be.
- Pupils say that they feel safe and trust the adults in the school to help them when needed. Pupils take responsibility for managing their own and others' risks. The pupil task force were able to explain confidently their role in 'helping everyone to make good choices'.
- Shared values underpin the work of the whole school community. Even the very youngest pupils in the school understand the value of 'acceptance' and that they should never 'leave anyone out' of their games. Consequently all members of the school community are included and valued.
- Pupils talk knowledgeably about how to keep safe, including online safety and what to do in the event of a fire. Pupils were able to make links between different opportunities to learn about safety both through the curriculum and also through visits and trips, for example road safety and washing their hands.
- Opportunities to develop pupils' social and moral understanding are strongly threaded throughout the curriculum. Pupils were less sure how frequently they learned about other people's faiths and cultures. Pupils' work confirms that there are fewer opportunities to develop their spiritual and cultural understanding.

Behaviour

- The behaviour of pupils is good. Pupils say that name calling and unkind behaviour are rare. The vast majority of parents agree. No incidents of discriminatory language or bullying have been recorded in the last year.
- Pupils show positive attitudes to learning during most sessions. They are resilient and determined because they know adults believe in them. Occasionally, pupils in a very small number of sessions lose focus and concentration and do not regulate their own learning behaviours well.
- During lunchtimes, at break and during extra-curricular activities, pupils' behaviour is cooperative and well-mannered across all ages. This is because positive behaviour is reinforced effectively by adults and pupils value the rewards they earn when they demonstrate the school's values in their work and play.
- Pupils' attendance is improving as a result of leaders' determined efforts to reduce lateness and promote a love of learning. While the numbers of pupils who miss school regularly has reduced, leaders recognise there is more to do with some families who do not bring their children to school regularly.

Outcomes for pupils

are good

- At the end of Key Stage 2, pupils' achievement is above the national average in reading, writing and mathematics. Achievement has improved considerably over the last three years and this is set to continue.
- Pupils make consistently good progress in reading, writing and mathematics from Key Stage 1 to Key Stage 2. The proportions of pupils making expected and better than expected progress from almost all starting points is above national. Teaching focuses on the right things to move pupils' learning on quickly. Additional support closes gaps effectively because it is precise and well targeted.
- A rising proportion of pupils secure the expected standard in the phonics check so that more than two thirds of pupils reached the expected standard for their age. The proportion of disadvantaged pupils that secured this standard by the end of Year 1 in 2015 was above national. However, the proportion of boys securing this standard was lower than it should be.
- Pupils' current work across the school shows high levels of achievement across subjects other than English and mathematics. Written work in history, geography and science is of a good standard, with pupils working in line with the expected standards for their age.
- Current pupils are making good progress in all year groups. Although inconsistencies in teaching over the last two years in Key Stage 1 have been addressed, some pupils did not catch up quickly enough to be well prepared for Key Stage 2 in reading and writing. Swift intervention and stronger teaching is ensuring that these pupils are now making good gains in their learning and pupils' work shows that gaps are closing.
- The proportions of pupils securing higher standards of attainment at the end of Key Stage 2 have increased and are now above those found nationally in reading, writing and mathematics. In Key Stage 1, while proportions are increasing, they do not yet match those found nationally. Additional challenge for more-able pupils is in place in all learning sessions, however, this challenge is not always provided promptly enough from a high enough starting point, so learning time can be wasted.
- Adults have high expectations of disabled pupils and those with special educational needs. Consequently support is well targeted and all teachers ensure that these pupils are challenged appropriately. Achievement for these pupils is high compared to similar pupils nationally and the gap between their achievement and other pupils nationally is closing.
- Disadvantaged pupils make good progress across the early years, in mathematics and phonics in Key Stage 1 and leave Key Stage 2 very well prepared for the next stage in their education. The proportions of pupils making both expected progress and better than expected progress from almost all starting points is higher than those found nationally in reading, writing and mathematics. By the end of Key Stage 2 gaps are closed because leaders have taken effective action to ensure that this is the case.

Early years provision

is good

- Children make good progress in the early years because effective leadership ensures that teaching and provision are strong across all areas of learning. Leaders' self-evaluation is accurate. They know, for example, that boys did not achieve as well as girls in 2015 and are adapting their provision accordingly to meet their needs better.

- The very youngest children display skills below those typical for their age in a number of areas of learning, including language and development. A language-rich environment and confident teaching of early reading, writing and number ensures that children make rapid gains in their learning. Children currently starting their reception year demonstrate skills, knowledge and understanding that are typical for their age.
- All areas of the provision including the pre-school and nursery stimulate children's curiosity and enthusiasm for learning. Teachers promote independence and problem solving through a range of well-planned learning opportunities. Children of all ages are engaged in using language to pose questions and find answers, for example, 'What should I do next?' 'How could I find that out?' A group of children in reception, for example, used magnifying glasses successfully to locate minibeasts and compare them to pictures in an information book they had been reading.
- All adults use questioning well to stimulate discussion and check understanding. In one session, children used the language of comparison when measuring length, 'Is it longer than that one?' or 'Is it the same?' Children showed resilience and perseverance when trying to measure and record their lines so they could compare accurately.
- Children are encouraged to read, write and count at the earliest opportunity. Phonics is well taught. As a result, more children than found nationally, including those who are disadvantaged, entered Key Stage 1 in 2015 with a good level of development.
- Children's behaviour is calm and polite. In reception, children talk with understanding about the school value of acceptance and empathy. They show these in their play with others, providing comfort and support to friends.
- Staff ensure that children are kept safe and procedures to protect children from harm are robust. Children manage risks well, playing cooperatively with large equipment and washing their hands after using the sand trays or working outdoors.
- Parents who spoke to inspectors are extremely happy with the quality of provision and the information they receive about their children's progress. There are effective links with external partnerships, including speech and language therapy and the ethnic minority achievement team to provide early support for children with additional needs.

School details

Unique reference number	134732
Local authority	Surrey
Inspection number	10002315

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	294
Appropriate authority	The governing body
Chair	Reverend Russell Braund
Headteacher	Mrs Nicola Jones
Telephone number	01293 782839
Website	www.manorfield.surrey.sch.uk
Email address	admin@manorfield.surrey.sch.uk
Date of previous inspection	10–11 October 2013

Information about this school

- Manorfield is a larger-than-average primary school and nursery provision.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils who are eligible for free school meals or who are looked after by the local authority) is much higher than the national average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is higher than average.
- The proportion of disabled pupils and those with special educational needs supported by the school, including those with a statement or EHCP (education, health and care plan), is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Reception class attend full time. Children in receipt of 2-year-old funding or who are in the pre-school provision attend part time. This provision is managed by the governing body.

Information about this inspection

- Inspectors observed 30 sessions, some of which were small groups, including eight jointly with senior leaders.
- Inspectors held meetings with the headteacher, other leaders in the school and a group of five governors including the Chair of the Governing Body. Inspectors also met with a representative of the local authority.
- Inspectors gathered pupils' views through talking to pupils around the school, in lessons and by meeting with two groups of pupils. Pupils' behaviour was observed in lessons and around the school at breaktimes and lunchtimes.
- Pupils' work in all year groups and across all areas of the curriculum was analysed to look closely at their current achievement. Inspectors heard a sample of pupils in Year 2 read.
- A range of documentation was scrutinised, including the school's checks on its own effectiveness, information about current pupils' achievement and attendance, behaviour logs, minutes of governing body meetings and the school development plans. Inspectors checked the school's procedures for keeping pupils safe, including the checks made on staff.
- Inspectors looked at 32 responses to Ofsted's online survey (Parent View), including 14 free text responses. In addition, inspectors considered 167 responses to leaders' survey of parent views carried out in March 2015. Inspectors also considered the responses from 35 staff questionnaires.

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