

Manor Field Primary School

Junction Road, Burgess Hill, West Sussex RH15 0PZ

Inspection dates

8–9 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although the teaching in Reception and in key stage 1 is effective, there is too much teaching in key stage 2 that is not yet securely good.
- Leaders have introduced new systems to check on the progress pupils make, but they do not yet have a clear enough overview of the progress of different groups.
- Despite recent actions taken to address the gap between the attainment of disadvantaged pupils and that of others, disadvantaged pupils do not achieve as consistently well as they should.
- Leaders' planning is not sufficiently focused on their key priorities, so that some actions taken to address improvement are not having a rapid impact on pupils' achievement.
- New approaches to improve pupils' writing are not consistently applied, so that insufficient numbers of pupils in key stage 2 reach expected standards.
- In 2015, the most able pupils did not make enough progress from their starting points because teachers did not have high enough expectations of what they could achieve.
- Governors do not make the best use of information about pupils' attendance and progress to check on the impact of the work of leaders.
- Senior and middle leaders are increasingly effective but have made only a limited impact on pupils' standards.

The school has the following strengths

- The headteacher leads the school with energy and passion and is very well regarded by staff and parents.
- Pupils are very well prepared for life in modern Britain because they have a good understanding of important values and beliefs.
- The teaching and provision for children in the early years are very effective, so that children get off to a good start in the Reception classes.
- Pupils behave very well. They enjoy school and are well looked after. There are good systems in place to keep pupils safe.

Full report

What does the school need to do to improve further?

- Develop more effective approaches to teach writing, so that more pupils can write at greater length, with more sophistication and independence.
- Improve teaching and the outcomes for different groups of pupils by:
 - ensuring that teachers use information about pupils' starting points to plan activities that stretch and challenge the most able so that they achieve a depth and mastery of subjects
 - giving pupils who need to catch up, including disadvantaged pupils, helpful guidance and support so that more of these pupils reach the expected standards and narrow the attainment gap.
- Further increase the quality of leadership and management by:
 - ensuring that leaders and governors evaluate information about pupils' progress more robustly so that planning for improvement is more focused on key priorities
 - further developing approaches to improve teaching, so that pupils experience the most effective teaching in all key stages.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The headteacher is caring and approachable, and inspires great loyalty from staff, pupils and parents. However, leadership and management require improvement because leaders have not yet secured improved standards for pupils, especially in writing.
- The headteacher is increasingly well supported by senior leaders, although some of these are relatively new to the role and they have not yet made a sufficient impact on the standards that pupils achieve, particularly for the most able. Leaders' planning for improvement is not focused sharply enough on school priorities, so that some actions are not making enough of a difference to pupils' outcomes.
- The leadership of teaching is improving. There is a wide range of ways that leaders support and challenge teachers to improve their work. These include coaching, external training and peer mentoring. These systems are making a difference as now all teachers use the school's systems more consistently. The new arrangements to evaluate the performance of teachers and leaders ensures that promotion and pay are managed adroitly.
- Leaders have introduced new approaches to present information gathered from the assessment of pupils' progress. Currently, these systems are used adeptly to identify and address the underachievement of individual pupils, but leaders are less successful in analysing the performance of different groups, especially the most able.
- Middle leaders are increasingly successful. They are well supported by senior leaders and are now more focused on raising standards in their key stages or subjects. However, some middle leaders are less confident about the impact they are making on pupils' progress because they do not yet analyse the performance of different groups of pupils well enough.
- Pupils' spiritual, moral, social and cultural development is promoted very well. The school's values have a very high profile in all aspects of the school's work. Consequently, pupils are thoughtful, caring and tolerant. Parents also appreciate the regular communication about the 'value of the month' and they use 'value words' with pupils at home. There is a well-organised programme of assemblies and focus weeks that develop diversity and tolerance. The school's work to promote British values is a strength of the school. Pupils talk confidently about their 'class charters' and how they are closely involved in the running of the school. As a result, pupils have a well-developed sense of right and wrong.
- Leaders have developed a curriculum that is lively and interesting. Pupils experience a wide range of subjects, including regular science and language lessons. There are specialist teachers for music, for cooking and the creative subjects as well as regular sports lessons. There is a wide range of after-school activities that are well attended and an impressive range of visits, including trips abroad.
- The sports premium is used well. Leaders work well with their partners to provide a wide range of sports and related activities for pupils. There is a strong focus on developing pupils' understanding of 'healthy living', so that now pupils take the lead in organising lunchtime activities. There is detailed evidence that pupils, who in the past did not enjoy or take up sports, are now much more active.
- The promotion of equalities is increasingly effective. Leaders use the additional funding for disadvantaged pupils to provide support that is bespoke to the individual needs of pupils. A new approach to support these pupils using additional adults is beginning to make a difference. Similarly, the support for pupils who have special educational needs or disability is improving, with useful programmes to help these pupils catch up. However, leaders have not yet sufficiently analysed the impact of all these strategies on vulnerable pupils' progress.
- The school works well in partnership with other schools. The local authority has usefully encouraged collaboration so that groups of schools are working together on validating and checking each other's work. Leaders also work well with local services to support those few pupils who need additional support and help to attend.
- **The governance of the school**
 - Governors are increasingly working well. Following a recent review, they have re-organised their areas of responsibilities and recruited additional governors who bring specific additional expertise. Governors have attended relevant training on safer recruitment and are well aware of their statutory duties. They are knowledgeable about the school's pay and promotion processes and check the performance of staff, including that of the headteacher.

- Governors are knowledgeable about the school’s strengths and weaknesses. They regularly monitor the work of leaders by visiting the school and speaking to staff and pupils. Governors have a growing understanding of the school’s performance data and have challenged leaders to bring about faster improvements to pupils’ progress. However, governors acknowledge that the current system does not give them enough information on the progress and attendance of different groups of pupils. As a result, governors’ oversight of the additional funding for disadvantaged pupils is not as well developed as it could be.
- The arrangements for safeguarding are effective. There are rigorous and robust systems in place to keep children safe. There is regular and relevant training for all adults working in the school, so staff know their responsibilities well and what to do if they are worried about a child’s welfare. There is also significant expertise in the governing body on this issue. As a result, there is a strong culture of safeguarding across the school and parents are overwhelmingly positive about this aspect of the school’s work.

Quality of teaching, learning and assessment requires improvement

- Teaching overall is not yet securely good. Teaching in Reception and key stage 1 is stronger than in key stage 2 because teachers have higher expectations of what children can achieve. Where teaching is less consistent, teachers are beginning to use school systems for planning well, but they do not yet plan regular activities that challenge the most able.
- Some teachers use questioning well to probe and develop pupils’ understanding. For example, pupils in Year 2 were able to write at length about a crime scene because they had developed their use of inference during a whole-class question and answer session, led skilfully by the teacher.
- Teachers are increasingly using the school assessment system well. Many pupils know what to do to improve their work and reflect on where they have made mistakes. However, in some cases and especially with writing, pupils are sometimes not given helpful advice or guidance to help them move on.
- Pupils listen attentively to each other and to their teachers. They are keen to succeed, but the most able can find some work too easy and so do not develop a depth or mastery in some subjects. This is especially the case in writing.
- Teachers’ subject knowledge is sound, particularly in Reception and key stage 1 where teachers are clearer about the expected standards. For example, the teaching of phonics (letters and the sounds they represent) is very effective in Reception and key stage 1.
- Teachers have worked well in partnership with other local schools to develop their knowledge of mathematics, and as a result, teaching in mathematics is improving. For example, in lessons observed, pupils relished opportunities to use their reasoning and problem-solving skills. One pupil commented that ‘maths can be really difficult’ because teachers give pupils activities that are challenging.
- There are new systems in place to develop pupils’ writing skills. These are not used consistently well across the school. As a result, pupils’ writing is not improving quickly enough in key stage 2. This is especially the case where pupils rely on additional resources and are not regularly challenged to write independently.
- The teaching of pupils who have special educational needs or disability is improving. Additional adults are increasingly effective in supporting these pupils and there is a wide range of programmes that support these pupils well.
- Reading is taught well across the school. Teachers encourage reading for enjoyment and as a result pupils read widely and often. There are good systems to promote reading at home and parents appreciate the advice and guidance they receive to support their children. Pupils use appropriate techniques to decode unfamiliar words, and they read with fluency and show good comprehension. Those pupils who need extra support access a well-resourced programme that helps them catch up.
- Homework is set regularly for all pupils. There are useful resources on the school website to support pupils learning at home and there is a good balance between open-ended and closed tasks. However, a few parents reported that the pupils find that some homework takes too long.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy, self-confident and independent. The school's work to develop resilience has been very successful. Pupils talk about how 'to grow into stronger learners' and 'challenge themselves to work hard'.
- Those pupils who have struggled to succeed elsewhere are extremely well supported. There are excellent systems to nurture and care for vulnerable pupils with additional needs. For example, the 'friendship hut' is used to help new pupils settle into school quickly.
- There is a well-developed programme that encourages pupils to lead healthy lifestyles, as well as a variety of good facilities for pupils to make the most of social times. Pupils are taught well about the dangers of social media, and a wide range of visiting speakers help pupils understand other risks, such as road safety.
- Pupils feel safe, and they know what to do and whom to speak to if they have any concerns. The overwhelming majority of parents agree with one parent commenting that 'children are thriving, are supported and feel happy and safe'.

Behaviour

- The behaviour of pupils is good. Pupils are polite and very respectful towards each other. They conduct themselves well around the school and are considerate of their environment. They move calmly and purposefully around the building at all times.
- Pupils are smart and are proud of their school. Much of the work in books is well presented, but there are some pupils who are not careful enough about their handwriting or take the time to follow the school's expectation to respond to the teacher's comments.
- Behaviour in lessons is good. Pupils work well with each other, listen attentively and try their hardest. Occasionally, a few pupils are not confident in taking on new challenges and need encouragement from the teachers. However, the majority of pupils enjoy their learning and know what they need to do to improve.
- Attendance is in line with the national average but has improved over the last three years. The attendance of disadvantaged pupils and those who have special educational needs or disability is improving rapidly. The few pupils who attend less well than others are well supported by the school, so that they are now attending more often than before.
- Records show that there have been no exclusions in the last three years. There are good systems in place to manage those pupils who need additional guidance.
- Pupils are very friendly towards each other and speak out when they have any concerns. There is a very wide range of opportunities for pupils from all year groups to develop their leadership skills. For example, pupils take on the role of ambassadors, while others act as 'play leaders' or 'active learners'. Most impressively, pupils lead clubs and support the school by editing the headteacher's newsletter.
- Pupils reported that bullying was almost non-existent and that if it did occur, staff would deal with it well. Parents also highlighted how teachers and especially the headteacher 'go above and beyond' to resolve any issues quickly.

Outcomes for pupils

require improvement

- Pupils join key stage 1 from the early years foundation stage well prepared for school. However, as they move through the school, their progress is not consistently good and this is especially the case in key stage 2. Consequently, pupils only achieve broadly average standards in reading, writing and mathematics.
- Progress in writing is not well developed across the school. Despite the recent changes made to improve the quality of writing, some pupils produce written work that is of a low standard. Frequently, pupils do not write well enough, especially in key stage 2.

- Pupils enjoy mathematics and talk positively about the skills they are learning. Consequently, they are doing increasingly well. Current information shows that more pupils are reaching expected standards than previously. This is especially the case for the most able pupils, who are regularly stretched and challenged by activities that extend their thinking.
- Pupils enjoy reading. There are good systems in place to support pupils reading widely and there is good support to help those pupils who fall behind to catch up. Current information shows that more pupils are reaching expected standards than previously.
- There has been a significant increase in the number of pupils reaching the expected standard in the phonics screening test, and current information shows that more pupils in Year 1 will achieve this benchmark compared with the national average.
- The most able pupils do not reach the highest standards expected. Although there is evidence of increased challenge in both key stages, the most able are not yet developing appropriate depth or mastery in their subjects, other than mathematics.
- Disadvantaged pupils made similar rates of progress in mathematics, reading and writing compared with other pupils nationally in 2015. However, fewer disadvantaged pupils reach expected standards compared with other pupils in both key stages. Although the gap between these pupils and others is narrowing, it still remains wide.
- Pupils who have special educational needs or disability are well supported with an effective range of bespoke programmes to support them. As a result, more of these pupils are making good progress from their starting points.

Early years provision

is good

- Most children make good progress and make rapid gains in their learning. Last year, the proportion of children who were ready for Year 1 at the end of Reception was above the national average. Current information shows that a greater proportion of children now have the reading, writing and mathematical understanding typical for their age.
- Disadvantaged children are now making good progress, and many make rapid gains in developing speaking and listening skills effectively. Current information shows that a much higher proportion of disadvantaged children than previously are reaching the expected standards at the end of Reception.
- Classrooms are well organised and adults use a good range of resources to engage and interest the children. As a result, children develop their reading skills and follow instructions well.
- Teaching is good as teachers work well together to plan activities that are interesting and develop the independence of the children. Teachers are especially adept at promoting writing as they make good use of resources to develop activities both inside and outside. Consequently, children are able to form letters well and are usefully supported to attempt writing at length.
- The leaders in the early years are passionate about securing the best possible outcomes for all the children so that 'none are left behind'. Leaders work very effectively with other adults and ensure that good ideas are incorporated quickly into everyday practice. As a result, the provision meets the needs of all learners.
- Standards of behaviour are very high and children show high levels of independence and regularly challenge themselves to check whether they have done activities well. For example, when children were using dice to add numbers, they used 'doubles' to see whether they had made any mistakes. Children take turns and play by themselves without needing adult intervention.
- Leaders ensure that parents are thoroughly involved in their child's learning as a result of a well-developed induction programme that includes home visits and regular opportunities to discuss children's progress. Consequently, parents are very supportive of the school's work and make valued contributions to children's 'learning journals'.
- The arrangements for starting school are good, so that children settle quickly into school life. There are strong links between early years staff and teachers in Year 1, so that children are well supported when they move into the next phase. There is good rapport between the age groups as they have many opportunities to mix socially and build strong friendships.
- Although there is good support for children who need extra input, adults do not always push the most able children to do more and this is especially the case in mathematics.

- Children are confident, happy and well supported. They know that adults keep them safe and will always help if needed.

School details

Unique reference number	125930
Local authority	West Sussex
Inspection number	10017842

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	526
Appropriate authority	The governing body
Chair	Margaret Foote
Headteacher	Kit Messenger
Telephone number	01444 233368
Website	www.manorfieldschool.org
Email address	office@manorfield.w-sussex.sch.uk
Date of previous inspection	26 February 2013

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils are of White British heritage, with a small number of other ethnic backgrounds represented.
- The proportion of pupils eligible for the pupil premium (additional funding for those pupils known to be eligible for free school meals and for children who are looked after by the local authority) is just below the national average.
- The proportion of pupils with special educational needs or disability is above that found nationally.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed 12 lessons and 13 part-lessons across all year groups and subjects. Some lessons were jointly observed with senior leaders.
- Inspectors held meetings with senior leaders, other staff and governors. Inspectors took account of the 44 responses to the confidential questionnaires received from staff. They also spoke to a representative of the local authority.
- Inspectors evaluated key documents, including the school's strategic planning, minutes of meetings, reports of attendance and academic progress.
- Inspectors scrutinised books in lessons and a sample of Year 5 and Year 4 pupils' English and mathematics books.
- Inspectors observed pupils' behaviour at break- and lunchtimes, around the school and during other activities.
- Inspectors listened to pupils read. Inspectors spoke with pupils informally and formally.
- Inspectors took into account the 111 responses from parents on Parent View (Ofsted's online questionnaire for parents).

Inspection team

Seamus Murphy, lead inspector	Her Majesty's Inspector
Helen Baxter	Ofsted Inspector
Rosemary Beattie	Ofsted Inspector
Joyce Lydford	Ofsted Inspector
Jonathan Shields	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

