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Mr Mark Bryant  
Executive Headteacher  
Manor Mead School  
Laleham Road  
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TW17 8EL

Dear Mr Bryant

### **Short inspection of Manor Mead School**

Following my visit to the school on 18 June 2019 with Ofsted Inspector Simon Yates, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in February 2015.

### **This school continues to be outstanding.**

The leadership team has maintained the outstanding quality of education in the school since the last inspection.

You lead the school with a clear determination to ensure that all pupils fully engage in learning and make very strong progress from their starting points. You are supported ably by your head of school and senior leadership team, whose members share both your vision and care for the pupils. Teachers and support staff hold the same very high expectations that all pupils should achieve of their best. All of the staff who offered a view said that they were proud to be a member of staff and that they enjoy their work. As a result of your firm commitment and strong leadership, pupils receive exceptional levels of support, and thrive at Manor Mead School.

Pupils told inspectors that they are happy coming to school. They said that staff support them well by making it simple to communicate with each other. One pupil remarked, 'I like doing all my lessons.' There is a tremendous sense of calm in school, beginning from the start of the day, when pupils are ready to learn from the outset. The values you have established are respected by all, resulting in exemplary behaviour throughout the school. An overwhelming majority of parents and carers are supportive of the school. They feel that it is extremely well led. One parent stated: 'My child goes to school each day happily and returns with a smile. I couldn't ask for more.'

Leaders and governors have successfully addressed the area identified for improvement at the previous inspection. Communication of success for pupils is

highly effective at all levels, including to parents, staff and governors. This culture of success permeates the school. It is spoken about in class, it is presented on highly effective displays and it is given a high profile in assemblies and newsletters.

Across all facets of the school, pupils are achieving very strongly. The curriculum is at the core of this strong achievement by being expertly adapted for each individual. Teaching is typically highly effective. Lessons are meticulously planned to ensure that pupils can access learning at an appropriate level for them. Staff assessments play a key part in this planning, although it is used more effectively in some areas than others. Relationships within the school community are exceptionally strong, resulting in a positivity and confidence that ensure that even the most complex challenges are tackled successfully, regardless of specific needs or background.

### **Safeguarding is effective.**

The leadership team and governing body have ensured that all safeguarding arrangements are fit for purpose. The single central record details accurately the robust pre-employment and background checks carried out on staff and other adults before they are engaged to work in the school. Adults are trained appropriately in all areas of safeguarding and know what actions to take to keep pupils safe from harm.

The designated safeguarding lead and the safeguarding team work effectively with other agencies to make sure that pupils are safe. Staff maintain useful relationships with a range of other professionals to support highly vulnerable pupils. You go to great lengths to ensure that pupils and their families get the support they are entitled to. You and your staff show the strongest possible commitment to ensuring pupils' well-being. Pupils say that they feel safe and know how to keep themselves safe. They know who to speak to if they have a concern.

### **Inspection findings**

- During the inspection, we looked at leaders' actions to ensure that all aspects of safeguarding are effective, including attendance. We also considered how effectively leaders have refined the curriculum to ensure that pupils make strong progress from their starting points. We evaluated how well the governing body holds leaders to account in order to ensure the continuing success of the school.
- All staff are diligent in ensuring that all pupils are safe. A rigorous and continuous assessment of each individual pupil's needs is carried out, resulting in the implementation of highly effective individualised plans. These plans are skilfully tailored to maximise pupils' progress, both pastorally and academically. All absences are checked and challenged, establishing high expectations of pupils' regular attendance. Monitoring routines are robust. When pupils do not attend school, staff work determinedly to find out why they are absent and to establish where they are. Pupils and their families respond well to this high level of care, and many are attending more regularly than previously.
- You have designed and deliver a curriculum that is truly individualised and

specifically tailored for each child, which has transformed learning. For example, in a lesson observed by an inspector, pupils used a wide range of unique resources to expand and develop their learning, using touch and sound, as well as sight. This level of innovation is having a high impact on their skills, particularly in communication. They took part with enjoyment and confidence. In addition, staff are using their expertise widely, taking an increasingly important role in developing and refining both what is taught and how the curriculum is delivered.

- Additional funding, including the pupil premium and the physical education and sport premium, is used effectively to remove the barriers to learning for pupils who are disadvantaged. Leaders robustly assess the effectiveness of their plans and review them frequently. When required, they take swift and appropriate action to ensure that all specific funds are used to maximum effect. A specific and highly effective example is the appointment of key staff to build on strong links between school and the families of pupils.
- You have a strong and committed governing body. Governors bring a range of skills to the strategic leadership of the federation and, therefore, also the school. Their wider knowledge and expertise have enabled you to quickly implement your well-considered plans to raise standards. Governors have made crucial decisions to continue the development of the school, for example the appointment of new leadership. This has been highly effective in growing the capacity of the leadership team to ensure that the individualised curriculum continues to thrive.
- Members of the governing body are rigorous in their pursuit of high standards. They challenge leaders during scheduled meetings and visit the school regularly to check the validity of leaders' reports. Like senior leaders, governors have an accurate understanding of the school's strengths and are keen to search for methods of improvement. They appreciate the excellent work of staff and are keen to support you with the school's next steps.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue to explore methods to increase the effectiveness of the use of staff assessments in lessons.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Gary Tostevin

**Ofsted Inspector**

**Information about the inspection**

The inspection team observed teaching and learning and scrutinised samples of pupils' work in all phases. All observations were undertaken jointly with senior leaders. We held meetings with you, senior leaders, teachers and support staff, as well as with the chair of the governing body and four governors.

We scrutinised a range of documents, including: leaders' evaluations of the school's performance; minutes of the governing body's meetings; policies; safeguarding records; records of pupils' attendance and behaviour; and information about pupils' progress. We also scrutinised the school's website. We spoke to pupils during the day. We considered the views of staff and took account of the 13 responses to Ofsted's online survey, Parent View, including 13 free-text comments.