

Inspection of a good school: Manor Farm Community Infant School

Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire HP15 7PH

Inspection dates: 19–20 November 2019

Outcome

Manor Farm Community Infant School continues to be a good school.

What is it like to attend this school?

Leaders and staff ensure that Manor Farm Community Infant School is a calm, nurturing and caring school where everyone is valued. Pupils are happy and enjoy coming to the school. Parents and carers are overwhelmingly supportive of the school. One parent said: 'We couldn't be happier with the learning experience our daughter is receiving at Manor Farm. The school exudes a caring ethos and is truly inclusive.'

Pupils are friendly, support each other and have positive attitudes towards their learning. Across the school, there is a buzz of excitement as pupils are keen to learn. Pupils' behaviour is good, and there is rarely any low-level disruption. Pupils feel safe and they do not worry about bullying. Outside, pupils have fun together and enjoy playing with their friends. Pupils move around the school sensibly.

Leaders set high expectations, as they want the best for all pupils. Pupils spoke enthusiastically about their upcoming visit to Windsor Castle as part of their history work. They want to find out more about what it was like to live in a castle. Pupils told me that, if they need help with their learning, adults will always help to explain things to them.

What does the school do well and what does it need to do better?

Leaders and governors have high expectations that all pupils can thrive and succeed. They ensure that pupils have a strong start to their education when they join the school in Reception Year. Links between subjects are sensibly made to strengthen pupils' learning. In each year group, pupils are currently studying castles as part of the history curriculum. During a visit to the outdoor early years area, I saw children building a castle with large plastic bricks. They confidently told me about their drawbridge and how it works.

Leaders are continually checking to see whether the curriculum can be strengthened even further. Leaders know that the learning activities must develop pupils' knowledge and skills in a logical sequence. Pupils find it useful that classes in different year groups study the same curriculum themes, enabling them to talk about their learning and attend the

same school visits. The subject planning in the foundation subjects is not as precise as in mathematics and English. Subject leaders are fine-tuning the planning of the foundation subjects to strengthen pupils' skills and knowledge. Although staff share their skills and expertise well when planning across year groups, leaders know that some staff need more training and support to ensure that their subject knowledge is as strong as it needs to be to teach effectively.

Teachers and learning assistants work well together to ensure that pupils learn successfully. Learning assistants provide well-planned support for pupils, including those with special educational needs and/or disabilities. Teachers make adjustments to plans, so that learning for these pupils is taught in the right-size steps to allow them to succeed in learning knowledge and skills. Leaders ensure that pupils with social and emotional needs are supported effectively.

At the start of Reception, children begin to learn phonics. Phonics is systematically taught well across the school. Teachers identify those pupils who need extra help, so they catch up quickly. Pupils in key stage 1 told me that they loved reading. Teachers develop pupils' key vocabulary in sounding out words through a range of engaging activities. Pupils are given books which match their reading level, so they can become fluent readers. They enjoy going to the vibrant and welcoming library in the school to choose books to read.

Children in the early years get off to a great start. They enjoy a wealth of well-planned activities to support their needs. Children are confident and supported by all the adults. Mathematics is taught well. Leaders ensure that there is a strong focus on early mathematics. Children have a sound understanding of mathematical ideas, such as 'parts' and 'whole' to help them to add two numbers together to make ten. Most children leave Reception ready for key stage 1.

Pupils' personal and cultural development is promoted through visits, for example to the local library, art exhibition and theatre. They enjoy the opportunity to attend a range of clubs, including rugby and story-telling. The forest school enables pupils to develop confidence and self-esteem in a natural environment.

The headteacher provides strong leadership, supported well by the deputy headteacher. Leaders support staff well. The staff are very proud to be part of the school and work hard to meet pupils' needs. They told me that they appreciate the support that they receive from leaders. Staff recognise that leaders are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The signs 'Safeguarding is everyone's business', seen around the building, demonstrate the high profile given to safeguarding. Staff and governors take part in regular training about keeping pupils safe. Checks when recruiting staff and volunteers to work in the school are thorough. Governors visit the school to check that staff keep children safe.

Adults know the pupils well. They have good relationships with pupils and listen to them if

they have any concerns. Pupils are taught to keep themselves safe. Leaders work effectively with outside agencies to support pupils and their families when required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is ambitious and well planned overall for the early years curriculum and key stage 1. However, leaders should ensure that staff training is strengthened, so that the teachers' planning in the foundation subjects ensures the building of skills and knowledge is even more clearly defined. This work is currently underway; however, it is not fully embedded yet.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Manor Farm Community Infant School to be good in June 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110297
Local authority	Buckinghamshire
Inspection number	10111350
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Kathryn Hellewell
Headteacher	Paula Coppins
Website	www.manorfarm-inf.bucks.sch.uk
Date of previous inspection	26 April 2016

Information about this school

- The school has an after-school club.

Information about this inspection

- During this inspection, I met with the headteacher, deputy headteacher and the special educational needs co-ordinator.
- I met with subject leaders, class teachers and support staff. I spoke with a representative of the local authority on the telephone. I met with three members of the governing board, including the chair of governors.
- I considered the 72 responses to Ofsted's Parent View questionnaire and the 52 free-text comments. I also considered the 16 responses to Ofsted's online questionnaire for staff.
- I examined a range of documents, included those relating to governance, safeguarding, school improvement, leaders' evaluation of the school's performance and the curriculum.
- To check on the quality of education, I did deep dives in reading, mathematics and history. Meetings were held with subject leaders. I visited all classes, talked to pupils about their work and discussed the school's approach to teaching the curriculum with

teaching staff. I heard pupils read and observed pupils reading to adults.

Inspection team

Darren Aisthorpe, lead inspector

Ofsted Inspector

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