

# Inspection of an outstanding school: Manor School

Chamberlayne Road, Kensal Rise, London NW10 3NT

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Inspection dates: 28–29 January 2020

## **Outcome**

Manor School continues to be an outstanding school.

## **What is it like to attend this school?**

This is an exceptional school. Staff support every pupil to achieve their full potential. Pupils are happy, safe and settled here. Pupils are taught in a very individual way. Staff make sure that they reflect the school motto 'love, learn, laugh' in everything that they do.

Pupils have warm and friendly relationships with the staff and each other. Staff know and understand the needs of every pupil extremely well. Pupils have a voice and make a difference to the school through roles such as pupil ambassadors. As a result, pupils feel valued and listened to.

Leaders have high expectations of what pupils are able to achieve. Pupils thrive in their personal development. They learn through real-life experiences, such as visits to the local shops. They can also work in the school's own cafe. Pupils can link their trips and visits to their learning in the classroom. By the time they leave, pupils have the skills and confidence to take their next steps in life or education.

Pupils' behaviour around school is excellent. They have a very positive attitude to their learning. Pupils told us there is very little bullying because staff sort out any problems quickly.

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

Leaders have thought very carefully about what all pupils should learn. Pupils are taught in one of three learning pathways. Leaders tailor these to meet pupils' varied developmental needs. All pupils study a range of subjects, such as reading and mathematics. All pupils learn life skills and communication in a way that prepares them for future independence.

Pupils learn subjects through different themes. Teachers plan engaging lessons. Staff continue to develop the curriculum to meet the needs of each pupil. They have high

expectations for the skills, knowledge and understanding that pupils need. Teachers meet the range of pupils' needs very well, and pupils achieve their best.

Everything the school does, from the early years to the end of Year 6, is carefully planned to support independence. For example, real-life situations in mathematics help to develop pupils' number skills. Staff know that, as part of preparation for adulthood, their pupils will need to understand how to use money. They then build this into teaching across all classes.

Reading has a very high priority across the school. Teachers use their expert knowledge of how pupils learn in order to teach reading well. They see reading as an entitlement and a key to learning in all other subjects. Staff teach phonics consistently well across the school. Teachers match activities to each pupil. They give pupils the right texts for their abilities. Pupils relish time in the library or with Poppy, a trained autism life dog. Symbols, pictures and photographs support reading and communication. Staff know that every child can be a reader, and they make sure that they are.

Children in the early years successfully develop early reading, writing and mathematics skills. These are a firm foundation for future learning. The classrooms and outdoor areas are welcoming and well resourced. Routines are in place so that children quickly become independent. Staff plan activities around children's interests. This motivates children and encourages children to communicate.

Pupils have a wide range of extra activities at school. For example, sports, residential trips, yoga and cooking healthy meals. Pupils told us they enjoy their choir and are proud to represent the school. Staff use sensitivity to adapt activities so that they meet the needs of all pupils. Pupils showed delight in their achievements in music and art.

Pupils are great advocates for the school and all it has done to develop them as people. They value the experiences on offer, which are more than an added extra. Rather, these are skills pupils can use and enjoy throughout life. Pupils have a real voice in the school and the community. Recently, they worked with the local council to ensure better provision for pupils in special schools. They shine a light on inequality when they see it.

Teachers are fully committed to the school and its pupils. Leaders understand the workload that operating at this level places on staff. They are careful to seek ways that support staff in managing their workload. As a result, staff feel that leaders listen to them and that they are valued. Parents and carers told us how much they appreciate staff's hard work to support their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding and protection of pupils is extremely important to adults in the school. Staff are exceptional at caring for very vulnerable pupils, and they take their responsibility very seriously. Leaders make sure that all the school policies and procedures are clear. Any concerns about a pupil's safety or welfare are swiftly reported to the safeguarding

team. Leaders follow up these concerns promptly. Adults make sure that pupils and their families are well looked after and supported. The school has established strong and trusting relationships with parents. Leaders have a real understanding of each family's needs.

## Background

When we have judged a special school to be outstanding we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the predecessor school, which was also called Manor School, to be outstanding in June 2016.

## 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 the school and 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

<b>Unique reference number</b>	144053
<b>Local authority</b>	Brent
<b>Inspection number</b>	10121553
<b>Type of school</b>	Special
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Zainab Ahmed
<b>Headteacher</b>	Steven Thompson
<b>Website</b>	<a href="https://manor.brent.sch.uk/">https://manor.brent.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected as an academy

## Information about this school

- Manor School converted to become an academy school on 1 April 2017. When its predecessor school, which was also called Manor School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school caters for pupils with special educational needs, specifically autism spectrum disorder. All pupils have an education, health and care plan.
- The school is part of the Brent Specialist Academy Trust.
- Pupils are grouped mainly by need. Consequently, some classes include pupils from a range of year groups.

## Information about this inspection

- We met with senior leaders, subject leaders, teachers and support staff. We also met with seven governors, including the chair of the governing body, and held a telephone conversation with the school's improvement adviser.

- We did deep dives in these subjects: communication, reading, mathematics and personal, social and health education (PSHE). We discussed the curriculum design with leaders, carried out a series of lesson visits, scrutinised pupils' work and spoke to pupils and teachers about the curriculum.
- We evaluated the effectiveness of safeguarding. The school's single central record was reviewed. An inspector met with the designated safeguarding leads, scrutinised documentation and spoke to pupils and staff.
- Inspectors met with groups of pupils to discuss their views about the school.
- We took account of responses to the Ofsted Parent View survey, and the staff survey responses.

### **Inspection team**

Karen Matthews, lead inspector      Ofsted Inspector

Calvin Henry      Ofsted Inspector

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