

# Inspection of an outstanding school: Manor Green Primary School

Lady Margaret Road, Ifield, Crawley, West Sussex RH11 0DU

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Inspection dates:

15 and 16 March 2022

## **Outcome**

Manor Green Primary School continues to be an outstanding school.

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

Pupils are highly valued at Manor Green, and they flourish. The staff do all they can to ensure that pupils enjoy school and feel safe. Every day begins with a warm welcome that signals a purposeful day ahead. School is many pupils' favourite place.

Leaders have the very highest ambitions for pupils' academic achievement and personal development. Pupils learn the skills that equip them for the future. Top of the list is learning to communicate. Pupils begin their journey in the development of social communication skills from their first days in school. Learning is often enhanced through visits and interesting visitors. A range of therapies, such as horse-riding, successfully foster pupils' confidence and support their fitness. Opportunities to participate in a wide range of sports, such as basketball and weightlifting, contribute well to pupils' physical health. Pupils learn to relax through mindfulness activities, such as yoga.

Behaviour is exceptional and everyone gets on well together. A children's charter of rights supports respectful conduct. Pupils who have difficulty managing their emotions are helped to identify what causes them to feel anxious. They get expert help so they can quickly settle to work. Pupils are confident that adults will quickly sort out any concerns about unkind behaviour or bullying. School records confirm that this is the case.

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

Leaders have continued to improve this outstanding school. The school has grown in recent years, with an increasing number of pupils on roll and a wider range of needs. This has given leaders the opportunity to innovate an exemplary curriculum. They have expertly crafted three different pathways to meet pupils' needs. Teachers' thoughtful planning personalises pupils' success extremely well.

The school's comprehensive approach to communication and language is at the core of its work. Staff use strategies such as signing and symbols consistently well. Staff maximise the use of interactive technology. Children in Reception enjoy exploring their carefully prepared

environment. Staff show endless patience to support them. Children are encouraged to start communicating by identifying and matching objects, numbers and letters. Adults teach children to be part of a group so they can benefit from lesson input. Learning gathers momentum as pupils develop secure strategies to communicate. Parents say that their children are transformed as a result. Throughout the school, pupils make strong progress in developing the skills to express themselves well.

Teachers routinely use multi-sensory resources to help pupils to focus their attention on learning and make it memorable. Reception children learn to listen to stories with the aid of interesting resources. During the inspection, for example, children swished and stomped their way through a rendition of 'We're Going on a Bear Hunt', with the help of bears, fur and water spray. Meanwhile, a group of pupils in a Year 1 class enthusiastically mixed colours with their hands, relishing the feel of the paint. Pupils in Years 3 and 4 learned new vocabulary about seasonal weather and explored real clothing items to consider suitable wear for summer and winter.

Teachers know each pupil's needs exceptionally well. They make skilful use of ongoing checks on what pupils can do, routinely adapting the curriculum to meet pupils' exact learning needs. For example, pupils use practical equipment for mathematical tasks, but teachers know the precise moment when pupils are able to reason and apply a method.

Participation in sports and dance are central to pupils' enjoyment of life. Active physical education lessons help pupils to develop mobility and fitness. Staff work with therapists to implement precise plans for pupils with complex physical needs. Small, well-sequenced steps are skilfully designed to improve pupils' strength.

Leaders continuously review and improve provision in different subjects. Reading is a case in point. Staff are experts in teaching vocabulary and reading comprehension skills. Key stage 2 pupils enjoy reading books to an adult. Despite the school's success in teaching reading, leaders recently decided to enhance the school's approach to phonics, which begins when pupils are able to communicate verbally. Staff are refining their expertise through further training. Pupils in Years 5 and 6 have already become more confident readers and writers as a result.

Teachers weave clever opportunities to think about current issues throughout the curriculum. Staff help pupils learn how to manage their feelings. Pupils are taught how to become more independent. They learn about different family structures, and they celebrate festivals from different faiths. They have been inspired by Marcus Rashford's work to tackle disadvantage. Staff share pupils' and parents' enthusiasm for the school. They appreciate how well leaders train them to be experts.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a priority for leaders, and all staff are very well trained. They know exactly what to do if they have any safeguarding concerns. Leaders respond quickly. They work with parents to make timely referrals for early help. Leaders know when to involve partners, such

as social care. Leaders advocate strongly for pupils and their families.

The school makes all necessary recruitment checks. Pupils learn about keeping themselves safe, including when they are online. They know that visitors wear green badges, and they know who to talk to if they have any concerns.

## **Background**

When we have judged a 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be outstanding in February 2012.

## **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 information from Ofsted Parent View 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>	126162
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10200501
<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jan Chester
<b>Headteacher</b>	David Reid
<b>Website</b>	<a href="http://www.mgprimary.co.uk">www.mgprimary.co.uk</a>
<b>Date of previous inspection</b>	1 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The curriculum is arranged in three separate pathways: formal, semi-formal and pre-formal. Pupils follow the pathway that is appropriate for their communication and cognition needs.
- All pupils have an education, health and care plan.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, a range of senior staff and teachers. These discussions considered the quality of education and how well pupils achieve, the wider experiences of pupils at the school, pupils' behaviour and aspects of leadership and management.
- The lead inspector met with three governors, including the chair of governors. The lead inspector talked to a local authority representative.

- Inspectors carried out deep dives in these subjects: early reading, English (including a focus on communication and language), mathematics, and physical education. In each subject, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, and spoke to teachers. Inspectors talked to pupils about their learning whenever possible and looked at their work.
- Inspectors talked to parents at the start of the school day and evaluated 24 responses to Ofsted's online survey, Ofsted Parent View. Inspectors also met with the school's 'Including Everyone Team' of pupils. They were supported by a known adult.
- A range of activities supported inspectors to look at safeguarding. These included meeting leaders, talking to staff and parents, and reviewing school documents and records. Inspectors also observed pupils' arrival at school and their behaviour during break and lunchtime.

### **Inspection team**

Linda Jacobs, lead inspector

Ofsted Inspector

Andrew Hogarth

Ofsted Inspector

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