

Inspection of Manorfield Primary and Nursery School

Sangers Drive, Horley, Surrey RH6 8AL

Inspection dates: 16 and 17 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy, confident individuals, who thoroughly enjoy school. They are animated and excited by the wide range of experiences on offer. Pupils are proud of their school. They feel part of a big team. Pupils are keen to play their part by taking on roles, such as art directors, ambassadors or school councillors.

Pupils know that staff expect them to work hard and behave well. They are inspired by this and strive to be the best they can be. The school's values of empathy, responsibility, integrity, courage and acceptance (ERICA) help them in this endeavour. Pupils begin to learn and understand these values as soon as they start school.

Pupils feel safe. Leaders have created a culture where kindness is valued and any unkind behaviour is quickly addressed. This means that pupils do not worry about bullying.

Parents are positive about the school. They value the many opportunities for them to get involved. For instance, through activities such as the stay-and-play sessions and the recent art week. Parents describe a sense of community and a family atmosphere. One parent summed up the views of many by saying, 'They go above and beyond, I couldn't be happier with this wonderful school!'

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

The headteacher's leadership is inspirational. She demonstrates unrelenting ambition for the school and its pupils. Leaders have prioritised staff development. A clear structure of coaching and mentoring is supporting other leaders. This includes subject leaders who are continuing to develop their skills. Pupils are taught subjects by teachers with strong subject knowledge. This helps to ensure that the broad and balanced curriculum is delivered effectively. Staff state that leaders manage workload effectively and they are proud to work at the school.

In all subjects, leaders have precisely identified the knowledge that they want pupils to know and remember well. However, pupils' pathways through the curriculum from early years to Year 1 have not been considered carefully enough in some subjects. Leaders have not used the knowledge acquired in early years as starting points in Year 1. For example, children learn to mix paint with primary colours, both throughout early years and in Year 1.

Leaders prioritise teaching pupils to read. From the early years, children are surrounded by inviting books. They enjoy listening to stories and rhymes. Staff have been well trained to teach phonics. As a result, it is taught with precision, so pupils secure the knowledge they need to read. Staff make sure that pupils pronounce sounds accurately. Pupils practise their reading with books that exactly match the sounds they know. This helps them to become confident readers. Any pupils who

struggle to read are swiftly identified and well supported to catch up. This means that pupils read with increasing confidence and fluency.

Pupils are taught key vocabulary, which supports their learning. This begins in the early years. Teachers across the school think carefully about the words they want pupils to learn. For example, pupils use and understand the terms 'source' and 'meandering' when learning about the rivers in geography. This focus on vocabulary is particularly helpful for some pupils with special educational needs and/or disabilities (SEND). Understanding key words and terms helps them to access the curriculum alongside their peers. The needs of pupils with SEND are accurately identified and staff ensure these pupils are well supported and included.

Teachers use assessment well in English and mathematics. They use the information to check if pupils have mastered key knowledge. They match learning well to pupils' needs, including pupils with SEND. In other areas of the curriculum, methods of assessing what pupils already know and can do are not fully developed. Leaders recognise this and have plans in place to address this.

Pupils' behaviour in lessons and around the school is excellent. They show consistently high levels of concentration and motivation when working alone or with others. Pupils explain that the school value of integrity means that 'You do the right thing even if nobody is looking.' These positive attitudes contribute strongly to pupils' achievements.

The school's work to promote pupils' personal development is exceptional. The curriculum has been well designed to help pupils understand how to maintain their physical and mental health. Pupils demonstrated well-considered opinions about sustainability and social justice. They spoke with maturity and conviction about the importance of respect and how this underpins equality for all groups of people. The provision of a wide range of clubs offers pupils the chance to experience sports, crafts and activities, such as gardening.

Governors have a secure understanding of the school's strengths and areas for improvement. They work closely with leaders to ensure that planned improvements are well implemented and evaluated.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is at the forefront of everyone's work. Staff are alert, take concerns seriously and report them swiftly. Leaders take prompt and appropriate action, when it is needed. They are extremely knowledgeable about the community and any local safeguarding risks. Leaders work closely with external agencies to ensure that pupils and their families receive the support they need to stay safe.

The curriculum helps pupils to understand risk and stay safe. For example, pupils understand the importance of healthy, respectful relationships. Leaders have

provided guidance to help parents and pupils understand ever changing potential online risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum content progression from early years to key stage 1 has not been considered carefully enough. This can lead to the unnecessary repetition of some learning. Leaders should ensure that the curriculum builds in clearly sequenced steps as pupils move from Reception to Year 1.
- Teachers do not always carefully check whether pupils are secure in their learning in the foundation subjects. This sometimes leads to a lack of precision in matching learning to what pupils already know and can do. Leaders should ensure that assessment consistently assists teachers in producing clear next steps for pupils.

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.

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	134732
Local authority	Surrey
Inspection number	10227484
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair of governing body	Rosie Malarkey
Headteacher	Nicola Jones
Website	www.manorfield.surrey.sch.uk
Date of previous inspection	25 June 2019, under section 8 of the Education Act 2005

Information about this school

- There were no two-year-olds in the nursery at the time of the inspection.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector met regularly with school leaders. The lead inspector met with representatives from the governing body and had a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, geography and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke

to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read.

- Records associated with safeguarding were reviewed, including the single central record and appointment procedures. Inspectors spoke to staff about safeguarding and spoke to pupils about the support they have in understanding how to keep safe.
- The inspectors reviewed responses to Ofsted's parent, pupil and staff surveys.
- The inspectors met with groups of staff to discuss their views about the school, including workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons, at playtime and around the school.

Inspection team

Deborah Gordon, lead inspector	Ofsted Inspector
Toby Martlew	Ofsted Inspector
Stephen Jackson	Ofsted Inspector

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