

Inspection of a good school: Ash Manor School

Manor Road, Ash, Surrey GU12 6QH

Inspection dates:

15 and 16 November 2022

Outcome

Ash Manor School continues to be a good school.

What is it like to attend this school?

Pupils flourish in this school because they are very well cared for by staff. Pupils told inspectors that their enthusiastic teachers make learning enjoyable. Pupils believe in themselves because staff help them to see their potential. Pupils proudly speak about their achievements such as joining the cadet force or the school band. They know how these opportunities develop self-confidence and communication skills. Pupils also enjoy learning about aspirational careers from guest speakers. Year 11 pupils are well prepared to apply for jobs and colleges by having mock interviews during 'The Big Interview' day.

The student leadership team makes sure that pupils have their opinions heard. They provide mentoring for pupils in Year 7. Committees are convened to gather pupil feedback about school life, such as the curriculum, catering and school facilities. Regular meetings with governors take place where pupils help leaders identify what actions need to be taken.

Pupils feel safe in school because they know that leaders take effective action if they report bullying or unkindness. They know staff will deal with their worries quickly, taking time to carefully resolve problems between peers. Pupils behave kindly towards each other because they learn what positive friendship looks like.

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

Leaders focus on their ambition for all pupils to go on to lead successful and happy lives. They want pupils, including those with special educational needs and/or disabilities (SEND), to have the very best education and school experience. Consequently, leaders have developed an ambitious curriculum. It leads to a wide choice of examination subjects in key stage 4. The important knowledge that pupils need to know has been carefully ordered to help pupils build a secure understanding. For example, in modern foreign languages, pupils learn to identify different sounds in French and blend them to pronounce new words fluently. Teachers use assessment well to identify pupils who are at risk of falling behind. These pupils get extra support through tutoring or additional help in

lessons. Teachers and 'Progress Coaches' co-plan strategies to help pupils with SEND become independent learners. Learning mentors use these plans to help pupils achieve well, alongside their peers. Pupils who find reading more difficult receive effective phonics support to develop their confidence and fluency.

Leaders provide every pupil with knowledge organiser booklets which they use to refresh their knowledge during tutor time. However, in some subjects, there is variability in how well teaching choices help promote the storage of information in pupils' long-term memory. Therefore, not all pupils can fluently recall knowledge with ease. For some pupils, this makes it difficult to link prior learning to new. Leaders recognise this and are in the process of delivering training on teaching strategies that promote memory and recall.

Opportunities for pupils to attend clubs and trips are extensive. Pupils in the cadet force proudly represent the school in their cadet uniforms in local parades. Not only do they learn about the role of the British forces, but also how to demonstrate citizenship through charity work in the community. Teachers explore the importance of pupils having a strong moral compass to guide them. Meaningful debates give pupils the opportunity to discuss their own views on ethical issues. 'The Bridge' is a welcoming place for pupils who need help with their mental health. Nurture groups and counselling sessions help pupils feel more confident and attend school well.

Leaders are unapologetic for their high expectations of behaviour. Clear routines mean that lessons and breaktime are calm and orderly. Behaviour plans set out the support that some pupils need to manage their behaviour. Leaders know that some pupils require further, specialist help. This support is quickly accessed to reduce the risk that pupils may face outside of school because of their behaviour.

Governors and leaders prioritise staff's well-being and training. They use accurate information to strategically prioritise work in school. Staff say that leaders' innovative approaches to professional development and workload keep teaching fresh and exciting. They are immensely proud of their school and its pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in this school. They make sure that all staff know how to spot signs that pupils may be at risk of harm. Where needed, they take swift and appropriate action to seek help for pupils and their families. Leaders keep concise records which provide a clear picture of the actions they take to keep pupils safe. Governors ensure that leaders carry out rigorous checks when recruiting new staff.

Leaders make sure that pupils know how to keep themselves safe, both online and outside of school. They receive age-appropriate guidance about consent and healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers plan learning in a way that helps pupils remember important knowledge and facts. As a result, not all pupils can link knowledge together in a way that leads to more complex ideas. Leaders must ensure that all staff implement training on long-term memory so that they realise their ambitions for all pupils to have detailed knowledge and understanding.
- Leaders know that a small minority of pupils are finding it difficult to comply with their high expectations of behaviour. These pupils are struggling to engage well with learning and education. Leaders must continue to embed behaviour practices while continuing to seek additional support for pupils at risk of exclusion.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 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.

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	125271
Local authority	Surrey
Inspection number	10211576
Type of school	Secondary
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,100
Appropriate authority	The governing body
Chair of governing body	Miranda Harrison
Headteacher	Agnes Bailey
Website	www.ashmanorschool.com
Date of previous inspection	16 March 2017

Information about this school

- The school currently uses one alternative provision for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide students in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- 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.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also spoke with representatives of the governing body, including the chair and the school improvement partner.
- Inspectors carried out deep dives in these subjects: English, modern foreign languages, science and physical education. They discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the school's website and policies and met with safeguarding leaders. They also spoke to pupils, staff and governors and scrutinised school records of the safeguarding checks on adults working in the school.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school, minutes of governing body meetings and records of behaviour incidents.
- Inspectors considered the 201 responses to the Ofsted Parent View questionnaire, including 122 free-text comments. They also took account of the responses to the confidential staff questionnaire and gathered the views of both staff and pupils throughout the inspection.

Inspection team

Michelle Lower, lead inspector

His Majesty's Inspector

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