

Inspection of a good school: Ingfield Manor School

Ingfield Manor Drive, Five Oaks, Billingshurst, West Sussex RH14 9AX

Inspection dates:

28 to 30 November 2023

Outcome

Ingfield Manor School continues to be a good school.

What is it like to attend this school?

The school's ethos is one of dignity, friendship, and mutual respect. Staff care deeply for pupils and understand their needs very well. Pupils feel comfortable and secure as a result. They welcome visitors with warm smiles and cheerful greetings.

One of the school's key aims is to equip pupils with skills and strategies that will enable them to live as independent a life as possible in the future. The school does this very well. High expectations and a 'can-do' approach lie at the heart of the school's success. Pupils grow in confidence and ambition. They told inspectors how much they enjoy school and spoke of their relish in trying new activities, such as basketball. The older pupils speak enthusiastically about the qualification courses they are studying, the progress they are making, and their aspirations for the future. One said: 'Without the help I have had here, I wouldn't be the person I am today.'

Pupils enjoy being with their friends and behave well most of the time. Well-established routines are helping to ensure that pupils who have recently joined Woodview, the school's provision for pupils with communication needs and moderate learning difficulties, are beginning to settle into school life.

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

The school's well-designed curriculum provides a wide range of subjects to support pupils' learning. It is consistent with the national curriculum and with qualification courses, so pupils acquire the knowledge needed to achieve well. Pupils are prepared effectively for the next stage of their education, employment or training. Typically, pupils leave school with nationally recognised qualifications that are appropriate to their age and stage of development. Individualised careers advice helps them to consider future options.

The teaching of communication skills is integral to daily life. Pupils learn how to use a variety of tools and strategies to make their views known. Staff give them the time and space to express their ideas and thoughts. As such, pupils learn that their views are

important. Pupils spoke to inspectors confidently about their experiences of school. Assemblies are used to develop their awareness of the wider world.

The school's curriculum includes a programme that provides highly effective support for the development of pupils' physical and mobility skills. For most pupils, the day starts with activities that focus on enabling them to complete everyday tasks, such as eating or speaking. These are then practised and reinforced throughout the school day.

Staff assess pupils' progress continuously. They are always on hand to help if needed, doing so with kindness and sensitivity. Pupils make significant progress in developing the confidence and skills required to engage with the wider world. Most pupils attend well, often despite very complex needs. However, attendance rates are affected by a range of issues, including medical needs. Leaders do all they can to ensure that pupils attend regularly, including working closely with parents and carers and with the local authority. Parents are very positive about the school's impact on children's learning and well-being. One described her child as 'chattier, more confident, and more present' since joining the school, while another said, 'I don't know what we would have done without this school'.

A suitable phonics programme is securely established in the year groups for younger pupils and is taught consistently well. The programme is currently being rolled out across the school. An early reading programme more appropriate to pupils' needs is in place in Woodview and is successfully building their ability to read. Enjoyment of reading is promoted well, with a strong focus on giving pupils the resources and strategies to access books as independently as possible.

Pupils who attend Woodview have typically been out of education for extended periods of time. Strong relationships and clear routines have ensured that most pupils have settled well. However, a few are finding it harder to adjust to the demands of the school day. The Woodview curriculum is still being developed, and expectations of behaviour in lessons are not always clear enough. These factors can lead to disengaged behaviour by a very small number of pupils, as well as disrupted learning.

The vast majority of staff are positive about working in the school. A few, however, express concerns about staff morale and the impact that recent staff difficulties have had on workload and pupil supervision. Leaders regularly seek staff views and so are aware of these concerns. They have taken sensible steps to improve working conditions, including adjusting contracts and introducing a clearer framework for professional development. Inspectors found no evidence that recent staffing difficulties have had a negative impact on pupils' learning or welfare.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in Woodview, the school's recently established provision for pupils with speech, communication and language needs and moderate learning difficulties, is less well developed than that in the rest of the school. Variations in the quality of education mean that a small number of pupils in this provision can become unsettled and misbehave during lessons. They do not always learn as well as they could when this is the case. Leaders know this and have suitable plans in place to ensure that the quality of education is equally effective across the school. They should implement these plans to ensure that all pupils learn and behave equally well.

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 November 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135814
Local authority	West Sussex
Inspection number	10242201
Type of school	Special
School category	Non-maintained special
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	69
Of which, number on roll in the sixth form	11
Appropriate authority	The proprietor
Chair of governing body	Laurie Lee
Principal	Nicola Dodds
Website	www.ingfieldmanorschool.co.uk
Date of previous inspection	5 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a non-maintained special school. It provides education for pupils aged three to 19 with neurological motor impairment such as cerebral palsy and associated medical and sensory needs. All pupils have an education, health and care plan.
- No children in the early years age group were on the school's roll at the time of the inspection.
- The main school follows the 'conductive education' approach, which focuses on developing pupils' physical and communication skills.
- The school has a separate provision, called Woodview, for pupils in Years 7 and 8 with speech, language and communication needs and moderate learning disabilities. Woodview opened in September 2022 and is located on the same site as the main school. Pupils who attend Woodview follow a different curriculum to those in the rest of the school.

- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received 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.
- This inspection was carried out at the same time as an inspection of the residential provision.
- Inspectors met with the principal, the head of education, and other senior leaders. The lead inspector also met with the company divisional director and with the chair of governors.
- Inspectors spoke with a range of staff at different times during the inspection. They also considered the views expressed by staff in Ofsted's survey.
- Inspectors carried out deep dives in these subjects: reading, science and personal, social and health education. Deep dives included visits to lessons, a review of pupils' work, and discussions with leaders, teachers and pupils.
- Inspectors spoke with pupils in lessons and at other times of the school day. The lead inspector also met formally with a group of pupils.
- The lead inspector gathered parents' views through Ofsted's survey. She also spoke with parents in person and by telephone during the school day.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

Richard Kearsy

Ofsted Inspector

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