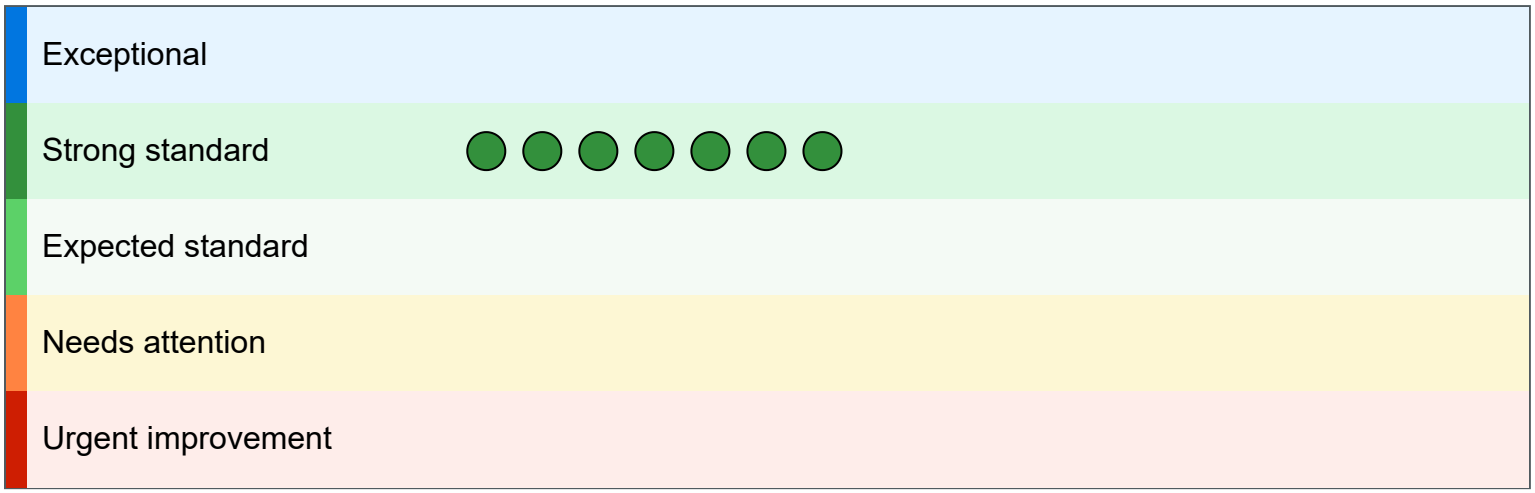
Manor Green Primary School

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

Unique reference number (URN): 126162

Inspection report: 23 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils across the school progress extremely well through the planned curriculum. Highly effective teaching of reading, writing and mathematics enables pupils to close gaps in their learning. Pupils achieve well from their individual starting points.

Reading is prioritised and pupils progress well towards becoming independent readers. Pupils work across the curriculum is of a high quality. They take pride in the work they produce and also show what they have learned over time in discussions. Leaders track and check progress towards education, health and care plan outcomes and wellbeing. Pupils are very well supported to develop skills to manage their feelings and emotions, becoming ever more independent.

Leaders and staff ensure that pupils are well equipped to overcome their multiple barriers to learning and wellbeing. Pupils develop the skills needed to interact positively with others. This helps pupils to become successful learners. As a result, pupils are very well prepared for their next steps academically, emotionally, behaviourally and socially.

Attendance and behaviour

Strong standard

Leaders and staff have consistent approaches to attendance and behaviour. This ensures all pupils strive to live up to the high expectations the school has for them. Leaders have established a rigorous approach to monitoring pupils' attendance. Much of this builds upon the highly positive relationships with parents and carers. The support provided to pupils and their families removes barriers to regular attendance. Leaders' work to ensure pupils enjoy learning and can achieve means they want to attend school every day. Most pupils now attend regularly and maintain high levels of attendance.

The school is an environment in which pupils treat each other fairly, learn successfully and feel safe. Routines for pupils are very clear from the start of the day. This helps pupils behave very well. Where pupils do need additional support, staff are quick to respond, and this is very effective in helping pupils with their behaviour. Staff have established strong relationships with pupils. This has created a school culture built on care, trust and respect. Staff's expertise and knowledge of pupils enable them to understand behaviours. They work proactively with pupils to support them to learn about, and recognise, the impact of their behaviour on themselves and others. Bullying is very rare but dealt with quickly if it does happen.

Curriculum and teaching

Strong standard

Leaders have designed an appropriate curriculum for all pupils. They have taken careful account of the context of the school. They continually review and refine the curriculum offer to ensure it reflects the changing cohorts of pupils. Staff ensure learning is carefully sequenced and allows pupils to build on their knowledge over time. It provides pupils with the essential skills and knowledge that they need for their next steps. Classroom environments have been very carefully considered and adapted with the needs of each pupil

in mind. This is informed by different professionals working together to ensure pupils' needs are met very well.

Teachers are knowledgeable about the subjects they teach. They receive comprehensive and high-quality development opportunities to further enhance their knowledge and skills. Teachers know their pupils well and design engaging activities to support their learning. These align with the appropriate stage of learning for each pupil and the skills and knowledge that pupils need. Developing knowledge in reading, writing and mathematics is a core part of the curriculum. Reading is a priority for every pupil. Pupils at the earliest stages of reading are well supported through high-quality phonics teaching. Staff guide pupils to develop just the right level of independence as and when they are ready.

Early years

Strong standard

Children in early years have a strong start to their educational journey. Leaders and staff are knowledgeable and highly ambitious for all the children. The curriculum is carefully considered and adapts to meet the needs and interests of children. Staff in early years are highly skilled in supporting the individual needs of children. Children's needs are quickly identified, and they receive effective support at the earliest stage. Children enjoy regular, high-quality interactions with staff. These experiences help children to develop their communication and self-regulation skills extremely well.

Phonics is well taught by trained staff each day. Children enjoy the consistent routines. They learn well, building their new phonics knowledge on what they know. Activities across the curriculum are carefully designed and well organised. They capture children's interests at the same time as developing their essential skills in reading, writing and mathematics.

Leaders work closely with staff and provide comprehensive training to develop their understanding of early years approaches, including the quality of their interactions with children. The impact of this is clearly evident in the warm, caring relationships between staff and children and the highly positive behaviour. Children are very well prepared for the next stage of their education.

Inclusion

Strong standard

Leaders swiftly and accurately identify pupils' needs when they start at the school. They ensure the right support is in place promptly. Leaders have high expectations of all pupils and have clear strategies for reducing barriers. There is a shared, detailed and insightful understanding of individual pupils' needs and the most effective support strategies. Systems to monitor pupils' achievements are rigorous. Leaders regularly review and adapt strategies to ensure they are working well.

Staff receive very high-quality professional learning. This ensures the inclusive culture and practice are well embedded. Accurate identification of needs, well-resourced classrooms, skilled staff and effective extra support reduce pupils' barriers to learning and wellbeing. Staff use information in pupils' education, health and care plans effectively. This means staff are knowledgeable about individual pupils' outcomes and the steps required to achieve them. Leaders work with staff to check that strategies for specific pupils are having the

intended impact. Leaders ensure parents and carers and wider professionals contribute to decision-making. Use of any alternative provision is appropriate.

The pupil premium strategy is thoughtfully considered. It identifies the many and varied barriers facing the most disadvantaged pupils. There are a wide range of interventions available for all pupils. Close monitoring of the impact of the strategy ensures it is effective. Across the school, leaders and staff foster a deep sense of belonging for all pupils. Leaders and staff know their pupils' varied and complex needs well. Pupils are making progress and achieving well from their starting points. They are very well prepared for their next steps in education.

Leadership and governance

Strong standard

Many elements of leadership are noteworthy, particularly the way leaders have maintained consistently high-quality practice across the school through a period of change. Leaders are highly effective at identifying improvement priorities and acting on them swiftly. They constantly refine practice for the benefit of pupils. Leaders are role models of aspiration, ambition and high expectations. Their work has ensured strong standards have been maintained across all areas. They have ensured a collaborative approach to development across the whole team. They successfully support staff to deliver these developments, and staff are highly positive about their contribution.

Leaders develop and maintain constructive relationships with parents and wider agencies. Leaders are proud of their work supporting the local authority and other schools. They value opportunities to work with a wide range of different professionals. Leaders identify and prioritise training appropriately and deliver it in a considered way. Staff value this training and how it has supported them to develop their roles within the school. Staff are extremely positive about the support they get from the senior leadership team and other leaders.

Governors bring a range of experience and expertise that support their work. They are very knowledgeable and passionate about their roles and in their work to support the school to improve and develop. Parents are highly positive about the impact of leaders' work on the quality of the provision at the school and how this impacts outcomes for pupils. The leadership team has created a secure and nurturing environment where pupils can thrive.

Personal development and wellbeing

Strong standard

There is a comprehensive and well-thought-out personal development programme in place across the school. This is skilfully adapted in response to pupils' individual needs and the context of the school. Pupils' interests and talents are of paramount importance when personalising the curriculum. The programme supports pupils to understand their place in their community, increases pupils' resilience and exposes them to new things. The personal development programme is available to all pupils and removes any barriers to access that pupils may face.

The personal, social, health and economic education programme is highly successful. Pupils understand the importance of being kind and are respectful of difference. They develop detailed knowledge across the taught curriculum. For example, younger pupils know and remember how to be safe in the sun, while older pupils have very well-developed

understanding of staying safe online. Leaders' knowledge of pupils enables them to receive highly effective, personalised pastoral support.

Pupils value the friends they make and the relationships they build at school. Pupils benefit from a wide range of responsibilities, including being school councillors and green guardians. They value these roles and take them very seriously. Pupils receive a wide range of opportunities to experience the world around them. They understand their place in the local community. Older pupils know how their residential experience helps them, for example in feeling brave for being away from home, often for the first time. Staff work in close partnership with parents to push the boundaries of pupils' exposure to aspects of school life that will ready them for their next steps. The school has worked with staff in local businesses to use communication strategies effectively so that pupils' visits are a success. Staff go above and beyond to ensure pupils are well prepared for life beyond the school gates.

What it's like to be a pupil at this school

Pupils at Manor Green School receive a warm welcome each day by staff who know them well and understand their needs. Pupils benefit from staff who really care about them and want to provide the best possible opportunities for them. This helps pupils feel safe and valued.

Leaders have created a highly inclusive community. They help staff identify each pupil’s strengths and talents and ensure they remove their barriers to learning. Staff are adept at noticing how pupils are feeling and adapt support and provision quickly so pupils can take part in learning. Pupils behave very well. They have no concerns at all about bullying. Classrooms are calm spaces where pupils enjoy learning. Staff skilfully use a range of communication strategies to support pupils. This ensures that pupils, whatever their individual needs, have a voice and can share their views.

The progress and achievements that pupils make are celebrated across the school. Staff help pupils learn new knowledge and develop new skills at a speed and time that is right for them. The curriculum is carefully designed to be appropriate for the wide-ranging needs of all the pupils at the school. Pupils receive meaningful opportunities to develop confidence and independence. They progress very successfully through the carefully considered curriculum.

Pupils experience a rich, wide range of trips. These include both local trips, to help pupils understand their community, and trips further afield. Older pupils particularly delight in the residential visits that support them and families to be as well prepared as possible for the future. Pupils have a range of opportunities to take responsibility and contribute to school life. Attendance is high because pupils like coming to school to be with friends, to learn and to experience success. As they move through the school, they develop confidence, resilience and independence. They are very well prepared for the next stage of learning.

Next steps

- Leaders should continue to embed the curriculum refinements already underway so that they continue to meet the needs of their changing cohorts. They should also continue to connect their phonics and handwriting programmes to ensure a lasting impact on pupils' achievement.

About this inspection

The chair of the governing body in this school is Claire Prince.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other leaders and staff at the school. Inspectors also spoke with representatives of the governing body and the local authority.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection with the appointment of a new headteacher in January 2026.

The school makes use of one unregistered alternative provision.

Headteacher: Tom Smith

Lead inspector:
Simon Graydon, His Majesty's Inspector

Team inspectors:
Mark Cole, Ofsted Inspector
Sonia White, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

213

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

32.08%

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

Pupils with an education, health and care (EHC) plan

99.53%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

0.47%

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder, MLD - Moderate Learning Difficulty, SLD - Severe Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school
2024/25 (3 term)	9.3%
2023/24 (3 term)	10.2%
2022/23 (3 term)	10.8%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (3 term)	32.2%
2023/24 (3 term)	37.9%

Year	This school
2022/23 (3 term)	36.9%

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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