



Sunbury Manor School

Inspection Report

Unique Reference Number 125267
LEA Surrey LEA
Inspection number 281928
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Anne Berger HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Secondary	School address	Nursery Road
School category	Community		Sunbury-on-Thames
Age range of pupils	11 to 16		Middlesex TW16 6LF
Gender of pupils	Mixed	Telephone number	01932784258
Number on roll	1056	Fax number	01932772197
Appropriate authority	The governing body	Chair of governors	Mrs L Hirst
Date of previous inspection	1 November 1999	Headteacher	Mrs L Duncan

Age group	Inspection dates	Inspection number
11 to 16	28 September 2005 - 29 September 2005	281928

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Introduction

The inspection was carried out by four inspectors.

Description of the school

Sunbury Manor is an averaged sized mixed 11 to 16 community school. The ability range of the students on entry is changing as the school is now oversubscribed. The number of higher attaining pupils is rising. There is also increasing proportion of pupils attaining at very low levels as the school provides a local authority resource for pupils with severe and complex physical and learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The students and staff are rightly proud of the major improvements in this school over the last four years. The very good senior leadership team has planned changes systematically and used resources creatively. Its thorough and regular evaluation gives every reason to think that improvements to school life and the standards the students achieve will continue. The school provides good value for money. Standards have risen in most subjects culminating in the outstanding improvement in the proportion of pupils gaining 5 A* - C this year. Students have been particularly successful in English and information and communication technology, though standards in science and music remain disappointing. Standards have also risen consistently for the younger students. The most able are doing better in most subjects but there is scope to improve their achievements further, particularly in mathematics and science. Recent changes in staffing in these subjects are already having a positive impact. Teaching is good. Teachers explain new concepts well and check carefully that pupils have understood. However, lessons are not always as exciting or lively as they could be. Younger students study a good range of subjects and the school offers many choices for older students. Students of all abilities are able to choose suitable vocational courses. These options have kept pupils motivated and Year 11 attendance was outstanding last year as a consequence. Everyone has suffered from the problems in recruiting music staff though this has now been resolved well. Sunbury Manor is a happy school where friendships are fostered, any conflicts are resolved well and relationships are outstanding. Students are treated with respect and everyone works hard to ensure their health and safety.

What the school should do to improve further

1. Provide more opportunities for students to work independently and in small groups so that they play a more active role in lessons. 2. Make sure lessons are challenging enough for the most able students. 3. Continue with the rigorous approaches to improving standards in science, mathematics and music.

Achievement and standards

Grade: 2

School improvements have led to rising standards. The proportion of students gaining the equivalent of 5 A*-C at GCSE has risen from 46% in 2004 to 67% this year. This substantial increase builds on the steady improvements over the last four years. The results of those students taking vocational courses are also good. Given their individual starting points, most students make good progress. In English and ICT their progress is outstanding. In science and music more can be done to raise achievement. At Key Stage 3 most students do very well in English but they could do better in mathematics and science. The school is aware of this and action has been taken to improve the work of these departments. Changes to staffing have improved the quality of lessons and the pupils are making better progress. The most able students have achieved higher grades than in previous years, but more could still be achieved if they were stretched

in lessons more consistently. Those with learning difficulties and disabilities make very good progress. The school has very effective arrangements to track the pupils' progress. Departments are therefore able to set students challenging targets which are often met. There is more work to do to help the students know what they have to do to improve, though this is becoming more consistent because of the very good leadership of the management team.

Personal development and well-being

Grade: 2

Students develop well as individuals. Many enjoy coming to school. They want to learn and succeed and their attendance is good. Very good relationships ensure a lively but orderly atmosphere even in the very cramped conditions in parts of the school. The students respect and appreciate the efforts teachers make to help them achieve. The school council ensures even the most vulnerable students are able to raise concerns and all the students willingly contribute their views knowing they will be listened to. Students speak highly of their assemblies, which are interesting and thought provoking. They have a clear sense of right and wrong and behave well in lessons. Students' cultural development, while satisfactory, is hampered by lack of opportunities to be involved in performing and appreciating music. Students are encouraged to adopt healthy lifestyles and safe practices in many ways. The high proportion of pupils demanding fruit and salads for lunch is an example of how they are being encouraged to look after themselves better. The school still needs to find ways to promote fitness through playing more sport.

Quality of provision

Teaching and learning

Grade: 2

Students make good progress because they have very positive attitudes to learning and they are taught well. Teachers are explicit about what they want students to learn. Lessons are structured well to help students develop their understanding and skills. Explanations are clear and humour is used effectively to engage students. Teachers are given very helpful information about the different needs of their students and they make reasonable efforts to meet the very wide ability range in every class. When students are given the chance to be actively involved in lessons they make better progress. However, there are occasions when the teacher does too much talking and concentration can drift. This particularly affects the more able students who switch off when they already know what the teacher is telling the class. Most books are marked well though this is not yet consistent across the school. This aspect of teachers' work is checked carefully by heads of department and weaknesses are dealt with swiftly. Classrooms are inviting with a good use of display to support learning. Homework is set regularly. The students manage their daily planner very well. Parents find these planners useful to help them monitor and support homework.

Curriculum and other activities

Grade: 2

The change the school has made to the curriculum for the older students has been the key to the rise in standards this year. In addition to the very good range of GCSE courses available, there are a large number of opportunities to choose vocational courses at the local college which has motivated students. This has resulted in outstanding attendance in Year 11. In addition these courses provide a valuable insight into the world of work and enable the students to make better choices when they leave the school. The GNVQ information and communication technology course has also provided a valuable qualification for a large number of students. There are good opportunities to develop links with the local community though this could be developed further, particularly with local businesses. Younger students enjoy the good range of subjects offered. In addition there are many activities provided at the end of the day but too few pupils participate in these.

Care, guidance and support

Grade: 2

Students receive very good support and care throughout the school and receive good advice when they have to make decisions about the next stage of their studies. The school's work with the most vulnerable students, students with physical disabilities and with special educational needs is particularly good. There are suitable procedures for child protection, which are known and understood by all staff. Students value the safe and caring atmosphere of the school, and know that problems are dealt with fairly and promptly.

Leadership and management

Grade: 2

The headteacher has shown rigour and determination in her drive to raise standards and improve the life chances of the students. Her work has been very effective. She has developed a very strong team of senior leaders who are innovative and creative in their approach to achieving the improvements needed. Governors are also very effective. Change is carefully planned and thoroughly implemented. The very good leadership by the special needs coordinator and social inclusion manager enables the school to adapt to the major changes demanded by the policy of inclusion. Heads of department also provide good leadership. They know how to improve standards. For example, in English, the consistent monitoring and support for staff has had an outstanding impact on results. Science, though, lags behind because staffing has only recently stabilised. The school knows its strengths and makes good plans to address any shortcomings. It canvasses the views of parents and pupils regularly and makes changes in the light of the information it receives. Staff are keen to continue to change and develop for the benefit of pupils. The past improvements show good reasons to think that standards will rise further.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know the outcomes of your school inspection. We enjoyed spending time in your school and talking with you. Thank you for being so welcoming, friendly and courteous.

You are right to be proud of the good education you get. Mrs Duncan is a very good headteacher who knows what needs to be done to make the school even better. You also have an important part to play in this. Carry on working hard and tell staff when you can see things that need to change. We saw you doing both these things very well. Many of you told us that you enjoy most aspects of school life and that you feel safe and secure here. We agree with you - you are very well supported at school by your teachers and other staff. Last year's students did very well in their examinations and many of you are making good progress, working hard and coming to school regularly. Your teachers explain things well and do their best to help you. Students in your school who have difficulties learning and those who use wheelchairs are particularly well cared for by everybody in the school.

There are a few ways in which your school could be even better: * Some of you told us that you would like your lessons to be livelier and more active and we agree. * We also agree with those who told us that you do not have enough time at school to do sports. We think that there should be better provision for science and music as well. * The school offers you a range of additional activities after school, but most of you do not participate in them. We feel that this is a pity as you are missing some good opportunities both to have fun and to develop talents and interests. * Some of you are very able. Although you do well at school, we think you could achieve more if you were set harder work by your teachers.