



Manor Green College

Inspection Report

Unique Reference Number 126157
LEA West Sussex
Inspection number 282063
Inspection dates 11 May 2006 to 11 May 2006
Reporting inspector Denise Morris AI

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

Type of school	Secondary	School address	Lady Margaret Road
School category	Community special		Ifield
Age range of pupils	11 to 19		Crawley, West Sussex RH11 ODX
Gender of pupils	Mixed	Telephone number	01293 520351
Number on roll	158	Fax number	01293 535596
Appropriate authority	The governing body	Chair of governors	Mrs Mary Fry
Date of previous inspection	25 September 2000	Headteacher	Mr Richard Turney

Age group 11 to 19	Inspection dates 11 May 2006 - 11 May 2006	Inspection number 282063
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Manor Green College was established as a non-residential secondary special school in the summer of 2004. It was reorganised from two special schools. It shares a site with its feeder primary special school, and a mainstream secondary school. There are 160 places for 2006/07 of which 55 are taken up by girls. Students have a wide range of special needs, and the vast majority (96) have moderate learning difficulties. A further 38 have severe learning difficulties, 9 have profound and multiple learning difficulties and 15 have autistic spectrum disorders. Thirty students are from minority ethnic backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Manor Green is a good college providing well for all its students. The inspection confirms the view of the headteacher that the college is a good one with some strong features. In reorganising the college from two different groups of students, the headteacher and the deputy headteacher have worked very successfully to provide a good education for all the students. Their good leadership and management, along with the full involvement of the governing body, has led to a college of which everyone is rightly proud, and in which students achieve well. The clearly defined development plan is helping to guide the work forward at a good pace. The good personal development of the students is reflected in their responsible behaviour and outstanding attitudes and enjoyment of college life. During the reorganisation many teachers have needed re-training to cater for the wide ranging needs of the students. This is ongoing, but the vast majority are now skilled up and teaching well. Work is now required to further improve the teaching of lower attaining students. The curriculum also needs work, but the overall positive impact of the reorganisation is evident in all aspects of the college's work. The good care, support and guidance that students receive are reflected in the way they appreciate their new, outstanding accommodation. Students feel safe at college and parents are confident in the college's ability to promote the well-being and education of their children. Inevitably there is further work to do to improve performance and the capacity of the college to do this is good. Financial management is good and the college provides good value for money.

Effectiveness and efficiency of the sixth form

Grade: 2

The sixth form is good, and students do well, a view shared by the college. The accommodation and facilities for the sixth form students are outstanding, offering high quality specialist and leisure opportunities to meet the needs of the students well, and to help them mature. Teaching and learning are good with some exciting practical experiences helping students to develop good levels of confidence and self-esteem. An example of this was the way in which students tolerated a range of mini-beasts such as cockroaches, spiders and snails during a presentation by an external speaker. Their concentration levels were higher than might be expected because of the high quality sensory experience. Higher attaining students usually move on to further education placements at the age of 16. Consequently, the vast majority of students in the sixth form are of lower attainment, and many have complex learning difficulties. However, during their time in the sixth form they achieve well and benefit from good quality care, support and guidance as they prepare for life after school. The planned curriculum is satisfactory, and is in a state of transition as a result of the school reorganisation. It provides an appropriate range of learning activities and is rightly being improved to include a wider range of accredited courses.

What the school should do to improve further

- Improve teachers' skills in teaching the lower attaining students and those with complex needs so that these students achieve as well as their peers.
- Ensure that all students have equal access to all the opportunities in the curriculum, particularly in relation to accreditation for the lowest attaining students.

Achievement and standards

Grade: 2

Students achieve well overall and higher attaining students achieve very well. The school has recently been identified as being within the top 5% nationally for their achievements. Because of their learning difficulties and disabilities, standards are generally below national averages, but the progress that students make during their time at the school is good and for higher attaining students is often very good. This is because of the overall good quality teaching and expertise of staff as well as the rigour with which examination courses are taught. Students' good progress results in a high percentage achieving well in their GCSE examinations. The recent reorganisation of the college and some challenging staffing difficulties this year have had an impact on how well lower attaining students achieve, and their achievements do not match those of more able students. The school has recognised this issue and has already put strategies in place to further improve staff training and expertise. However, standardised testing and the annual review of targets show consistently good progress, and all pupils meet their targets. The recent introduction of new recording and assessment systems is helping to monitor how well students do as they move through the college, although it is too early to say what impact these new systems will have on achievements or on access to accredited courses.

Personal development and well-being

Grade: 2

The personal development of students is good with some outstanding features in their attitudes to learning and their enjoyment of college life. Their views are sought regularly, and acted upon. Members of the highly valued school council speak confidently of how, for example, they have influenced the uniform worn by all students. A particular strength is the way in which students themselves are trained as peer mediators to help other students solve their own difficulties. Attendance and behaviour are good. Students show respect for one another and for adults. Their spiritual, moral, social and cultural development is also good. Individuals blossom because they know they are valued. They embrace the numerous opportunities to take part in sporting and creative activities with enthusiasm. Links with the local community are good. Some of the higher attaining students have recently taken part in a production of Shakespeare's 'The Tempest' at The Festival Theatre in Chichester. Students look beyond their school, raising significant funds for a range of charities. The strong life-skills programme is successful in promoting the development of self-esteem and independence, culminating in independent travel to school by a few older students.

Work experience opportunities are highly valued and contribute significantly to the growing maturity and future economic well-being of many of the students. Students are aware of the dangers of alcohol and drugs, and know how to stay safe. Not all students are aware of the need for a healthy lifestyle however, and the college is now rightly encouraging more healthy snacks and food choices.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching in the college is appreciated by the students. In Key Stage 4, many of them commented that teachers explain things clearly, and one said 'being here we really feel as if we have achieved something'. Teachers set realistic targets and plan work that matches the abilities of the students and, as a result, the pace of learning is good. Over time, this consistent approach leads to good progress and students often achieve very well. An example of this was observed in a Year 10 art lesson in which the teacher built on previous learning well by using the work of real artists to extend students' understanding of how to create a montage. The challenging and age related tasks led to very good progress and pride in their work. The teaching of students with more complex needs is good overall, but some elements are only satisfactory. This is mainly linked to waiting to take turns, when students become passive observers. The college is not complacent, however, and has worked hard to build on the very good features already in place. Teaching has improved and a very strong training programme has been introduced to help staff develop the skills necessary to raise achievement even further.

Curriculum and other activities

Grade: 3

The curriculum offered by the college is satisfactory overall. It meets the needs of higher attaining students well, enabling them to achieve high standards in their GCSE courses. The needs of other students, including those of lower attainment, are met adequately but their access to nationally accredited courses is currently limited. Plans are well advanced to improve this and to see that individual students receive a curriculum that is best suited to their needs. The college rightly recognises that the curriculum could be improved and is working hard to develop a new, whole-school curriculum that reflects the wide ranging needs and abilities of all its students. Opportunities for enrichment of the curriculum are good. There is a wealth of exciting experiences to promote personal development, including residential activities that encourage independence and bring opportunities for additional cultural or sporting achievements. Currently, some of these opportunities are not always available to lower attaining students, although plans are in place to remedy this in the near future. Particular strengths of the curriculum are the opportunities for learning about the world of work, and the strong life-skills programme, which is having a very positive impact on students' personal development.

Care, guidance and support

Grade: 2

The staff contribute well to the college's safe, caring environment which ensures that students feel happy and secure and are able to concentrate on their learning. Parents and carers are very pleased with the way in which the college supports and looks after the students. Personal and academic progress is monitored carefully, and the good new assessment procedures are beginning to show how well students of all abilities are achieving. Procedures for safeguarding students are clear. Child protection procedures are good, and regular risk assessments are undertaken. Good health and safety checks are carried out regularly. Those students who are in the care of the local authority are monitored well, with tutors taking a key role in ensuring that the needs of these students are met and that they are happy at college. Support for students for whom English is an additional language is good. There are close links with the local authority's language services and interpreters are invited to attend parent meetings when necessary. Individual targets are effective but occasionally too many targets are set for lessons. These are not always used well enough to guide learning.

Leadership and management

Grade: 2

The headteacher and the deputy headteacher have led the college very well through the early stages following reorganisation and there is a very clear development plan to guide further improvement. Other senior managers complement this work well. The college's self-evaluation has identified current priorities accurately and these are being systematically translated into actions in all areas. Regular and rigorous monitoring of lessons has led to a clear view of what needs improving. Patterns in achievement are beginning to be analysed appropriately. There is a strong professional training programme in place and improvements to the curriculum have already begun. Senior managers are aware that the college must develop greater depth of understanding of the needs of students with severe and profound learning difficulties and this is confirmed by the inspection.

Governors support the school well. They are fully involved and frequently challenge decisions made by the leadership team. Financial management is good and equality of opportunity for all students is adequate. There is a good level of staffing and the new accommodation is outstanding, having a very positive impact on students' achievements, behaviour and attitudes. Resources are very good. Some resources shared with other schools on the site, such as the pool and the hall, promote very good opportunities for inclusion, and these are helping to improve students' self-esteem and confidence. Close working relationships have been established with the other schools on the site. These links are helping to promote the sharing of expertise among staff. Improvement since the last inspection is good and the college is well placed to move forward with further improvements. The college offers good value for money.

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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	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	2	2

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

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

Thank you for your help during our recent visit to your college. We really enjoyed our day with you.

We found that your college provides a good education for all of you with many exciting things for you to do. We know from talking to you that you really enjoy college. You work hard and your behaviour is good. You make progress in your learning and achieve your targets well. We think that your headteacher and the deputy headteacher run the school well.

There are two things that we would like the college to do even better. The first is to make sure that the teaching of students who find learning particularly difficult is improved. The second is to improve the curriculum so that it meets all of your needs.

Thank you again for your help.