



Manorfield Primary and Nursery School

Inspection Report

Unique Reference Number 134732
LEA Surrey LEA
Inspection number 282668
Inspection dates 26 June 2006 to 27 June 2006
Reporting inspector Michael Fitzgerald AI

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

Type of school	Primary	School address	Sangers Drive
School category	Community		Horley
Age range of pupils	3 to 11		RH6 8AL
Gender of pupils	Mixed	Telephone number	01293 782839
Number on roll	288	Fax number	01293 822511
Appropriate authority	The governing body	Chair of governors	Ms Kathleen Tremble
Date of previous inspection	Not applicable	Headteacher	Mr Trevor Smith

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Manorfield primary and nursery school was formed in September 2004 from the merger of an infant and a junior school on adjacent sites. Pupils remained on the two sites until the refurbishment of the new school was completed in February 2006. The school is bigger than most primary schools. Most pupils are White British with a very small number from minority ethnic and Traveller backgrounds. The proportion of pupils entitled to free school meals, with additional learning needs and with statements of special educational needs (SEN) is higher than that found in most schools. Children's attainment on entry in the Nursery is below age-related expectations and often well below in language skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's judgement that Manorfield is a satisfactory school which provides sound value for money. Following the move to one site, it is now well placed to improve further and the headteacher and deputy are involving all staff well in teams to develop the school. It is a caring school which ensures that pupils are looked after well. Standards are broadly average although they are below in some subjects. Achievement is satisfactory overall given the starting points of the pupils. The teaching and the curriculum in the Foundation Stage are good which results in the children making good progress. Provision in the rest of the school is satisfactory with several good features. Good progress has been made in monitoring and improving aspects of the achievement of the pupils, especially writing skills. Results in English, however, still lag behind those in mathematics and science and boys especially do not learn as fast as they should in English. The quality of teaching is satisfactory but is not yet consistently good to raise standards further for all pupils; a few more able pupils do not make the progress they should. Pupils' personal development is satisfactory although attendance remains unsatisfactory because of the poor attendance of a few pupils in each year group. The school has sound internal procedures but more could be done with parents to promote good attendance. Leadership and management are satisfactory with several good features. The transition to the new school has been well managed. Good progress has been made in planning for the new school and in improving behaviour around the school. The new governing body is contributing well to the strategic direction of the school and in holding the school to account.

What the school should do to improve further

- Improve standards in English, especially those of boys
- Work with parents to increase pupils' attendance in line with the targets set
- Improve the consistency of the teaching to that of the best in the school to ensure that all pupils, including the more able, are taught well in all lessons.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily overall given their low starting points. Standards when they leave the school are broadly average, although they are below in some subjects. As a result, the school sets challenging targets some of which are achieved through focussed action. For example, the school was particularly successful in achieving average attainment levels in 2005 in mathematics in national assessments for Year 2 and in science tests in Year 6. In 2006, a focus on writing has improved the progress pupils make in all years.

Pupils make good progress in the Foundation Stage and standards are in line with age-related expectations by the start of Year 1, except in English. Pupils make satisfactory progress in Years 1 to 6. Significant improvements in monitoring pupils' progress have contributed to better progress in English this year but results in English

still lag behind those in mathematics and science. Over the last two years, results of boys in English in national assessments in Year 2 have been considerably lower than those of girls and the school's analysis of results by gender is too limited to follow up this aspect of boys' achievement rigorously. The progress made by most able pupils is satisfactory but a few do not do as well as they should and not all pupils achieve their targets at the higher levels in English and mathematics in Year 2 and in English in Year 6. This is partly due to weaknesses in the tracking arrangements caused by the transition to the new school but also to a lack of challenge in some tasks.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory with a number of good features. Pupils behave well around the school and in the playground. During lessons, most behave well but some find it difficult to concentrate and a few pupils can be challenging. The high number of exclusions reflects the school's determination to maintain high expectations on transferring to one site. Pupils enjoy school as one pupil explained because of 'all the different lessons, friends and all the nice people here'. However, attendance is below average because a number of pupils in each year have poor attendance records. Pupils feel safe because they know that staff will help them if they have any problems. They take pride in their achievements in celebration assemblies. They take their responsibilities seriously and make a valuable contribution to school life. The school council, for example, decides which class most deserves the 'Green Frog' environmental award. Pupils have a good understanding of how to make safe and healthy choices. Pupils' basic skills develop satisfactorily but skills in English are below average.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Relationships are good and teachers manage pupils well. In the best lessons, teachers stimulate pupils' interest and enthusiasm, sometimes using 'talking partners' to help all pupils to contribute. Questioning strategies are generally used well to engage pupils but, on occasion, are too limited for some pupils who are not well motivated. In a few lessons, challenging behaviour, usually from a few boys, reduces opportunities for others to apply their skills. Pupils receive sound support from teachers and teaching assistants and this helps them to overcome their difficulties in understanding what is being asked of them. Most pupils are keen to learn with teaching assistants contributing well to their learning. Tasks for more able pupils are sufficiently stretching in some lessons but not in all and consequently they do not make the progress they should in these lessons. Information gained from the assessments of children's attainment in the Foundation Stage is used very well to promote learning. In other years, marking is positive and the best suggests 'next steps' to improve further. This is not yet consistent while the

pupils do not always follow the advice rigorously, for example in presenting their writing more neatly.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and enriched by a wide range of well-attended, extra-curricular activities. From the age of seven, pupils take part in residential trips to broaden their experiences and develop their social and communication skills. The refurbished school premises and especially the well-equipped grounds now provide a very attractive environment for learning. The school is at an early stage of establishing a curricular overview and recognises the need to give pupils more opportunities to apply the skills they have learned. The introduction of a school-wide reading programme provides a consistency of approach and is beginning to have a positive impact on progress and standards. The Intensifying Support Project has encouraged staff to focus on taking the learning needs of pupils more into account when planning, especially in English and mathematics, and pupils' needs are met overall. More able pupils are known to their teachers and, in the best practice, extended tasks are provided but this is not always the case. The Foundation Stage curriculum is well planned with well-equipped classrooms and an outdoor play area providing many opportunities for children to cooperate and learn together.

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory with several good features. Health and safety of pupils are promoted well through safe working practices, for example, pupils wear gloves when handling soil, and risk assessments receive careful attention. Child protection procedures are clear and widely understood. Procedures for managing behaviour are good, resulting in improved behaviour around the school. As a result, pupils feel safe and secure and enjoy coming to school. Despite the good range of actions taken, attendance has not improved because of lack of cooperation from some parents. Although work is being undertaken with these parents, it is not yet effective in improving the children's attendance. Good provision is made for pupils with learning difficulties and disabilities and those that are vulnerable. Pupils are identified early in the Foundation Stage, appropriate support programmes are organised and the school cooperates well with outside agencies to gain additional support and advice when necessary. Comprehensive assessment procedures have been established. However, there are some inconsistencies, for example in marking and in the use of the information gained to build well on what pupils understand, know and can do, so that some of the challenging learning targets that pupils are set are not always met.

Leadership and management

Grade: 3

Leadership and management are satisfactory with good elements. The senior management team has successfully led the school through a period of major upheaval with clear priorities for improvement. The very committed and hard working headteacher and deputy are involving all staff directly in teams to develop the school further. Leaders of the newly created teams are enthusiastic and determined to raise standards further but have not had sufficient time as yet to do so. With the support of the local authority through the Intensifying Support Project, the school has successfully focussed on improving writing and progress has been accelerated this year. However, there has been insufficient time for this to show in raised standards in national tests. The school has an accurate picture of its performance and recognises that standards are not yet high enough in English and in mathematics. Action taken to improve behaviour around the school has been particularly effective. Teaching is monitored systematically. The school's records indicate some improvements in teaching but that quality is not yet consistent enough. High priority is given to monitoring the progress of pupils of differing prior attainment but analysis of pupils' progress by gender is not yet systematic enough and strategies to raise the achievement of boys in English have not been followed through rigorously enough. The professional development of all staff is encouraged well and resources used efficiently. The school takes the views of parents into account with very good links made at the Foundation Stage through home visits. The recently reconstituted governing body is committed to raising standards and has established a clear vision for the future. Regular monitoring visits are arranged and opportunities created for governors to hold the school to account. The school is now in a strong position to raise standards further.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	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	NA	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

I am writing on behalf of the inspectors who visited your school on 26th and 27th of June to let you know what we think about the school. Thank you for making us feel so welcome. We enjoyed looking at your work and talking to you about how you feel you are getting on and how you enjoy your lessons. We were especially pleased to see you receiving rewards in your 'celebration' assembly.

Many of you told us how much you like school. We also found good things in your school and we think that it is providing you with a sound start for your education. We saw that all of the adults work hard to take good care of you and that some of you who find learning difficult are well supported. You told us that you feel safe and you know that you can always talk to an adult if you have a problem. We were impressed with how keen you are to take on responsibilities to help the school. We especially liked the way you behave well around the school and that almost all of you try hard in your lessons. You have lots of interesting activities to take part in and you are have good opportunities to go away with other pupils once you move to Year 3.

We know that your headteacher and all of the other adults are thinking very hard about how to make things even better. They look at your work frequently and give you extra help if you need it. They have noticed that some of you could do better, especially in English, but some of you could also help if you took more care to ensure that you write neatly and tidily and make sure you follow what the teacher asked you to do for the future. We have asked the school to make sure that you can make even better progress and that all of you are taught really well. A few of you have not been coming to school as often as you should. You would help yourself and the school a lot if you came to school every day and of course your parents have their part to play in ensuring that you attend well. Thank you again for making us so welcome. We hope you carry on working hard and enjoying being at school.

Michael Fitzgerald

Lead Inspector