



Manor Field Primary School

Inspection Report

Unique Reference Number 125930
Local Authority West Sussex
Inspection number 293401
Inspection dates 28 February –1 March 2007
Reporting inspector Tom Shine

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

Type of school	Primary	School address	Junction Road
School category	Community		Burgess Hill
Age range of pupils	4–11		RH15 0PZ
Gender of pupils	Mixed	Telephone number	01444 233368
Number on roll (school)	580	Fax number	01444 870770
Appropriate authority	The governing body	Chair	Dennis Jones
		Headteacher	R Painter
Date of previous school inspection	1 October 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school. There is a privately run after-school childcare facility on site as well as a breakfast club. During the school holidays most of these facilities are open throughout the day. Since the beginning of January the school has been led by an acting headteacher and a newly appointed headteacher will take up post after Easter.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents are very supportive of this good school and rightly appreciate what it provides for their children. 'I have been hugely impressed by the enthusiasm, dedication and creativity of the staff', is one of many similar written comments from a large number of parents. The leadership of the school has ensured that the overall quality of provision, particularly teaching, is good. As a result, pupils achieve well in relation to their attainment when they enter the school, and standards are above average at the end of Year 6. However, the good quality of teaching is not consistent throughout the school, and in some lessons more able pupils are not stretched enough to do as well as they can.

Pupils like their teachers, say they are well taught and enjoy coming to this school because 'lessons are fun, but not too much fun so that people mess around'. Older pupils also enjoy the wide range of out-of-school clubs and activities. They are eager therefore to attend school. In the Foundation Stage children make a sound start in developing their literacy and numeracy skills. However, there are marked differences across the Reception classes. In some of the three classes, for example, children are given insufficient opportunities to develop their language skills and independence, to enable them to make better progress. In the rest of the school, the curriculum is good and there is increasingly effective provision for the development of pupils' skills in literacy, numeracy, science and information and communication technology (ICT).

Pupils' personal development and well-being are good. Pupils say they feel safe and secure. The school provides good care, guidance and support for its pupils, and the levels of pastoral support are very high. As a result, all pupils behave well. They have a good awareness of the importance of keeping fit and enjoy sport. A recent focus on healthy living, much in evidence around the school, has resulted in pupils having a good understanding of the benefits of eating well and exercising. Members of the school council take their responsibilities seriously and make a good contribution to the school community.

The school provides good value for money. Leadership and management are good. The acting headteacher and his senior staff, who are effective in their roles, have a good understanding of the school's strengths and areas for development. The chair of governors leads the governing body well and liaises effectively with the school. As a result, the school's capacity to improve is good.

What the school should do to improve further

- Ensure that in all lessons teachers meet the needs of all groups of pupils, by setting work that is suitably challenging, particularly for the higher attaining pupils.
- In the Foundation Stage ensure that all children are given more opportunities to develop their language skills and independence.

Achievement and standards

Grade: 2

Achievement and standards are good by the time pupils leave Year 6. When children join the school in the Reception classes their abilities are broadly average. Although in one class pupils progress and achieve well, their overall progress and achievement is satisfactory as there is insufficient emphasis on the development of children's independence and language skills. As a result, when they enter Year 1, their attainment remains broadly average. The results of the national assessments at the end of Year 2 in 2006 were broadly average in reading, writing and mathematics, although a lower proportion than average reached the higher levels in mathematics. Achievement by the end of Year 2 is satisfactory. In Year 6, standards were above average and pupils performed well in English, and especially well in mathematics and science. All pupils, including those of higher attainment, achieved well. Pupils' writing has improved significantly over the past four years, most notably since 2005, as a result of the introduction of new ways of teaching writing skills. Evidence in the school indicates that these improved standards are securely in place. However, in some classes, higher attaining pupils are not given work that fully challenges them. Many of these pupils therefore do not make as much progress as they should. Throughout the school pupils are confident in speaking and listening. Pupils' good basic skills in numeracy and improving skills in literacy prepare them well for the next stage of their education and beyond.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Although not an ethnically diverse school, pupils develop a sound understanding of other cultures and religions through topics such as Fair Trade and close links with a school in Zambia. Their spiritual awareness is developed well when they reflect on wider issues, such as what they could give up in Lent to make them better people. Standards of behaviour are good and on occasions exemplary, as when the whole school packed into the hall for a National Book Day assembly. Pupils are polite and well-mannered. Their very positive attitudes were summed up by the response of one pupil who, when asked if she liked school, said 'Yeah, I love it!' Pupils are very trusting of adults and know that there are many members of staff, including the Pastoral Support Worker, who will help them resolve any issues. They enjoy the opportunities to take additional exercise through the many clubs and regular fitness runs. Pupils come to understand the needs of others through the good links they have made with the local community and charities. Pupils' well-developed social skills provide them with a good basis for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

In general, teachers' planning is detailed and reflects their good subject knowledge and meets the needs of most pupils. In many lessons good questioning challenges pupils to think and reflect on their learning. However in some classes lessons do not meet the wide range of pupils' needs because the work set is not matched well enough to meet them. This results in some, particularly the more able, being insufficiently challenged to make as much progress as they should. Teachers have good relationships with their pupils and manage their classes well. Teaching assistants work very well with the teachers, are well qualified and are used very effectively to focus pupils on their learning. However, staff in the Foundation Stage are sometimes too slow to intervene sufficiently to encourage children to think for themselves and to develop their language skills through discussion.

Curriculum and other activities

Grade: 2

The good curriculum captures the interest and imagination of most pupils. However, in the Foundation Stage the curriculum is satisfactory because there are not enough opportunities for all children to work independently and more could be done to help them with early language skills. The outside areas, including the organic garden, are used well by these children. In Years 1 to 6 there is good provision for the development of pupils' skills in literacy, numeracy, science and ICT.

The pupils enjoy a wide range of learning opportunities both in the school and outside, although younger children say, justifiably, they would like a greater range of activities after school. An extensive programme of visits and visitors enriches the curriculum very effectively for the majority of pupils. For example a local theatre group enhanced the history curriculum and a magistrate's visit to Year 6 to arrange a mock trial raised pupils' awareness of Citizenship. Attractive, well organised outdoor facilities in the large grounds complement provision effectively.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. This is appreciated by parents, one of whom wrote not untypically, 'The children get a great sense of belonging.' The levels of pastoral support, especially for more vulnerable pupils, are outstanding. A very calm and caring approach is taken to try to resolve the social, emotional and behavioural issues that affect some pupils. Teaching staff, and especially all those directly involved in supporting vulnerable pupils, work effectively as a team to co-ordinate the very high levels of support. This allows these pupils to make good progress and to reduce the number of exclusions to a very low level.

Child protection and health and safety procedures are good. The academic support and guidance that pupils receive is also good. Pupils are aware of their targets and what they need to do to move on. The good marking is helpful to pupils in showing them how well they are doing and how to improve their work. This is appreciated by the older pupils who say teachers' marking is encouraging and helpful. The progress of pupils with learning difficulties and disabilities is carefully monitored. As a result these pupils are supported well in class, small groups or individually and enabled to make good progress.

Leadership and management

Grade: 2

The acting headteacher has led the school effectively since the beginning of January and has been supported well by the senior management team and the main subject leaders. The leadership team has an accurate knowledge of the strengths and weaknesses in the school and has worked successfully to establish a cohesive approach to making the school even better. As a result staff work together effectively and have a shared commitment to improvement. They are particularly good at including all pupils in the life of the school.

Teaching is monitored regularly. However, there is not always quite enough focus on ensuring that improvements are made in those classes where weaknesses have already been identified. Governance is good. Governors are very supportive and committed and are led by a recently appointed and effective chair. The school runs well on a day-to-day basis and is supported well by capable administrative staff.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2
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
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for all the help you gave to the inspectors when they came to your school recently. We liked talking to you and to your teachers and coming to your school assembly. Your school provides you with a good education. You are making good progress because generally you are well taught.

These are the things we liked most about your school:

- You achieve well in English, mathematics and science.
- You are all very friendly and polite.
- You are very well cared for and you told us you feel safe and well supported.
- Your acting headteacher, the staff and the governors run the school well and make sure those of you who need extra help get it.
- You enjoy school and attend regularly.
- You also behave and get on well with each other and with all members of staff.
- You have a good understanding of the importance of exercise and healthy eating.
- You enjoy the wide range of out-of-school activities and clubs in Key Stage 2.

These are the things that we think could be better:

- We think that some of you could be doing harder work.
- We think younger children would make even better progress if they were sometimes given more opportunities to speak with adults and ask questions and sometimes given more opportunities to develop their independence.

We really enjoyed talking to you about your work and watching you learn and wish you all well for the future.