

# Sunbury Manor School

## Inspection report

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<b>Unique Reference Number</b>	125267
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328328
<b>Inspection dates</b>	8–9 October 2008
<b>Reporting inspector</b>	Anne Wellham HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1034
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Hirst
<b>Headteacher</b>	Mrs L Duncan
<b>Date of previous school inspection</b>	28 September 2005
<b>School address</b>	Nursery Road Sunbury-on-Thames TW16 6LF
<b>Telephone number</b>	01932 784 258
<b>Fax number</b>	01932 772 197

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Sunbury Manor is a slightly larger than average community comprehensive school. Students are predominantly White British with just under 7% from a range of other ethnic groups. A few students do not have English as their first language. The percentage of students with learning difficulties and/or disabilities including those with statements of special educational needs is higher than the national average. Most of these students have moderate learning difficulties and behavioural, emotional and social difficulties. The school is fully accessible for physically disabled students and has a number of students with complex physical disabilities, including those in wheelchairs. The school also provides a resource for supporting students with speech, language and communication needs. The school was awarded specialist status in humanities in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Sunbury Manor is a good and improving school. It is heavily oversubscribed and has a deservedly good reputation locally. The overwhelming majority of parents who responded to the parental questionnaire recorded their support and confidence in the school. 'A wonderful school where my son is happy, listened to and taught well'. This comment summed up the feelings of many parents. Support for the school is shared by the teachers, one of whom commented, 'I am happy to be here and happy to work hard'. Most students when asked struggled to think of anything they wanted to improve about the school.

Students enter the school with average levels of attainment. They make good progress and achieve standards that are above the national average by the time they leave school. There is some variation in achievement between subjects and too few students reach the A and A\* grades they are capable of at GCSE. The school has rightly targeted these as areas for improvement. Students with learning difficulties and /or disabilities make very good progress because teaching, support and the curriculum are matched well to their individual learning needs.

Students' personal development and well-being are outstanding because of the excellent curriculum on offer and the high standards of care and support. The school provides an inclusive environment where everyone is encouraged to become passionate about learning and aspire to achieve their best. Students report how much they enjoy school and that they feel very secure and comfortable with each other and with their teachers. Anti-social behaviour is dealt with rapidly, including any bullying or racist incidents. Students attend school very regularly, behave exceptionally well and know that there is always someone to turn to for help. The internal exclusion unit provides strong guidance and support for disaffected students by helping to improve their attitudes to learning. The school has very strong and productive links with local residents and neighbourhood partners that allow students to make an excellent contribution to the community. The school's specialist status has enriched the curriculum by expanding the range of courses for students and establishing links across subjects.

Teaching and learning are good. Learners make good progress because teachers and staff who support learning encourage students to hold high expectations of their achievement. As a result, students are well motivated, eager to participate and enjoy learning. There are rigorous whole-school tracking systems to set targets and to monitor students' progress regularly but these are not yet used consistently well across subjects. When these systems are used effectively, students are aware of their learning targets, know how well they are doing in their efforts to reach them and are provided with clear guidance on how to improve further.

Leadership and management are good overall. The headteacher is an outstanding leader and is supported by a dedicated senior management team. They have the confidence of parents, staff and students. A comment from one parent reflects the views of many, 'The headteacher is very passionate regarding all aspects of the school and the well-being of the pupils. She takes time to listen and resolve any concerns'. Another commented, 'I am impressed by the arrival of the senior management at the school gates after school come rain or shine'. Senior leaders have a very good understanding of the school's strengths and weaknesses and set a clear direction for improvement. They are providing excellent support and guidance to develop the skills and abilities of middle leaders so that standards of teaching and learning and students' achievement can be consistently good across the school. This underpins the school's good

capacity to improve. The governing body are supportive of the school and provide a good level of challenge. The school provides good value for money.

### **What the school should do to improve further**

- Improve the achievement of higher attaining students.
- Use a consistent approach to target setting and guidance to allow students to achieve their potential in all subjects.

## **Achievement and standards**

### **Grade: 2**

Most students make good progress throughout their time in school and do well in public examinations, with some groups making very good progress. During the last three years standards at Key Stage 3 have improved marginally and in 2008 are above the national average. In 2008, the proportion of pupils attaining the highest levels at the end of Year 9 was significantly better in mathematics than in English or science. The percentage of students obtaining grades A\* to C in five or more GCSE subjects has improved annually since 2005. The school's data indicates that the percentage of students gaining 5 or more A\* to C grades at GCSE, including English and mathematics, is considerably higher than last year. Within this positive overall picture, there are some variations in subjects, particularly in the proportions of students attaining the highest A\* and A grades at GCSE. The school recognises that this is an area for improvement. Students with learning difficulties and/or disabilities and students with English as an additional language make very good progress. Detailed and effective tracking systems enable the senior leadership team to plan and implement intervention strategies. The school's drive on improving teaching and learning, effective target-setting procedures and the monitoring of individual students' and groups' progress is reflected in students' good achievement and the improving standards at GCSE. The school is successful in promoting positive attitudes to personal development and achievement.

## **Personal development and well-being**

### **Grade: 1**

Students' personal development and well-being are outstanding. They thoroughly enjoy school as shown by their exemplary behaviour, good attendance and very positive attitudes to learning. The school provides a safe and welcoming environment and encourages students to increase their awareness of staying safe outside school. For example, the safe behaviour on public transport policy ensures that students know how to behave in a safe and acceptable manner on the way to and from school. The virtual learning environment provides excellent opportunities for students and parents to have a voice and raise concerns. New students joining the school in Year 7 are given online access to their mentors, other students who are coming to the school and their progress manager. The online school council is another good example. The school has rightly developed a rigorous policy for safe use of the internet to support this development. Students' spiritual, moral social and cultural development are good. Students have a very clear understanding of the difference between right and wrong and are encouraged to value one another's differences. Students make an outstanding contribution to the local community through a range of carefully identified links. For example, students regularly visit elderly residents and support children's reading in local primary schools. The recent school drama and music production, written by students, usefully drew on the knowledge of local residents in learning more about the school's history. A significant amount of money is raised to support

many local and national charities. Students are justifiably proud of their links with Africa, India and Romania. They appreciate the importance of adopting a healthy life style. This is encouraged through curriculum work, assemblies and nutritious menus in the canteen. Sports activities are extremely popular and large numbers of students attend the wide range of clubs and practices.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and consequently students make good progress. Students report that teachers are helpful, supportive and friendly. They enjoy their lessons and are motivated to learn. Their excellent behaviour in lessons, and their eagerness to co-operate with one another, creates a positive learning environment. Where teaching is particularly effective, teachers plan lessons in a detailed manner and ask thoughtful questions, which allow students to explore and develop their own understanding. Also, students focus on what they are learning throughout the lesson, they know their targets and the tasks are matched carefully to their interests and needs. However, some lessons do not challenge able, gifted and talented students sufficiently because they do not always know what they need to do to improve further. Students with learning difficulties and/or disabilities and those for whom English is an additional language make very good progress because they receive excellent intervention and support for their learning. The school has good systems for involving parents and students in their learning through their academic mentoring days and the virtual learning environment.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides an outstanding curriculum, which is both broad and balanced and contributes to students' excellent personal development. Regular monitoring and review ensures that courses meet statutory requirements whilst remaining flexible enough to meet the needs and interests of students and those of the locality. At Key Stage 3, courses fully meet the requirements of the National Curriculum. At Key Stage 4, the provision of a variety of pathways ensures that students are placed on the most suitable courses. The school makes productive use of local colleges and work-related learning. The school is using humanities specialist status very well to enhance the curriculum. For example, media studies has been added to the curriculum offer and is taught in a specially resourced arts and media centre. A series of humanities weeks establish cross-curricular links between subjects and projects are building on the already excellent links with the community. Students who would benefit from additional teaching receive extra lesson time for literacy and numeracy, which has contributed to the improved standards at GCSE. Very good provision for students with learning difficulties and/or disabilities allows them to make very good progress. A very good example is the participation of disabled students in boccia, seated bowling designed for students with physical difficulties, that improves physical skills and hand-eye coordination, raises self-esteem and promotes positive peer relationships. There is a very wide and comprehensive range of carefully planned extra-curricular clubs, societies, activities and trips to enhance students' learning and to boost their confidence.

## Care, guidance and support

### Grade: 2

The quality of care, guidance and support is good. There are rigorous and highly effective arrangements for health and safety, risk assessment and child protection. Care and support for students with learning difficulties and/or disabilities, and for those with English as a second language, are excellent. As a result, these students make very good progress and perform at least as well as other students. The social inclusion team has established strong links with parents who regularly visit the department and drop in at 'open surgeries' before the start of school. The school has developed a highly valued internal inclusion centre for students at risk of exclusion. This has reduced the number of fixed-term exclusions significantly allowing students to improve their behaviour and attitudes to learning whilst maintaining their academic progress. The school has developed thorough systems to track the progress of students against their learning targets and to provide appropriate intervention for students who underachieve. Where these are used effectively students are aware of their targets and how to reach them but this is not yet consistent across the school. There is good guidance and advice on option choices and opportunities for employment or further education.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher is passionate about the school and her leadership is outstanding. She communicates a clear vision for improvement to staff, students and parents. An able and committed senior leadership team and some enthusiastic middle leaders support her very well. Newly appointed subject leaders in key subjects are beginning to make a significant difference, particularly in setting challenging targets for achievement. A coherent and shared approach to target setting and development planning is developing well and beginning to eradicate differences that have led to some variation in achievement between subjects. There are rigorous systems in place to monitor and review performance and senior leaders, staff and governors have an accurate view of what the school does well and what is needed to bring about improvement. Regular lesson observation, learning walks by senior leaders and continuous professional development help teachers to improve and strengthen their performance. Governors are well informed and provide good support. The school's commitment to promoting equality of opportunity and tackling discrimination is exemplary and is reflected in an exceptionally inclusive ethos and strong teamwork. The school has developed strong and productive links with the local community and effective national and international links. These are based on a thorough knowledge and understanding of its own community and learners' needs. The school has made good progress since the previous inspection and has a good capacity for further improvement.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 October 2008

Dear Students

Inspection of Sunbury Manor School, Sunbury-on-Thames, TW16 6LF

Thank you all for the very warm, friendly and polite welcome you gave us when we visited your school recently. We really enjoyed talking to you, looking at your work and visiting some of your lessons. We were very impressed with your excellent behaviour and the consideration and respect you showed to each other and your teachers.

We think Sunbury Manor is a good and improving school. It is a happy school because you enjoy learning. The teachers told us how much they like coming to school and how much they enjoy teaching you. You have opportunities to study many different subjects and to take part in a wide range of interesting clubs, trips and activities. You told us that there is always someone to go to for help and advice if you are having problems or need to talk things over. All these things combine to help you to make good progress during your time in the school. You achieve well academically and your personal development is excellent. Most of your parents fully support the school. Your excellent headteacher and senior staff, helped by the governors, lead your school well. They make sure that you are continually encouraged to have high expectations of yourselves and others.

Your school is good at identifying ways in which it can improve. We agree with your school leaders that some of you could do better in some subjects. We have asked them to make sure that all teachers give you clear advice on what you have to do to reach your targets. We have also asked the school to make sure that they help the students who are capable of getting A\* and A grades at GCSE to achieve more. You can help by making sure that you work hard and do your best in all subjects.

We wish you all at Sunbury Manor a very successful future.

Yours sincerely

Anne Wellham

Her Majesty's Inspector