

Manorfield Primary and Nursery School

Inspection report

Unique Reference Number	134732
Local Authority	Surrey
Inspection number	328964
Inspection dates	18–19 May 2009
Reporting inspector	Peter Thrusell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	249
Government funded early education provision for children aged 3 to the end of the EYFS	44
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Gerry James
Headteacher	Miss Nicola Gambles
Date of previous school inspection	26 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Sangers Drive Horley RH6 8AL
Telephone number	01293 782 839

Age group	3–11
Inspection dates	18–19 May 2009
Inspection number	328964

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Age group 3-11

Inspection dates 18-19 May 2009

Inspection number 328964

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Manorfield is an average sized one-form entry primary school with a Nursery. The headteacher is in her second year at the school and the deputy headteacher joined at the start of the current year. Most pupils are of White British heritage, with a small proportion from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The proportions of pupils having learning difficulties and/or disabilities or statements of special educational needs are much higher than average. The main needs represented are moderate learning and behavioural, emotional and social difficulties. The school has achieved Healthy School and Eco School Green Flag awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Manorfield Primary and Nursery is a satisfactory, school. The dynamic headteacher is very well supported by the deputy headteacher. Together they have gained the full support of staff, who work well together and fully support the drive for school improvement. Parents recognise the school's rapid improvement, one commenting, 'The positive changes over the last two years have impacted amazingly on the children.' The headteacher very quickly identified and prioritised the measures to be taken to bring about improvements. A very strong focus on the management of behaviour, including those pupils who have particular behavioural, social and emotional needs, has been very successful. A nurture group for these pupils enables them to work effectively together, to manage their own behaviour and to raise their self-esteem. As a result all pupils feel valued and supported, behaviour across the school is good, and pupils have positive attitudes to learning. This contributes to their good personal development and well-being, and is reflected in their improved attendance since the last inspection which is now satisfactory. A review of the curriculum has led to a more creative and exciting approach to learning, which pupils greatly appreciate. This is starting to have a positive impact on achievement and standards, especially in the quality and content of pupils' writing, and the opportunities for pupils of all abilities to work independently. Their homework projects are a testimony to their enthusiasm.

The quality of teaching and learning is rigorously monitored. Although remaining satisfactory overall, inadequate teaching has been eliminated and the proportion of good teaching has increased. As a result, the progress made by pupils in their learning has improved and is satisfactory. There remains more to do to ensure pupils achieve well. Nevertheless, the worrying fluctuations in pupils' progress, identified by the school, have to a great extent been eliminated and increasing numbers of pupils make good progress. Consequently, standards in reading, writing and mathematics within Key Stage 1, although below average, show signs of improvement. By the end of Year 6 standards in English and mathematics are below average, but they are average in science.

The school monitors and records pupils' progress very carefully. This information is now shared with staff, who are becoming more adept at using it to plan the next steps in pupils' learning. However, the school recognises that more needs to be done to accurately match learning activities to the ability and aptitudes of different pupils, to ensure that all make good progress. Monitoring information also helps the school to identify areas of underachievement and to put additional support in place. This is being done with increasing effect as teaching assistants receive further training and take up an enhanced role in supporting learning. This is especially evident in the support for pupils with learning difficulties and/or disabilities, enabling them to make good progress in their personal development and learning. They are especially keen to meet the well-focused targets that are set for them. Where teaching and learning are stronger, teachers use assessments to keep pupils informed of how well they are doing and how they could improve their work. However, the school has identified that this practice, along with setting improvement targets for all pupils, is not consistently effective across the school, and future action is planned on this.

Good links with parents, other schools and agencies provide effective support for pupils' learning and well-being and contribute to curriculum planning and provision. Parents are made extremely welcome at school. At the start of the day, especially in Reception and Key Stage 1, they come into classrooms to see what their children are doing and to talk informally with staff. The

headteacher has quickly gained their confidence and takes every opportunity to chat with them. One comments that, 'The headteacher makes everyone feel very welcome and valued.' This is encouraging parents to have a more positive view of the school and to support children in their learning. It is also a further indication of the very strong care and positive ethos for learning and personal well-being that the school successfully promotes. Along with other recent improvements, this shows that the school has a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Strong links with parents and a high quality of care and welfare ensure that children settle quickly into school. Many start with skills, knowledge and understanding that are well below those typical for their age. They have particular difficulty in using language to communicate and talk about ideas. They make good progress. By the end of the Early Years Foundation Stage many reach the level expected for their age in each area of learning. However, a substantial minority do not, particularly in communication, language and literacy. There is a good focus on speaking and listening and developing early reading and writing skills. These are areas which the school is planning to develop further, particularly through role play and by developing adults' questioning and conversation skills. Children enjoy their time in school. They behave well and are enthusiastic. Staff create a good balance between adult-directed and child-initiated activities in both the indoor and outdoor areas. This is enabling children to become independent and confident learners. They take responsibility for small tasks and learn to participate well. In one lesson pupils shared what they knew about insects and identified a wide range of different types. Good leadership and management have ensured that detailed assessment procedures have been established, enabling staff to have an accurate view of individual progress and to plan the next steps in each child's learning.

What the school should do to improve further

- To raise achievement and standards, ensure that teachers make the fullest use of assessment information to plan appropriate work that challenges pupils of all abilities.
- Ensure that all pupils are clear about how well they are doing and how they can improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily. By the end of Year 6 overall standards are below average. Pupils with learning difficulties and/or disabilities make good progress due to the high level of support they receive. Pupils in Year 6 are receiving additional well-focused support, which is helping to accelerate their progress and make up lost ground in their learning. Progress in mathematics has been weaker than in other subjects. Commercially published resources are providing further challenge to pupils and helping to raise teachers' expectations of what pupils can achieve. The use of computer support and assessment programmes for mathematics adds interest to pupils' learning. These are helping to monitor their progress more closely and to identify areas that require further attention. These developments are also encouraging teachers to become more flexible in their planning and grouping of pupils in lessons in response to assessments, so

helping to raise achievement. Teaching assistants now provide additional skilled support in teaching sounds and letters. This, along with other initiatives such as 'Reading Recovery' and 'Boys into Books', is starting to raise reading standards. The school's revised curriculum is providing opportunities for purposeful writing, which is starting to raise achievement, particularly of boys.

Personal development and well-being

Grade: 2

Pupils show positive attitudes and establish good relationships. They make good progress in learning to manage their own behaviour. Pupils' spiritual, moral, social and cultural development is good overall. They look forward to celebration assemblies and are proud that their achievements receive special recognition. A parent records, 'The school endeavours to raise children's esteem, whatever their ability or background.' Pupils learn to understand the diversity of their own and other societies, although this is an area that the school wants to develop further. They are encouraged to share their own backgrounds with other pupils, for example by wearing traditional costume on non-uniform days. A project on St Lucia shows how pupils are able to balance practical and ethical judgements when considering how a society can best develop. Pupils share the school's values and contribute through an active school council. They have a good understanding of personal safety and show positive attitudes to healthy eating and taking part in physical activities, recognised in a national award. Their concern for the environment has also been recognised. Pupils' good personal skills and their competent use of computers, along with their literacy and numeracy skills, satisfactorily prepare them for their future life and learning.

Quality of provision

Teaching and learning

Grade: 3

Through rigorous monitoring, including teachers looking at each others' lessons, the staff are united in their drive to improve the quality of teaching and learning across the school. Although examples of good and outstanding teaching were seen during the inspection, the overall quality of teaching and learning is satisfactory. Lessons are well managed. Very good relationships ensure that pupils respond sensibly to instructions, quickly settling to their different activities. Planning shows what pupils are expected to learn in lessons and the different activities, linked to ability, to bring this about. However, the work set is not always fully appropriate, at times too difficult or lacking sufficient challenge for some, so that progress slows. Teachers and teaching assistants work well together, but do not always further pupils learning and understanding by discussing their work more fully with the groups they are supporting. In better lessons time is provided for pupils to talk about their learning and to evaluate how well they have done and the difficulties they may be encountering. Information and communication technology is used well to support teaching and learning. Interactive white boards help to enliven lessons and to keep pupils engaged. There are good examples of marking that tell pupils how well they have done and how they could improve their work, but these are inconsistent.

Curriculum and other activities

Grade: 2

The school has used its knowledge of the community and local needs to develop a good range of learning opportunities that is helping to raise achievement and standards. This is already evident in improved writing standards, but yet to be fully evaluated for other subjects. Teachers have improved their planning to ensure that skills are developed consistently across the school and the learning needs of different groups are being met, including the more able and those with learning difficulties and/or disabilities. The school caters well for pupils' personal development, including the development of independence and responsibility. Social development is fostered well through educational visits. Year 6 pupils greatly enjoyed a residential trip to France. One commented that, 'We took footballs, frisbees and buckets and spades and we took turns instead of fighting over them.' Pupils participate well in a variety of extra-curricular activities, ranging from cooking to sports.

Care, guidance and support

Grade: 2

Staff know pupils and their families well so that there is a high level of trust and confidence in the school. Arrangements for safeguarding pupils are robust and the school provides a safe, supportive environment. The school provides very good support for vulnerable pupils and their families. The establishment of the Nurture, Emotional, Social, Teamwork (NEST) provision is highly valued by pupils and makes a significant contribution to enabling them to manage their own behaviour and participate in the school community. The school has put into place a wide range of strategies to improve attendance, leading to improvement. The school monitors pupils' progress well and identifies those who need additional support. Those with learning difficulties and/or disabilities, who make up about a third of the school, have clear personal and learning targets and receive good, well-managed guidance. This practice is less consistent for other groups of pupils. The few pupils at an early stage of learning English are well supported.

Leadership and management

Grade: 2

The headteacher and deputy have made an accurate evaluation of the school's performance and, with the staff, have constructed a school improvement plan that rigorously maps the way forward. Planned actions have been well prioritised to ensure improvements to pupils' personal and academic development. These draw on the support of consultants and reflect a good awareness of pupils' backgrounds, abilities and aptitudes. Assessment data is used well to set challenging end-of-year targets for pupils, which an increasing number are on the way to meeting. Teachers are accountable for pupils' progress as part of their performance management. Governors are supportive of the work of the school and have a good understanding of its strengths and where improvements are needed. This enables them to challenge the school on its performance and whether new initiatives are having an impact. The school's curriculum provides a satisfactory range of opportunities for pupils to develop a knowledge and understanding of different communities both locally and worldwide. It has yet to fully evaluate this provision for its impact on community cohesion.

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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?	3
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
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	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

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 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	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

04 June 2009

Dear Pupils

Inspection of Manorfield Primary and Nursery School, Horley, RH6 8AL

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were always interesting to talk to, polite and helpful. You spoke enthusiastically about enjoying school and all of the things in which you take part. We have decided that Manorfield is a satisfactory school which is quickly improving.

We liked these things the most.

- Children get off to a good start in the Nursery and Reception.
- You behave well and want to do your best. Those of you who need help with your behaviour are very well supported in the NEST.
- The school makes sure that you are safe and well looked after, and provides good support for those who find learning difficult.
- You enjoy school and are all very keen to keep fit and eat the right things.
- You are keen to take on responsibilities.
- Your headteacher, deputy and staff are doing a good job. We know that you and your parents greatly appreciate this.

We have asked the school to work on the following things now.

- The school looks carefully at how well you are doing in lessons. It must use this information more to plan work that is just right for each of you, so that it is not too easy or too hard. This will help you all to make the best progress possible.
- The teachers need to help you become aware of how well you are doing and how you could do even better. Good marking, individual targets to aim for and more opportunities to talk about what you are doing in lessons will all help.

You can play your part by working hard in lessons and continuing to enjoy school.

We did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector