

Manor Mead Community Special School

Inspection report

Unique Reference Number	125473
Local Authority	Surrey
Inspection number	340773
Inspection dates	28–29 January 2010
Reporting inspector	Denise Morris

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

Type of school	Special
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Tania Rhodes Taylor
Headteacher	Fiona Neal
Date of previous school inspection	3 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The proportion of time spent looking at learning was about two thirds. Inspectors observed 13 lessons or parts of lessons and observed 11 teachers. Meetings were held with staff, senior leaders, governors and pupils. Inspectors observed the school's work, looked at pupils' work, school planning, the school development plan and governors' minutes. The inspection team received 29 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress of all the different groups of pupils at the school
- The school's strategy for community cohesion and how it helps pupils to develop understanding of other cultures
- The impact of improvements to the accommodation since the last inspection
- The quality of the governors' planning to secure sustained improvement.

Information about the school

All pupils at the school have a statement of special educational needs for a wide range of severe and profound learning difficulties and sensory and/or physical impairments. There are two classes for pupils with autistic spectrum disorders. A few pupils come from minority ethnic backgrounds. Early Years Foundation Stage provision supports children from the age of two. There has been a significant amount of building to improve the accommodation since the last inspection. The school has its own heated indoor pool.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It has maintained excellent outcomes since the last inspection because of the exceptional quality of leadership by the headteacher who has an ambitious vision for the school. She has been rigorous in improving all aspects of provision through very effective self-evaluation and through embedding innovative ideas and practice. This has enabled pupils to maintain their high levels of achievement, including in their personal development. They make excellent progress as they move through the school and by the time they leave they reach high levels of attainment in relation to their abilities. All groups of pupils achieve challenging targets. Their achievement in communication and interaction is exceptional. This was evident in the older classes where, because of careful grouping and very skilled teaching and support, pupils were fully engaged in learning about traditional stories such as Little Red Riding Hood. They listened carefully to the story responding excitedly to a wide range of questions showing that they had understood the sequences and could offer an opinion. The excellent use of signing and the Picture Exchange Communication System (PECS) meant that pupils in both groups had every opportunity to contribute and showed very high levels of independence in their responses.

Pupils' personal development is outstanding. They say that they feel safe at school and show very good awareness of the importance of healthy eating and keeping fit. Lunchtime clubs, supported by students from a local college, help all pupils, including those with physical disabilities, to be active and enjoy sports. Links with local schools as part of partnership activities are good and inclusion opportunities for individual pupils are developing well, helping them to extend their social skills.

Pupils' spiritual, moral, social and cultural development is outstanding. They have regular opportunities to reflect on their own learning and understand the importance of quiet times. Pupils' enjoyment of school is reflected in their excellent levels of attendance.

Provision in the Early Years Foundation Stage is outstanding and children achieve exceptionally well during their Nursery and Reception Years. They benefit from exciting provision although the outdoor area is not used regularly enough to extend all children's experiences.

Leadership and management are outstanding and governors provide excellent support and very good challenge to the school. Their plans and priorities to ensure that the school continues to improve are good. As a result, the school's capacity for improvement is outstanding.

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What does the school need to do to improve further?

- Make regular use of the outdoor area in the Early Years Foundation Stage so that children can choose where and when they want to play and learn.

Outcomes for individuals and groups of pupils

1

Pupils really enjoy school. This is evident on their smiling faces as they eagerly hurry from their buses and into school. They greet adults excitedly and start each day full of enthusiasm. They behave exceptionally well and this contributes to a calm and purposeful atmosphere in all areas of the school. Pupils of all abilities, including those with complex needs and those with autistic spectrum disorders, make outstanding progress during their time at the school, achieving very well in relation to their starting points. Most achieve their targets and many exceed them. Progress in speaking and listening is outstanding because of the very high emphasis placed on the use of communication aids including technology, signing and the use of symbols. As a result, all pupils have individual systems that suit their personal and learning needs, ensuring that they have a voice and can make their wishes known. This helps them to develop independence and make valid choices preparing them very well for their futures. For example, most are able to choose their lunch, showing excellent understanding of how to eat healthily, and make a choice from the many sports clubs which help them to keep fit. Pupils make their own decisions about what activity they want to pursue and respond to questions independently. They achieve very well in swimming, music and art and benefit from some good community links with local schools and colleges as they extend their participation in sports. Good links with the local community support regular involvement in local activities such as the Shepperton Fair. The school council is very effective and members take their responsibilities seriously. They are fully involved in improvements to the accommodation. As a result of their regular attendance and excellent progress, pupils are very well prepared for their futures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The outstanding curriculum provides a wide range of exciting activities that meets the needs of all pupils very well. Individual approaches to communication and interaction are extremely successful. A recent review of the curriculum has resulted in increased creativity. This is evident in the many vibrant displays of pupils' artwork around the school. The high quality accommodation has been effectively improved since the last inspection. The increased space plays an important role in catering for the very wide range of needs of the pupils. For example, older pupils now have their own discrete area which is helping to improve their personal development and their confidence. Specialist accommodation for pupils with autistic spectrum disorders has enabled their curriculum to be tailored to their individual needs. All pupils enjoy the multi-sensory rooms and the hydrotherapy pool which has a significant impact on many pupils' very good swimming skills. Strong partnerships with local schools and colleges contribute very well to pupils' enrichment. For example, students from the local college run a weekly lunchtime sports club for some of the older pupils who value the link as well as the positive role models that the activity provides.

Teachers have an exceptional knowledge of their pupils and relationships are very strong. In almost all lessons, challenging targets are set and information and communication technology is used very well to focus pupils' attention and offer choices. Assessment of each pupil is rigorous with regular recording of pupils' comments, choices and movements. Teachers use resources very well to help pupils learn. For example, a tactile approach to making 'smoothies' in a cookery lesson in Years 1 and 2 became a prelude to pupils handling and choosing fruit and scooping ice cream as they showed determination to succeed. Similarly, good use of a video clip of Pocahontas in Years 2 and 3 extended pupils' understanding of American Indians.

The school provides outstanding care and guidance for all its pupils. Links with support services, such as the school nurse, physiotherapy and speech therapy are exceptionally good, ensuring that those with additional needs are fully provided for and included in all the activities offered. Targets are regularly monitored and excellent links with parents ensure that they are fully involved in their child's learning.

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These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Very clear vision is a key feature of the outstanding leadership and management of the school. Accurate strategic planning has identified the right priorities to move the school forward. Innovative practices are evident in the way that the curriculum has been reviewed and changed to provide exciting and creative opportunities for all groups of pupils leading to improved achievement by pupils. Similarly, challenging new assessment procedures are ensuring rigorous and regular tracking which quickly identifies any pupil falling behind. Senior managers share the vision of the headteacher and fulfil their roles effectively. Governors are proactive in their approach to monitoring and supporting the school and in challenging decisions. They fully meet their statutory responsibilities. Safeguarding procedures are exceptionally robust. Leaders promote equality of opportunity exceptionally well ensuring that there is no discrimination, as for example the wide range of communication aids enabling all groups of pupils to make choices and interact with their peers and with adults. The school's good strategy for community cohesion includes clear activities identifying how the school works to develop pupils' knowledge of the community and the wider world. The school makes good provision to develop pupils' local and global awareness and has identified future opportunities to develop national links. It promotes pupils' awareness and tolerance of other cultures well. Very strong local partnerships are an important feature of the rich provision ensuring that pupils' personal development in particular is very well catered for.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enjoy their learning very much in the Nursery and Reception classes which is why they settle quickly and make excellent progress in their personal development and in their learning. Children behave exceptionally well because they benefit from the very strong relationships in the classes and from the rigorous attention to ensuring that their welfare needs are fully met. Children's happiness is given a very high priority. As a result, children know that there is always someone they can turn to. Safeguarding procedures are very robust ensuring that children are safe and secure. Children have many opportunities to learn through play. For example, in one session children led their own play as they learned about different nursery rhymes. The use of Big Mac communication aids ensured that they could make choices, offer opinions and be independent. The session created excellent opportunities for language development. Personalised learning is very apparent in the Nursery and Reception classes. Teachers and adults ensure that each activity is matched very well to each child's abilities. Very good use of signing and symbols contribute very effectively to the excellent progress made by all groups of children.

The Early Years Foundation Stage is very well led and managed. Leaders have a clear overview and know the children very well. Children's achievements are regularly assessed. There are many excellent annotated photographs of each child showing their achievements and their progress. Classes are well presented and resources are exciting, colourful and appropriate to needs and abilities. The accommodation has been improved recently and provides a spacious and vibrant area for all groups of children. The outdoor area is not always used regularly to offer choices to children of where they want to play.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

Parents are exceptionally supportive of the school and very pleased with their child's education. Every parent who responded to the questionnaire said that their child enjoys school and that the school keeps him/her safe. Examples of parents' comments included: 'what an exceptional school Manor Mead is'; 'I would recommend this school to any parent with a special needs child'; 'I cannot praise the school highly enough'; and 'the staff and the headteacher are all extremely dedicated.' Parents are very happy with the way the school informs them about their children's progress and value the way in which they are invited into school regularly to discuss their child's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Mead Special School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	83	5	17	0	0	0	0
The school keeps my child safe	23	79	6	21	0	0	0	0
The school informs me about my child's progress	21	72	7	24	1	3	0	0
My child is making enough progress at this school	15	52	13	45	1	3	0	0
The teaching is good at this school	22	76	6	21	0	0	0	0
The school helps me to support my child's learning	17	59	11	38	1	3	0	0
The school helps my child to have a healthy lifestyle	16	55	11	38	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	55	8	28	1	3	0	0
The school meets my child's particular needs	22	76	6	21	1	3	0	0
The school deals effectively with unacceptable behaviour	16	55	12	41	0	0	0	0
The school takes account of my suggestions and concerns	17	59	10	34	1	3	0	0
The school is led and managed effectively	21	72	7	24	1	3	0	0
Overall, I am happy with my child's experience at this school	23	79	6	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 February 2010

Dear Pupils

Inspection of Manor Mead Community Special School, Shepperton TW17 8EL

Thank you for your help on our recent visit to your school. This letter is to tell you some of the things we found out.

- Manor Mead is an excellent school and you all really enjoy yourselves.
- You learn very well in your lessons.
- Your teachers give you lots of exciting things to do. We really liked watching you use your symbols or sign. You do this really well.
- You told us that you feel exceptionally safe at school. We agree with you. Your leaders work hard to keep you safe.
- You know all about keeping healthy and you make very good choices at lunchtimes.
- Your work is checked every day.
- The youngest children in the school make excellent progress in learning.

We are asking your leaders to do one thing to make the school even better. We think the youngest children could have more time to play outside. You could help with this by choosing to play outdoors every day.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead inspector

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