

# Manor Field Primary School

## Inspection report

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<b>Unique Reference Number</b>	125930
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340872
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	June Woolhouse

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	511
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Foote
<b>Headteacher</b>	Mrs Sarah Saxty
<b>Date of previous school inspection</b>	27 February 2007
<b>School address</b>	Junction Road Burgess Hill RH15 0PZ
<b>Telephone number</b>	01444 233368
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<b>Email address</b>	office@manorfield.w-sussex.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent observing learning. All 22 teachers were observed at least once and inspectors saw 23 lessons. Inspectors talked to members of staff, governors and pupils, including some from the school council. They observed the school's work, and looked at a wide range of documentation including the school's improvement plan and policies, safeguarding documents, assessment information, curriculum planning and class portfolios of pupils' work. Questionnaires were analysed from pupils in Key Stage 2, from staff and from 193 parents.

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

- the achievement of middle- and high-ability pupils, boys and girls at both key stages, to determine whether teaching is sufficiently challenging in English and mathematics
- the effectiveness of leaders and managers, particularly middle leaders, in raising attainment in English and mathematics
- the extent to which children in the Early Years Foundation Stage are learning through play, indoors and outside, and whether this is sufficiently balanced by direct, adult intervention across all the early learning goals.

## Information about the school

This is an above average-sized primary school set in pleasant and well-maintained grounds. There are more boys than girls on roll. Most pupils are White British; the rest come from a variety of different ethnic heritages. Almost all pupils speak English as a first language. The proportion of pupils eligible for free school meals is below average. An above-average proportion have special educational needs and/or disabilities, the most common being specific and moderate learning difficulties, speech and language difficulties and autistic spectrum disorders. The proportion of pupils with a statement of special educational needs is below average. Provision is made for children in the Early Years Foundation Stage in three Reception classes. The school hosts pre- and after-school clubs which are managed independently of the governing body. The school has National Healthy School Status, an Activemark and a silver International School Award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Manor Field Primary is a satisfactory school. The headteacher, ably supported by her senior team, has established a positive learning ethos based on shared values and mutual respect. The school's weaknesses have been correctly identified, mainly through the accurate evaluation of pupils' performance, although in their self-evaluation managers somewhat overestimate the school's strengths. Pupils' progress is beginning to accelerate, especially for older pupils, where the senior team first focused its professional development support.

Pupils make satisfactory progress and leave the school in Year 6 with average levels of attainment in English, mathematics and science. Children make a good start in The Early Years Foundation Stage, achieve well and reach levels above those expected by the end of the Reception year. This is an improvement since the last inspection because experienced staff now understand the needs of young children and provide a good balance between direct teaching and enabling children to choose interesting activities for themselves. Levels of attainment overall have fallen since the last inspection when they were above average in Year 6 although last year's results showed attainment is once again improving.

Pupils behave well, cooperate with each other in lessons and contribute thoughtfully to pupil voice activities. Most parents fully support the school's work. Staffing has undergone considerable change over the past two years and a few parents recognise that this disruption has affected their children's progress. Teaching is satisfactory overall. Pupils' progress is not consistent in all classes because planning does not always address the needs of the whole range of ability. Expectations are not always high enough because some teachers are not secure in their understanding of what should be expected of pupils by the end of each year.

The school has strengthened links with parents and carers, recognising the importance of support from home and encouraging involvement in children's learning, for example through the home-school diary. A newly opened Family Room is already used well to inform parents and carers of how to help the children in school. Other agencies are used well to support and improve pupils' learning and this shows in above-average attendance rates and the positive impact on minority groups such as Traveller children. Governance is good, ably led by the Chair and Vice Chair of the Governing Body, who understand what pupils should be achieving throughout the school. Community cohesion is promoted well through the emphasis on values education and effective links to local and international communities. Pupils learn about and respect cultures and traditions different from their own. The school's capacity to improve is satisfactory because senior

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leaders and managers are now committed to improving teaching and pupils' progress. Nevertheless, the monitoring and evaluation of teaching and learning is not systematic enough across all subjects and by all middle managers.

**What does the school need to do to improve further?**

- Accelerate pupils' progress and raise attainment in English and mathematics by:
  - ensuring that teachers' planning identifies both learning objectives and success criteria and is sharply focused on what pupils should be learning
  - increasing the pace of lessons and teachers' expectations of what pupils can learn by using national standards more accurately
  - engaging pupils more quickly in independent tasks and reducing the amount of teacher talk at the start of lessons
  - ensuring pupils are consistently involved in assessing their own work.
- Improve the quality of teaching and learning in all subjects by:
  - systematic monitoring to ensure that teachers' planning is accurately matched to individual pupils' needs
  - ensuring phase and subject leaders rigorously monitor pupils' work
  - involving middle and senior leaders in the analysis of performance data to evaluate trends and the impact of specific interventions.

**Outcomes for individuals and groups of pupils****3**

A fall in levels of attainment to significantly below average in English and mathematics in 2008 has been arrested and turned around by improved teaching. However, pupils' progress is still no more than satisfactory and the more able, in particular, do not make the progress of which they are capable. The various groups of pupils with special educational needs, including those who have speech and language difficulties and those with autistic spectrum disorders, make satisfactory progress.

Pupils enjoy learning when teaching enables them to work independently or together in small groups. They cooperate well and support each other by talking about how they will complete the tasks they have been set. Behaviour is good when they are actively engaged in solving problems and applying their knowledge to real-life situations. This happened when pupils made stable paper towers and talked about the effect of the weather and wind on tall structures. Pupils understand how to be healthy and enjoy taking part in sporting activities. They are very enthusiastic about the wide range of extra-curricular clubs they attend every week. They make many important contributions to the community, for example by setting up Burgess Hill's school town council and organising fund-raising and charity events, and they raise money for WaterAid and a school in Africa. Pupils understand the qualities needed to hold down a job and have good information and communication technology skills. These attributes and their positive attitudes prepare them well for the next stage of their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is improving in both key stages and some pupils now make good progress. In a Key Stage 1 numeracy lesson, for example, pupils used apparatus well to work out subtraction sums. The more able pupils were given particular problems to solve that required an understanding of both addition and subtraction to complete the task. Pupils were engrossed in finding solutions because the task was just right for their abilities. When teaching was less effective there was some confusion between what teachers intended to teach and what pupils were expected to learn. In some lessons teachers kept pupils on the carpet for too long, resulting in flagging attention, and there was too little challenge for the more able because they were expected to do more of the same rather than tasks that would challenge them further. Teachers' subject knowledge is sometimes insufficient to analyse pupils' mistakes. In the more-effective lessons teaching assistants are good at supporting individuals with specific needs and their support for pupils' reading development has resulted in some higher attainment. The curriculum complies with statutory requirements but at present revisions to schemes of work lack sufficient detail to guarantee continuity and progression. Pupils

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

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are taught some subjects in alternate terms, for example history and geography, resulting in an interruption in their progress in these areas. The application of literacy and numeracy skills to other subjects is at an early stage of development. The range of extra-curricular activities, on the other hand, is very good and embraces all subjects in the National Curriculum. Pupils benefit a great deal in their personal development from residential visits as well as from educational visits to support various topics.

Care, guidance and support are strengths of the school and have a significant impact on pupils' well-being and personal development. Pupils are well cared for, particularly vulnerable pupils and those with additional needs. Child protection procedures and training are good. Provision for pupils with special educational needs and/or disabilities is improving following the appointment of an inclusion manager, but the impact of these improvements has not yet had an impact on pupils' progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher's determined and persistent approach to improving pupil achievement through establishing a clear vision and direction for the school is beginning to show results. The staff survey shows that everyone is proud to be part of the school team. The senior leadership team has already intercepted some weaknesses in teaching and measures that will guarantee more regular and rigorous monitoring are developing. These include using national assessment materials to moderate pupils' work and a common approach to planning lessons and marking their books. Subject and phase leaders are not fully enough involved in analysing performance data and monitoring teaching and this is an area for development recognised by the senior leaders.

The headteacher and governors are vigilant about equal opportunities and removing barriers to learning and diligent about all aspects of safeguarding and child protection. They are committed to the promotion of community cohesion and supporting the school's links to the wider local and international communities. Financial management is good and resources are well deployed to support pupils' progress. At present the school gives satisfactory value for money as it works to improve teaching and learning.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children entering the Early Years Foundation Stage are broadly average in what they know and can do when compared with children nationally. They make good progress overall, but in writing and knowledge of numbers they do even better. The behaviour of children is consistently good. They work together in a harmonious and collaborative environment where they learn to play together and respect each other. For example, they have all learned signing so as to include a child with ongoing medical problems. The teaching and direction from well-trained staff are always good or better. Children always have fun in their learning, for example when they are controlling a member of staff acting as a robot. Children show more independence in their learning than was evident at the last inspection and adults only involve themselves in questioning to further extend their learning. Children's enthusiastic interest in what is going on is a testimony to teachers' good joint planning and common understanding of children's needs based on rigorous assessments through first-hand observations.

The unit is spacious and full of displays and other resources easily accessible by children. There is a spacious, exciting and well resourced outside area much improved since the last inspection, and greatly enjoyed by children when they explore and investigate things that they have chosen for themselves.

The unit is generally safe and secure. The staff work very well with all parents who enjoy the access and support they are given.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

### Views of parents and carers

Fewer than half the parents responded to the questionnaire. The vast majority of those who did were positive about the school and what it does for their children. A number were concerned about the way the school managed unacceptable behaviour. However, inspectors saw no poor behaviour in lessons or around the school and judged behaviour as good. A very few parents wanted more information about the school's work and their children's progress. Staff are available to talk to parents and formal meetings take place throughout the year. The senior leadership team has improved parent partnerships and regular newsletters and an excellent website give regular updates on school life. However, the school agrees that the home/school diary could be used more effectively. A few parents commented on inconsistencies in teaching and in the challenge offered to the more-able pupils. Inspectors agree with these observations.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor Field Primary 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 193 completed questionnaires by the end of the on-site inspection. In total, there are 511 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	51	86	45	7	4	2	1
The school keeps my child safe	99	51	85	44	5	3	4	2
The school informs me about my child's progress	77	40	94	49	16	8	5	3
My child is making enough progress at this school	76	39	95	49	13	7	8	4
The teaching is good at this school	91	47	92	48	6	3	2	1
The school helps me to support my child's learning	77	40	97	50	13	7	4	2
The school helps my child to have a healthy lifestyle	79	41	101	52	9	5	1	1
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)	51	26	107	55	13	7	5	3
The school meets my child's particular needs	69	36	105	54	12	6	5	3
The school deals effectively with unacceptable behaviour	41	21	107	55	22	11	113	7
The school takes account of my suggestions and concerns	46	24	108	56	19	10	9	5
The school is led and managed effectively	63	33	103	53	15	8	8	4
Overall, I am happy with my child's experience at this school	81	42	97	50	9	5	1	1

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 March 2010

Dear Pupils

Inspection of Manor Field Primary, Burgess Hill, RH15 0PZ

We enjoyed our visit to your school recently because we were made to feel very welcome. We were impressed with your courtesy and consideration as we went around all the classrooms. This good behaviour makes school a good place to be and enables you to learn effectively. We were very pleased that you have such good attendance because if you are not in school, you miss important chances to learn and improve. So keep it up!

We decided that your school is satisfactory and starting to improve. Your reading is much better than it was and it is very important that you practise at home. Your school is a safe place to be and adults care for you very well. You have some fantastic opportunities to learn after school in all the clubs that are organised for you.

Your headteacher, the governors and all the staff know that they must continue to work very hard to help you reach the highest possible levels, especially in English and mathematics, by the time you leave. We have asked them to help your teachers make sure everyone gets just the right kind of work to complete, not too hard but not too easy either. You have to play your part by listening carefully, even if sometimes you want to get on with tasks straight away. We also want teachers to know a bit more about how each year group is progressing so that they can plan more challenging lessons that help you learn more effectively.

I hope you enjoy the rest of the year. Some of you will be moving to the big school, but we think you have learned to work together well at Manor Field and this will stand you in good stead next year.

We wish you well and success in the future.

Yours sincerely

June Woolhouse

Lead inspector

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