

Inspection of Manorcroft Primary School

Wesley Drive, Egham, Surrey TW20 9LX

Inspection dates: 26 and 27 September 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to show their school values of respect, responsibility and resilience. These values are clear to see in all areas of the school. Pupils benefit from the ambition that the school has for what they will achieve. They trust adults in the school. Pupils know adults will help them and do what is right for them. Pupils do not give up when they learn new things. As such, they constantly strive to achieve well.

The school is a happy place to be. Pupils have warm and mutually respectful relationships with everyone in the school. They are consistently considerate and calm in their conduct. A sense of kindness and care pervades as a result. Social times are joyous because pupils take care of each other and their environment. They enjoy playtimes and help each other in the various activities that staff provide for them.

Pupils appreciate the wide range of leadership opportunities they are given. Whether as classroom monitors, school ambassadors or play buddies, pupils learn to be responsible members of their community. Pupils care deeply about their school. This is evident in how they actively encourage each other to be the best they can be.

What does the school do well and what does it need to do better?

The school's curriculum is well sequenced, and it sets out the small steps of knowledge pupils will learn and in what order. The school has ordered this learning from Reception class onwards. As a result, children in Reception gain the knowledge they need so that they are ready to learn in Year 1. Pupils are well prepared for their next steps in learning. They achieve well through the curriculum, and this is reflected in the school's highly positive 2022 published outcomes.

Teachers' secure understanding of the curriculum helps pupils to build knowledge over time. Lesson activities engage pupils and are well resourced. However, in a small number of lessons, activities do not clearly match the ambitious outcomes of the school's curriculum.

Teachers have secure knowledge of pupils' needs. Careful assessment of children in Reception means that the school identifies any needs they may have. The special educational needs and/or disabilities (SEND) provision in the school is highly effective. All pupils with SEND have targeted and precise support in place. As a result, pupils with SEND achieve well through the curriculum.

The school uses information from assessments to spot when a pupil has fallen behind. This is most effective in early reading and mathematics, where teachers assess pupils precisely against the knowledge they have learned. In phonics sessions, teachers carefully check what pupils can remember. Extra activities are put in place when they spot any gaps in knowledge a pupil may have. Expertly trained

staff deliver these activities as well as daily phonics lessons. Due to this, pupils in the school learn to read very well and with confidence.

In some foundation subjects, assessment is less precise. The school is still working on its approach to assessment in these subjects. Currently, teachers do not check consistently whether pupils have gained the specific knowledge that is set out in the curriculum. This hampers pupils' progress through the planned curriculum in these areas.

Behaviour is exceptional in this school. The school teaches pupils about positive behaviour through all aspects of school life. Teachers in Reception embed routines and rules for children from the time they start. As a result, from the youngest age, pupils show positive attitudes to learning and excellent conduct. Staff take every opportunity to explore with pupils the impact of their behaviour or that of others. Consequently, pupils are understanding and inclusive. They create a positive behaviour environment throughout the whole school in the way they support and guide each other.

The school prioritises the personal development of pupils. Senior leaders recognise that pupils need to know crucial skills to be ready for the future. Subsequently, they provide a programme for pupils to learn valuable life skills and become independent. The school celebrates difference and teaches pupils that they should treat everyone with equal respect. Pupils have secure knowledge of a range of religions and cultures and truly value the diversity in their community.

The school values the role of parents and carers. Whether through parents' meetings or regular contact from staff, leaders ensure parents can share their views. Governors know the school well and provide school leaders with effective challenge and support. Senior leaders show determination to ensure that the school is the best it can be for all pupils who attend here. They prioritise staff's well-being. As a result, staff are proud and happy to work here.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is still refining its approach to assessment for some foundation subjects. Currently, teachers are not able to precisely identify the specific gaps in knowledge pupils have in some of these subjects. The school should continue its work to ensure teachers have clarity on what they are assessing pupils in these subject areas, and how.
- Occasionally, learning activities do not always reflect the ambitious knowledge set out in the school curriculum. As a result, not all pupils learn as well as they could

through the whole curriculum. The school needs to ensure that staff have the knowledge they need to plan precise and purposeful activities that will help pupils build knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124953
Local authority	Surrey
Inspection number	10287942
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair of governing body	Christopher Temmink
Headteacher	Ann Wheeler
Website	www.manorcroftschool.co.uk
Date of previous inspection	21 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school currently does not use any alternative provision.
- Both the headteacher and the chair of governors are new to post since the last inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other members of the leadership team. They also met with the chair and four other members of the governing body.

- The lead inspector also met with a representative from the local authority.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics, history, physical education and art. For each deep dive, inspectors held discussions about the curriculum, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour around the school and in lessons. They also spoke to pupils in lessons and during playtimes and lunchtimes.
- The inspectors considered a range of documents, including leaders' evaluations of the school, their school improvement plan and minutes from governors' meetings.
- The inspectors spoke to parents and carers and considered their responses to Ofsted Parent View.
- The inspectors took account of the views of staff through conversations and the responses to the online staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Nina Marabese, lead inspector	His Majesty's Inspector
Darren Aisthorpe	Ofsted Inspector
Justin Bartlett	Ofsted Inspector

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