



ISI INSPECTION EXECUTIVE SUMMARY 2024

Inspection process



The Inspection Schools' Inspectorate (ISI) is responsible for the inspections of independent schools and is appointed by the Secretary of State for Education.

The new ISI framework no longer gives overall judgement of Excellent, Good etc. This has been replaced by more detailed reports under the following headings:

- Leadership and management, and Governance.
- The quality of pupil education, training and recreation.
- Pupils physical, mental health and emotional well-being.
- Pupils social and economic education and contribution to society.
- Safeguarding.

A team of inspectors visited Manor House School over three days, in March 2024. The inspectors also reviewed the School's published information, as well as feedback from surveys sent out to pupils, staff and parents.

During the rigorous and robust inspection period, inspectors visited lessons, spent time in the playgrounds observed School activities, met with different groups of pupils and staff before making their final summaries.

I believe that the process was fair and although experiencing only a 'snapshot' of Manor House School life, the inspectors left with a true and accurate sense of our ethos and provision.

We met all standards assessed and the following pages give a summary for each heading.

I am extremely proud of all that we have achieved since the last inspection and we continue to plan for further development as we commence our journey as part of The Effingham Schools Trust.

HITCHAMPTON

Leaders and governors are successful in promoting the wellbeing of pupils. Pupils are well supported and happy because leaders encourage a nurturing and caring environment which embodies the School's motto, 'to love is to live'.

Pupils enjoy their learning and work hard to achieve their best.

Pupils work together collaboratively and support each other well. They take pride in each others' achievements as well as their own. Pupils are caring, accept that everyone is an individual and enjoy spending time together.

Pupils make good progress and achieve well at all stages in relation to their abilities. teachers know their pupils very well and they provide considerable pastoral support.

Pupils greatly value the supportive relationships they have with staff.

Leaders provide a well-designed curriculum which includes a wide range of subject choices at GCSE.

Pupils are motivated to work hard.

The children enjoy their learning because of the dynamic environment and the very positive relationships they have with adults in School.

HIGHLIGHTS

LEADERSHIP AND MANAGEMENT, AND GOVERNANCE

- Leaders are reflective and there is a detailed School Development Plan.
- Leaders have implemented an **effective communication system** which actively promotes the pupils' mental health and emotional wellbeing.
- They are committed to ensuring that pupils **enjoy** their time at School, make good progress and continue to achieve well in relation to their starting points.
- Governors **support** and **challenge** School leaders.
- Pupils, including those with SEND, achieve grades which are in line with predictions and usually **surpass** them.



HIGHLIGHTS

QUALITY OF EDUCATION, TRAINING AND RECREATION

- Pupils develop their academic, linguistic, creative and aesthetic skills well because the curriculum throughout the School includes a broad range of subjects, providing many **opportunities** for pupils to discover areas of interest and develop their understanding.
- The curriculum in the Early Years has been reviewed and enhanced to include a wide range of **stimulating** and enjoyable activities for pupils to choose. Children immerse themselves in hands-on experiences, including Forest School and messy play.
- Pupils have many opportunities to take part in the plentiful **extra-curricular** activities available.
- Pupils make good progress across the School and in all subjects because there is a **robust** system in place to track achievement.
- There is comprehensive intervention to provide individual help.
- Pupils achieve well in relation to their abilities and the analysis of GCSE results indicates that pupils usually **achieve** above the grade expected from their assessed starting points.
- Pupils in early years achieve well in relation to the early learning goals and their outcomes show that they make good **progress** across all areas of learning and are well prepared for their next steps.
- Electronic resources and **technology** are used effectively across the School.
- Teachers are adept at encouraging pupils to develop their **confidence** through discussion in lessons. Pupils are articulate and their language is well developed from a young age.
- Teaching is **inclusive** and typically pupils are able to participate well in lesson because of the warm relationships they have with teachers. This creates a **nurturing** atmosphere in which pupils help if they need it.

HIGHLIGHTS

PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

- Leaders are deeply **committed** to the mental health and emotional wellbeing of pupils.
- Pupils are **kind** to each other and their behaviour is excellent. Pupils' self-awareness is well developed as is their awareness of the needs and feelings of others.
- Pupils understand how to look after their physical health and are keen for opportunities to play Sport and to compete.
- There are warm relationships between pupils and each other, and pupils and staff. Pupils are **happy** in school.
- Pupils become self confident and **self-assured**.
- Pupils in the early years are happy in the setting, quickly settling with their key adults in School.
- They are kind to each other.
- Pupils feel **safe** in School.



HIGHLIGHTS

PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY

- Pupils learn about the importance of **respecting others** and promoting positive relationships.
- Pupils are treated as **individuals** and they are tolerant and understanding of differences because **mutual respect** is encouraged by leaders.
- Pupils learn the value of democracy through a variety of activities in School.
- Leaders encourage pupils to **contribute** positively to the lives of others.
- Pupils have the personal attributes they need to progress with confidence to their next steps in education and their **future** lives.

SAFEGUARDING

- Leaders put safeguarding at the **centre of decision-making** and this promoted a culture of effective safeguarding and minimises the risk of harm.
- Pupils of ages are taught about how to keep themselves **safe**, including online.






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