

Inspection of Manor Farm Community Infant School

Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire HP15 7PH

Inspection dates: 25 and 26 March 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Outstanding**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and love their school. They have a good understanding of their school values of 'be kind, have respect and achieve your best'. These are demonstrated through the warm and caring relationships around the school. Pupils feel safe and know who they can go to if they have any worries or concerns. Parents are effusive in their praise of the school and all it does for the children.

The school has high expectations for all pupils. Staff ensure pupils are supported to achieve well. The school behaviour rules are clearly understood and followed by all pupils. Pupils say that behaviour is good and that everyone is kind.

Pupils play well together at breaktimes often bringing their learning outside to create games with their friends. For example, children in Reception loved playing springtime imaginative games making nests with each other. There are many activities pupils can choose to take part in such as learning to play the recorder, a wide range of clubs and even performing on a local professional stage. All staff are proud to work at Manor Farm and say it is like, 'one big family'.

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

Leaders have mapped out an ambitious curriculum that caters for all pupils in the school, including those with special educational needs and/or disabilities (SEND). Subject leaders have expertise, knowledge and a passion about the subjects they lead. They have carefully considered how skills and knowledge are built on over time in their subjects. Staff quickly identify the needs of pupils with SEND and ensure that they are well supported in class. Teachers have thought carefully about the support that pupils get to enable them to keep up. New interventions are already having an impact in the classroom.

The school are now further refining the curriculum to meet the needs of the pupils and their interests. Staff revisit previous learning to help pupils link new content to what they have learned before. In some subjects other than mathematics and English, staff checks of pupils' understanding are not as effective as they could be. This means that sometimes, the school does not have an accurate picture of pupils' gaps in knowledge to inform future teaching.

Reading is of high importance in this school. Pupils are excited about books and love to read. They love a good cliffhanger and there is a palpable sense of frustration when wanting to find out what happens next in stories. Children learn phonics from the moment they start in Reception. The books that pupils read are carefully matched to sounds being learned. There are daily opportunities to read and talk about books. Teachers intervene quickly to address any gaps in pupils' phonics knowledge. This ensures that pupils become fluent and confident readers.

Children in the early years make an excellent start to their education. Adults create an extremely engaging and purposeful environment. Children learn through an exemplary mix of adult-led activities and play. They love retelling stories through drama and role play. Children learn to take turns and share resources with others. Staff are quick to identify any additional support that children need to be successful. Children are extremely well-prepared for their learning in key stage 1. Staff are swift to address any barriers to learning.

Pupils behave well and are respectful towards others. The school has recently provided effective training for staff to help them support pupils to make the right choices. This has helped to create a warm and positive culture. Attendance is generally positive. The school works successfully with families to remove potential barriers for individual pupils. This has made a positive difference to attendance over time.

Leaders and staff ensure pupils have a broad curriculum offer that supports their mental and physical health. Pupils understand how they are feeling and share that with adults in school. They have a broad understanding of how physical activity keeps you healthy. Pupils respect differences. They value learning about people from other cultures, other faiths and beliefs. Pupils say everyone is welcome in their school. The school is developing enhancements to enrich the curriculum further with life skills.

The school provides strong support to staff regarding their well-being. They prioritise staff workload and consider this in all they do. Staff benefit from well considered professional development and training to support their teaching. Governors are knowledgeable about their responsibilities and have a good understanding of the school's strengths and areas for development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in some foundation subjects is not sufficiently well developed. This means that teaching does not deepen pupils' knowledge and understanding securely. The school should accurately check pupils' understanding and use this information to inform future teaching.

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	110297
Local authority	Buckinghamshire
Inspection number	10359419
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair of governing body	Wendy Terry
Headteacher	Janice Woodhead
Website	www.manorfarm-inf.bucks.sch.uk
Dates of previous inspection	19 and 20 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school runs its own after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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, deputy headteacher and other senior staff including the school business manager and the special educational needs coordinator.
- The inspectors met with members of the governing body and with representatives from the local authority.
- The inspectors carried out deep dives in early reading, mathematics, history, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with groups of pupils and observed behaviour at lunchtime.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took into account 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.
- The inspectors took account of a range of other information, including the school's own self-evaluation, the school development plan, school policies and minutes from the governing board.
- The inspectors took account of the views expressed through the online survey, Ofsted Parent View. They also considered of the online pupil and staff surveys.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

Gemma Piper

Ofsted Inspector

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