

School inspection report

21 to 23 April 2026

Manor House School

Stane Street

Slinfold

Horsham

RH13 0QX

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. In line with the school's vision and aims, staff across the school implement a consistent therapeutic and trauma-informed approach that recognises how pupils' previous adverse experiences may influence their emotions, behaviour and readiness to learn. This approach is rooted in promoting care and understanding rather than attributing blame, so that staff respond to pupils' needs with sensitivity and insight. Pupils' personal, social, emotional, health and academic needs are thoroughly assessed, well understood and met consistently.
2. Governors implement rigorous oversight, providing appropriate challenge and support to ensure that the school's policies are implemented consistently and that there is focus on continuous improvement. As a result, the school meets the Standards. Governors actively support the recruitment and training of staff who have the skills, values and commitment needed to meet the needs of pupils. They prioritise high-quality professional development, so that staff are well equipped to deliver the school's vision and sustain effective practice.
3. Family liaison officers, alongside the pastoral and safeguarding team, provide extensive and highly responsive support to pupils and their families, including regular home visits and support with accessing support services. This, combined with the school's highly effective approach to meeting the individual needs of all pupils, is a significant strength. It contributes substantially to pupils attending school, often after long periods of absence, and re-engaging positively with learning. Consequently, pupils are prepared to make the most of teaching and subsequently make good progress from their starting points. They are well prepared for the next stage of their lives, with most progressing successfully into further education and training.
4. The curriculum is ambitious, drawing on the national curriculum and relevant examination requirements. Planning reflects pupils' interests, needs and targets identified in their education, health and care plans (EHC plans). Therapists work closely with teachers to embed speech and language support, occupational therapy and psychotherapy into daily learning. Teaching is consistently responsive to the needs of pupils, using practical, multi-sensory approaches that help them to develop the literacy and numeracy skills needed to access the curriculum, and to build the confidence and independence to learn effectively.
5. Pupils' progress is monitored in substantial detail in English, mathematics and personal development and the information gathered is used well to sequence learning appropriately and to close gaps in learning. Leaders have begun to implement similarly detailed assessments across the wider curriculum, but these are not yet as well developed as those in English and mathematics. Pupils gain the knowledge, skills and confidence to achieve a range of vocational qualifications, including entry levels 1 to 3 in art, science, English and mathematics; functional skills in English, mathematics and business studies; and GCSE in mathematics and computing, with some pupils attaining the national average at GCSE. A rich co-curricular programme is integrated into the school day, which greatly enhances pupils' enjoyment, confidence, relationships and learning.
6. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are carefully planned, embedded across the curriculum and matched to pupils' needs. Staff respond swiftly to emerging issues such as online safety or friendship difficulties. The RSE programme provides age-appropriate guidance on growing up, which supports pupils in making informed and respectful choices.

7. Pupils' spiritual development is nurtured through an emphasis on self-understanding, emotional regulation, building positive relationships and engaging with outdoor learning. Although a range of festivals are celebrated regularly, pupils' wider knowledge and understanding of culture and world religions is less well developed. Pupils' physical development is enhanced through physical education (PE), outdoor learning, occupational therapy and team-building activities. Staff model respectful relationships using therapeutic approaches to help pupils to regulate their emotions and behaviour and enable pupils to reflect on their behaviour and to put things right when they go wrong. Attendance is monitored rigorously, with family liaison officers providing highly effective support that has substantially improved attendance, particularly for pupils who have been absent from school for long periods.
8. The premises are maintained to a high standard. The school meets the requirements for first aid, the care of unwell pupils, the administration of medicines and fire. Records relating to the administration of medicines and any accidents are completed accurately. However, during the inspection, it was found that, although the door to the medical room was locked so that pupils could not access it, the fridge in the medical room used to store medicines was not secured and some medical equipment had not been stored in a nearby cupboard in accordance with the school's policy. Leaders rectified this issue before the end of the inspection.
9. Leaders actively promote an ethos of respect and inclusion. Pupils learn about British values, equality and safe decision-making through practical activities in PSHE, RSE and the wider curriculum. Clear behavioural expectations, positive behaviour management that emphasises resolution, and effective monitoring help pupils to manage their emotions and engage positively in school life. Pupils are well supported in developing a mature sense of social responsibility, particularly through their engagement with a range of charitable activities. Life-skills sessions, personalised careers guidance and work-related experiences prepare them well for future pathways. Pupils leave the school well equipped for their next steps.
10. Safeguarding arrangements are robust and aligned with statutory guidance. Governors and leaders provide effective oversight of the school's safeguarding work. Leaders with responsibility for safeguarding are appropriately trained. They work cohesively as a team, ensuring that pupils have trusted adults to share concerns with and that individual risk assessments are comprehensive and used effectively by staff to inform their practice. Training for all staff is extensive, including safer recruitment, statutory updates and accredited physical intervention training. Staff understand how to respond to disclosures, recognise low-level concerns and promote pupils' wellbeing. Pupils are taught how to keep themselves safe, including when online, and staff address emerging issues promptly. Clear expectations regarding the restrictions on mobile phones on the premises and effective internet filtering and monitoring systems help to reduce safeguarding risks. Safer recruitment procedures are applied diligently, with all required checks accurately recorded on the single central record of appointments (SCR).

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the monitoring of pupils' progress in subjects beyond English and mathematics to help enhance pupils' progress in these subjects
- develop pupils' knowledge and understanding of a range of faiths and religions to deepen their spiritual cultural development
- ensure that medicines and medical equipment are stored consistently in accordance with the school's policy.

Section 1: Leadership and management, and governance

11. Governors and leaders articulate a clear and ambitious vision for the school that promotes an inclusive curriculum that encompasses pupils' academic, personal, social and emotional development. Governors provide effective oversight of all aspects of the school. Through regular visits, reports, surveys, scrutiny of data, discussions with staff and pupils, they support accurate self-evaluation and ensure that the Standards are met consistently.
12. Leaders ensure that pupils access meaningful real-life learning experiences and a broad curriculum. Therapeutic approaches are seamlessly integrated into educational provision. Effective use is made of outdoor learning and personalised academic and vocational pathways are provided. As a result, pupils benefit from a rich and well-rounded education that supports their development across all areas.
13. Governors and leaders consistently prioritise the wellbeing of the school community. They take much care in recruiting individuals with the expertise, values and commitment needed to sustain high-quality provision. Leaders ensure that staff throughout the school access ongoing professional development, performance review, specialist training and regular opportunities to refine their practice, so that provision remains consistently effective. Governors have supported the recruitment of family liaison officers, who make a substantial contribution to pupils' outcomes. These officers work closely with families to enhance communication, remove barriers to pupils' engagement with learning and ensure that support is effective in the home and in school. Their work leads directly to improved attendance and learning, positive relationships and increased parental confidence in supporting their child's learning and development.
14. Leaders and governors have a comprehensive understanding of strategic risk and apply this effectively across the school's work. They ensure that appropriate risk assessments are in place for health and safety, individual pupils and safeguarding, and that these are reviewed and updated regularly in response to changing needs or emerging concerns.
15. Leaders maintain effective links with external partners, including the local authority, police and social services. The school fulfils statutory requirements relating to EHC plans, with pupils and parents contributing meaningfully to the process. EHC plans are reviewed regularly by the multi-disciplinary team to ensure that outcomes, strategies and provision remain appropriate, ambitious and responsive to pupils' changing needs. Leaders ensure that the requirements of EHC plans are met fully and that the local authority is provided with details of how funding received for pupils who have EHC plans is used. Leaders also inform the local authority whenever pupils leave or join the school at non-standard times of transition.
16. The school has a carefully considered accessibility plan that outlines clear adjustments to the premises, teaching methods, communication systems and the way in which information is shared with families. The school fulfils its duties under the Equality Act 2010, actively promoting inclusion, so that all pupils can take part in school life safely and fully.
17. Leaders ensure that all required information is provided or readily available to parents, primarily through the school's comprehensive website. Parents receive regular updates and communications, including termly written reports that outline pupils' progress and outcomes. In addition, the school

provides opportunities for parents to engage more closely with their child's learning through coffee mornings and two scheduled progress review meetings each year.

18. The school has a suitable complaints policy that clearly sets out a three-stage process. It is implemented effectively and the number of complaints received during the previous year is made available to parents in line with statutory requirements. Leaders respond with care and understanding to concerns raised by parents and pupils. Comprehensive records are maintained, including details of actions taken and the outcomes of each complaint.

The extent to which the school meets Standards relating to leadership and management, and governance

- 19. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

20. The curriculum is well resourced, covering all required areas of learning, including English, mathematics, science, technology, humanities, and the performing and creative arts. It is ambitious, with an emphasis on developing pupils' literacy and numeracy skills through appropriate use of highly practical, multi-sensory approaches tailored to individual pupils' needs.
21. Curriculum planning takes account of the national curriculum schemes of work, examination requirements, and pupils' needs and interests. Staff use these plans effectively to provide each pupil with a personalised curriculum that incorporates their EHC plan and other targets. Learning is carefully sequenced, so that new knowledge builds securely on what pupils already know, enabling pupils to gain confidence and develop their knowledge and skills progressively. Gaps in learning, such as in phonics, are identified promptly and addressed through targeted, responsive teaching that focuses precisely on developing the knowledge and skills that pupils have not yet secured. This ensures that such gaps in learning are closed before pupils move on.
22. Literacy skills are nurtured through rich, multi-sensory experiences that help pupils make and articulate meaningful learning. Structured opportunities for discussion and turn-taking support the development of pupils' oral communication skills. Sensory stories, object-based communication using real items, and symbol-supported texts give pupils concrete ways to understand and express their ideas. Regular opportunities for reading, mark-making and purposeful writing, such as producing a care plan for newly hatched chicks, allow pupils to practise communication in contexts that matter to them. As pupils grow more confident, they progress to reading and enjoying books through a structured scheme, alongside supported writing for real-life purposes, enabling pupils to apply their literacy skills with increasing independence.
23. Pupils develop numeracy through hands-on exploration of number, quantity and early mathematical ideas. They count real objects, use movement and tactile resources to experience number and use suitable visual supports such as number lines and counting mats to build understanding. Everyday routines, including laying the table, following a recipe and organising classroom materials, are used well to support pupils in applying their mathematical thinking. As pupils progress, numeracy is embedded into life-skills activities, including handling money, measuring ingredients or interpreting timetables. Larger projects are used well to extend pupils' mathematical knowledge and skills, as exemplified in the design and construction of a picnic table in woodwork. Pupils measure timber accurately, compare lengths, recognise and create right angles and parallel lines and position pieces accurately using spatial reasoning.
24. On-site therapies include speech and language therapy, psychotherapy and occupational therapy. Therapists provide high-quality, individualised support for pupils, in line with their EHC plans. They also work closely with teachers to enhance teaching and learning across the curriculum. For example: speech and language therapists model communication strategies that can be embedded across lessons; occupational therapists advise on sensory-regulation approaches and classroom adaptations to improve pupils' engagement; and psychotherapists share insights that help staff support pupils' emotional wellbeing and self-regulation. This collaborative approach embeds therapeutic strategies seamlessly into daily classroom practice, helping pupils to access learning with greater confidence and success.

25. Effective teaching methods are implemented consistently across the school. Staff use a wide range of approaches that promote pupils' interest, motivation and immersion in learning. For example, in a literacy lesson, pupils read a story and later discover the book left out overnight with its content mysteriously missing. Footprints and clues around the classroom prompt pupils to plan and write their own stories, developing characters and predicting what might happen next. Learning is broken down into small, incremental steps with clear scaffolding, such as modelling and visual prompts, providing structured frameworks and adjusted questioning to ensure pupils can access a task. Pupils are given meaningful feedback on what they have achieved and what their next steps need to be. With the support and encouragement of all adults in the school, pupils engage positively in learning and take pride in their achievements.
26. Pupils' needs are assessed extensively when they join the school to ensure that EHC plan targets are relevant, accurately reflect their current needs and skills and are translated into detailed provision plans that set out clearly how pupils' learning and personal needs will be met in day-to-day practice. Pupils are put on a flexible pathway that meets their needs and supports them in building the qualifications needed to attend college. The 'engage' pathway focuses on therapeutic provision with short vocational courses. The 'foundation' pathway includes short vocational courses, entry level qualifications at levels 1, 2 and 3 and BTEC level 1 in business. The 'aspire' pathway enables pupils to build upon their vocational qualifications and to study for GCSE, where appropriate.
27. Pupils' individual progress is tracked and monitored comprehensively against their targets, particularly in English, mathematics and personal development, with staff adjusting content and teaching approaches in response to emerging needs. Leaders are in the early stages of collating and using assessment data across the wider curriculum to enhance understanding of pupils' progress and inform future planning. Overall, pupils make good progress from their starting points, with some achieving GCSE qualifications in line with national averages.
28. A wide range of co-curricular activities is woven into the school day, providing pupils with opportunities to explore interests and develop new skills. Activities include karaoke, gardening, art club, baking, board games, multi-sports and learning a musical instrument. These experiences enrich the curriculum, promote enjoyment and confidence and help pupils build positive relationships beyond the classroom.

The extent to which the school meets Standards relating to the quality of education, training and recreation

29. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders ensure that comprehensive support is provided for pupils' mental wellbeing through integrated pastoral care and therapeutic input, including access to psychotherapy. Key pastoral staff develop secure, trusting relationships with pupils and act as their consistent points of contact. They provide regular check-ins, help pupils to regulate their emotions and work closely with families and therapists to ensure support is joined-up and responsive.
31. Teachers meticulously plan PSHE and RSE lessons that are embedded as core aspects of the curriculum. They are taught discretely and woven throughout daily routines and wider learning. The programme is adapted carefully to reflect pupils' needs, interests and emerging issues. Staff respond swiftly when concerns arise, for example addressing online safety following any incident outside of school or exploring healthy friendships should relationship difficulties occur.
32. The RSE curriculum equips pupils with the knowledge and confidence needed to understand the emotional and physical changes associated with growing up. Parents are consulted appropriately so that they understand the content and sequencing of RSE, including key areas such as reproduction, healthy relationships, personal boundaries, consent and the risks linked to pornography. Pupils are given clear guidance that is appropriate to their age and stage of development. Detailed assessment of pupils' progress in PSHE and RSE is incorporated into the school's wider assessment systems, enabling staff to use this information effectively to plan next steps and tailor provision to pupils' needs.
33. Pupils' spiritual development is nurtured through a consistent focus on self-understanding, building positive relationships and developing emotional understanding and regulation. Outdoor learning deepens pupils' connection with nature and their appreciation of the world around them. Pupils celebrate a range of festivals, such as Diwali, Eid, Christmas and Chinese New Year, helping them to develop an appreciation of different cultural traditions. However, their wider knowledge and understanding of world religions and practices, for example key beliefs in Christianity, Islam, Judaism, Sikhism and Hinduism, and the different ways in which faiths express and practise their beliefs, are less well developed.
34. Pupils learn about the importance of maintaining their physical health through a well-planned programme, which includes understanding the importance of regular routines, sleep, rest and the importance of a balanced diet. Pupils' physical development is further supported through outdoor education and structured play in the school's well-equipped recreation areas. Occupational therapy enhances this provision through targeted activities, such as outdoor exercise circuits designed to improve balance, co-ordination and the gross and fine motor skills needed for learning. Team-building activities, including outdoor obstacle courses, co-operative games and group projects, help pupils to develop their physical skills, resilience and confidence.
35. Staff consistently model respectful and considerate behaviour, setting clear expectations for how members of the school community should interact with one another. The supportive supervision of pupils throughout the school day helps to foster a warm sense of belonging and trust.
36. Clear and consistently applied behaviour and anti-bullying policies prioritise de-escalation, reflection and repair, rather than punishment. Pupils are supported to understand what has happened, reflect

on the impact of their actions, take responsibility and work collaboratively to repair harm and rebuild relationships. This restorative approach contributes to sustained improvements in pupils' behaviour and emotional wellbeing.

37. Admission and attendance registers are maintained in line with statutory requirements. Attendance is broadly in line with national averages. A senior leader monitors attendance closely and follows up any absences promptly each day. Immediate support is offered to families when a pupil is unable to attend school. Family liaison officers play a crucial role in this process. Their sustained, relationship-based work has had an extremely positive impact on pupil attendance, wellbeing and learning. They work closely and sensitively with families to understand barriers to attendance. They provide practical and emotional support so that challenges are overcome and positive routines are re-established. As a result of this proactive and compassionate approach, pupils who previously experienced extended periods of absence are now attending school regularly and are engaged in learning.
38. Governors and leaders ensure that all required health and safety checks are carried out appropriately, with any necessary actions taken without delay. The school's premises are maintained to a high standard, providing a safe and well-organised environment for pupils. Staff receive regular health and safety training and remain highly alert to any circumstances that may pose a risk to pupils or the wider school community.
39. The site has suitable first aid facilities. An appropriate number of trained first aiders ensure that pupils receive prompt and competent care when needed. Records relating to the administration of medicine and accidents are maintained accurately. However, during the inspection, it was found that, although the door to the medical room was locked, within the room, the fridge for storing medicines was unlocked and some medical equipment was not stored appropriately in an adjacent cupboard. Leaders rectified this before the end of the inspection.
40. Fire procedures are displayed clearly across all areas. The school meets statutory fire safety requirements through its fire risk assessment and measures such as regular checks of emergency lighting, alarms, extinguishers and evacuation routes. Trained fire marshals and routine fire drills enable staff and pupils to implement the required evacuation procedures confidently, so that the building is cleared in an orderly and timely way.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 41. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

42. An ethos of respect and inclusion underpins the way members of the school community interact with one another. Particularly through PSHE and RSE, pupils learn about British values, society, the law and the diversity of people's lives, including differences in culture, religion, beliefs, gender and disability and why these should be respected. The school's values of respect, responsibility, resilience, kindness and aspiration align closely with the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, guiding pupils to treat others fairly, contribute positively to their community, persevere through challenges and strive to achieve their best.
43. Teaching helps pupils to understand balanced viewpoints, appreciate different perspectives and avoid being influenced by extreme or one-sided opinions. Pupils are equipped with strategies to verify information, recognise fake news and online risks. Recent lessons have addressed issues such as age-inappropriate gaming, enabling pupils to make safer and more informed choices in their online lives.
44. Pupils are supported in developing a secure understanding of the school's positive behavioural expectations, such as listening to others, following instructions, using respectful language and managing their emotions, reinforced through restorative conversations that help them reflect morally on the impact of their actions. Detailed monitoring and tracking systems, combined with highly effective teamwork across all staff, enable emerging patterns of behaviour to be identified quickly, so that targeted support is put in place in a timely and co-ordinated way. As a result, behavioural incidents have reduced substantially over time and pupils are increasingly able to engage positively with their learning and with one another.
45. Staff and therapists help pupils to develop a wide range of social and communication skills that they can use confidently in different situations. Through direct teaching, role play, drama activities and other strategies such as modelling, social stories, scripted conversations and careful guidance, pupils learn how clarity, volume, facial expression, eye contact, proximity and body language shape the messages they convey. Pupils successfully apply their learning in authentic social contexts, including travelling on the bus and visiting a local role-play centre, where they interact with members of the public.
46. Pupils contribute willingly to the school, local and wider community. They engage in a variety of charitable and community activities, including sponsored walks for 'children's mental health week', litter picking, creating homes for birds and supporting the local foodbank. Through these experiences, pupils develop a sense of social responsibility and understand the positive impact they can have on others.
47. Pupils' economic understanding is developed through life-skills sessions that teach them how to manage money responsibly, including spending, saving and making informed financial decisions. Using practical activities such as planning purchases, comparing prices and working with small budgets, pupils learn how to apply these concepts in everyday situations. Their involvement in local and charitable fundraising events enables them to experience, first hand, how money is collected, how expenses are managed and how profit or loss is calculated.

48. Leaders liaise effectively with pupils and their parents so that pupils' examination entries and future pathways are planned with ambition and meet individual pupils' academic and personal needs. Careers leaders work closely with group careers advisers and the local authority to ensure that pupils receive accurate, up-to-date guidance that reflects local opportunities and pathways. The careers programme has recently been enhanced, so that it is more responsive to pupils' individual needs and aligned with national benchmarks and guidance. All pupils have one-to-one meetings with the careers leader, who records their aspirations as part of ongoing tracking and planning.
49. Pupils in Years 10 and 11 take part in focused careers discussions and work-related experiences, including placements at a local café, pizza outlet, horse sanctuary and residential care home. As a result, pupils gain meaningful insight into different workplaces, develop greater confidence in their own abilities and are well prepared to make informed decisions about their next steps. All recent leavers have progressed successfully to college, supported by detailed transition arrangements that include visits and guidance from school staff.
50. With consistent support and a deep understanding from the adults around them, pupils develop increasing independence, resilience, confidence and self-control, enabling them to participate in school life and envisage a positive future. They leave the school well prepared for their next steps and the demands of life beyond the classroom.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 51. All the relevant Standards are met.**

Safeguarding

52. The school's safeguarding policy and procedures are in accordance with current statutory guidance.
53. Governors provide effective oversight of safeguarding through scrutiny of detailed reporting and regular visits to the school, which include scrutiny of records and discussions with staff and pupils. Their informed monitoring, support and challenge contribute substantially to sustaining a secure culture of safeguarding throughout the school.
54. Leaders with responsibility for safeguarding are suitably trained for their role and have sufficient time to carry out their responsibilities effectively. They work cohesively as a team, taking full account of the contextual and additional needs of pupils and their families. The wellbeing of pupils is prioritised, ensuring that they have regular opportunities to communicate any worries or concerns, particularly to their key staff.
55. Leaders with responsibility for safeguarding have a secure understanding of local authority thresholds and work effectively with a range of external agencies, including social services, the police, and child and adolescent mental health services (CAMHS). They ensure that individual risk assessments are consistently comprehensive, up-to-date and used proactively to tailor support, reduce potential triggers and help keep pupils safe. Timely referrals are made to the local authority, when appropriate, regarding concerns about pupils. Suitable procedures are in place to respond to and, when appropriate, refer concerns that may arise about adults working with pupils.
56. Staff are confident in recording all concerns. Leaders with responsibility for safeguarding monitor entries continuously and respond quickly, including through daily briefings. Safeguarding records are detailed, precise and securely maintained. The safeguarding team clearly documents decision-making and follow-up actions, enabling leaders to identify patterns, monitor risk and evaluate the impact of actions taken.
57. Governors, leaders and staff receive extensive safeguarding training, including regular updates on statutory guidance. Induction for new staff is thorough and includes clear guidance on the school's safeguarding, behaviour and whistleblowing policies, the staff code of conduct and how to contact the leaders with responsibility for safeguarding. All staff undertake accredited physical intervention training. Staff intervene only when a pupil is at immediate risk of harming themselves or others. They understand when and how to use physical intervention safely, so that they apply the least restrictive options. Records of any intervention are detailed, including de-escalation strategies used, the rationale for the intervention and any follow-up actions. Leaders with responsibility for safeguarding review these records carefully, identify lessons learned and use them to refine practice.
58. Staff are clear about the actions they should take in response to disclosures and in promoting pupils' wellbeing. They understand the importance of recognising and reporting low-level concerns, including self-referrals, relating to the conduct of adults. Such concerns are recorded and acted upon appropriately, including through discussion and further training, where needed.
59. Staff know pupils and their families extremely well, supported by the highly effective work of members of the family liaison team, who build trusted relationships with parents and carers. Through this close partnership, staff become quickly aware of any changes in circumstances and can

request early help, including access to support services and practical strategies to help families manage pupils' needs at home.

60. Pupils learn how to keep themselves safe, including when online, particularly through the PSHE and RSE curriculum. They are taught what is meant by a 'trusted adult' and whom they can approach for help. Pupils learn about online risks, including becoming friends with unknown people, sharing personal information, posting pictures and the impact of online bullying. Staff address emerging issues promptly as they arise, ensuring that pupils and parents receive timely guidance and support.
61. Pupils are not permitted to use mobile phones on the school site and staff use school-provided communication devices. This supports pupils in being regulated and reduces safeguarding risks linked to online activity and peer conflict. When concerns arise about pupils' online activity outside school, staff respond promptly by offering guidance, involving parents and working with external agencies, where necessary, to keep pupils safe.
62. The school employs effective internet filtering and monitoring systems and takes prompt action in response to any instances of inappropriate access, such as blocking content, reviewing individual usage and providing immediate guidance to the pupil involved. These systems are checked regularly, with reports shared with governors. Leaders analyse any emerging patterns to identify any targeted support and communication with parents that might be required.
63. Staff involved in recruitment have a secure understanding of safer recruitment procedures. All required pre-employment checks are completed diligently and recorded accurately on the SCR, with comprehensive supporting documentation stored in well-organised staff files.

The extent to which the school meets Standards relating to safeguarding

- 64. All the relevant Standards are met.**

School details

School	Manor House School
Department for Education number	938/6255
Address	Manor House School Stane Street Slinfold Horsham West Sussex RH13 0QX
Phone number	01403 790939
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Website	www.acornmanorhouseschool.co.uk
Proprietor	P Bloom Ltd
Chair	Mr Richard Power
Headteacher	Mr Robert Fauvel
Age range	5 to 18
Number of pupils	68
Date of previous inspection	13 to 15 June 2023

Information about the school

65. Manor House School is an independent co-educational day school providing for pupils with social, emotional and mental health needs (SEMH), including those diagnosed with autism and attention deficit/hyperactivity disorder (ADHD). The school is part of the Outcomes First Group (OFG). Governance at school level is provided by a governing body, which comprises a regional director, who is also the chair of the local governing body, and headteachers from other OFG schools in the south east of England.
66. The school has identified all pupils as having special educational needs and/or disabilities. All pupils in the school have an education, health and care plan.
67. The school has not identified English as an additional language for any pupils.
68. The school states that it aims to provide an inclusive, holistic and aspirational education, with real-life learning experiences, in a friendly, calm and well-structured environment. It seeks to align the therapeutic and academic curriculum with pupils' needs and interests, so that they are inspired to learn confidently, develop resilience and become well-rounded individuals with a broad base of knowledge.

Inspection details

Inspection dates

21 to 23 April 2026

69. A team of three inspectors visited the school for two and a half days.

70. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

71. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

72. The school's previous inspection was by Ofsted. This is the first inspection of the school by ISI.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net