

Manby Lodge Infant School

Address: Princes Road, Weybridge, Surrey, KT13 9DA

Unique reference number (URN): 125075

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders focus on securing high attendance for all pupils. They check attendance closely and analyse patterns accurately, both at school level and for individual pupils. If attendance drops, leaders intervene early to support pupils and families, minimising lost learning. They build strong partnerships to remove barriers to attendance, often utilising the school's family link worker. The impact of leaders' work in relation to attendance is clear. Attendance is improving and above national averages.

Pupils behave very well across the school. They show dedication to their learning and benefit from friendly interactions with their peers during social times. There is a highly purposeful learning culture at the school. Clear routines and positive relationships between staff and pupils foster a calm, welcoming environment where pupils feel they belong. Staff implement the school's behaviour policy consistently and fairly. Bullying is very rare. Pupils are confident that staff act quickly if concerns about any unkind behaviour are raised.

Pupils have impeccable manners and show kindness to staff and to each other. Pupils feel safe in school and know that they can speak to a trusted adult for support. Older pupils make a significant contribution to the school community. For example, they can serve as helpers in the dining hall or act as 'green' student counsellors.

Curriculum and teaching

Strong standard ●

Leaders have carefully designed an aspirational and engaging curriculum. They maintain thorough oversight across all subjects, which enables them to make targeted improvements when necessary. These have included refining what is taught in particular subjects and strengthening pupils' speaking and listening skills. The curriculum is broad and ambitious. It is adapted when appropriate to ensure it is accessible for all pupils, including those with special educational needs and/or disabilities (SEND).

Staff deliver the well-established phonics programme effectively. They provide effective extra support for pupils whose phonic knowledge is not secure. This ensures that early readers can access the wider curriculum more confidently. Teachers have strong subject knowledge. They provide frequent opportunities for pupils to revisit important knowledge and skills. This enables pupils to make meaningful links with what they have learned previously.

Staff adapt their teaching effectively so that pupils who need additional help, including those with SEND, benefit from the right support. This enables all pupils with barriers to learning to study the same ambitious curriculum as their peers. Teachers check pupils' understanding consistently. Pupils who need help to secure the important skills of reading, writing and mathematics get timely support. This ensures that gaps close quickly and pupils catch up.

Inclusion

Strong standard ●

Support for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Leaders assess pupils' needs quickly, ensuring that support and provision are

both well matched and accurate. Leaders promote a highly inclusive culture. This commitment is clear from the start of the school day. Vulnerable pupils, including the youngest children, follow carefully structured routines that support their independence. Highly skilled staff meet pupils' needs through precise and carefully considered use of space and resources. Pupils with SEND benefit from personalised and thoughtfully designed support.

Leaders work constructively with families and external agencies to secure the right provision for pupils with additional barriers to their learning. Staff use interventions to support pupils' attendance and behaviour consistently and with positive effect. Leaders track the impact of all support closely and adapt it appropriately when needed. These systems are highly effective and allow leaders to respond quickly when pupils' needs change.

Leaders use additional funding effectively, drawing on relevant evidence and research. They meticulously track the engagement and participation of disadvantaged pupils and other vulnerable pupils in wider opportunities, such as clubs and enrichment activities. Leaders' actions are making a highly positive difference for all pupils.

Leadership and governance

Strong standard ●

Leaders have a precise understanding of the school's strengths and areas for development. They have devised improvement plans that help to enhance provision further. Leaders always make decisions based on their pupils' best interests. They rightly place a high focus on the school's most vulnerable pupils. Leaders, including governors, monitor the impact of their actions closely and adapt where necessary.

Governors know the school's context very well and provide the necessary support and challenge to leaders. They fulfil their statutory responsibilities effectively. Their care, knowledge and expertise exemplify the school's ethos. Leaders, including governors, use robust systems to check pupils' and staff's understanding of safeguarding. This helps to ensure that everyone understands their role in keeping pupils safe and knows how to respond quickly should there be any concerns.

Professional learning opportunities for staff align closely with the school's improvement priorities. Teachers at the start of their career benefit from the guidance and support that leaders have put in place for them. Staff morale is high. They are proud to work at the school and feel valued and supported with their wellbeing.

Leaders' engagement with staff, parents and carers is high. They work hard to engage families by working in partnership with them. Parents are very positive about the school's inclusive ethos and the support their children receive. One parent summarised the thoughts of others, commenting, 'This is a very special school, it is so welcoming and inclusive.' Leaders have developed a culture that ensures all pupils experience a positive and enriching school life.

Personal development and wellbeing

Strong standard ●

Leaders have designed a thoughtfully planned and extensive programme of personal development. This engages pupils and fosters a sense of enjoyment and curiosity. Leaders

regularly refine the programme to keep it relevant, purposeful and reflective of the school's context. The personal development programme is ambitious for all pupils. It prepares pupils well for life beyond school, including how to stay safe online and in the local area.

Pupils show maturity in their understanding of other religions and cultures. Explicit teaching deepens pupils' awareness of fundamental British values. Leaders ensure that sensitive issues, including about relationships, are taught clearly and in age-appropriate ways. This enables pupils to contribute to discussions and develop their understanding.

Pupils know the school's vision well. They consistently demonstrate the motto of 'be the best you can' in their everyday actions. Pupils learn about equality and diversity and the protected characteristics. As a result, they learn to respect others and appreciate people's differences. Pupils who join the school after Reception speak positively about the warm welcome they receive. They appreciate how this helps them quickly feel included within the school community. Pupils understand the importance of caring and belonging.

Pupils can take part in a wide range of activities to develop their talents and interests. Leaders consider the views of parents and pupils when planning these opportunities. Pupils with special educational needs and/or disabilities and those who are disadvantaged are fully included in the extra-curricular programme. These activities include sewing, sports, music and yoga.

Older pupils take on leadership roles that contribute to the smooth running of the school. They understand their leadership responsibilities and act as positive role models for younger children. Pupils develop the confidence to advocate for change. Leaders celebrate pupils' many achievements through weekly assemblies. Pupils enjoy their 'proud posts' accolades.

Expected standard

Achievement

Expected standard

Leaders have a detailed knowledge of pupils' starting points. They use this information to support pupils to achieve well. The curriculum is designed to ensure that pupils' knowledge and skills build securely through the years. There are regular opportunities for pupils to apply and practise what they have learned.

As pupils progress through school, they complete work that demonstrates age-appropriate knowledge and skills in mathematics, reading and writing. Disadvantaged pupils and those with special educational needs and/or disabilities generally achieve in line with their peers and make appropriate progress from their starting points. However, the work that pupils produce in the wider curriculum subjects, though often of a high quality, is not consistently so.

Over time, the proportion of pupils meeting the expected standard in the Year 1 phonics screening check is above average. Pupils are prepared well for the next stage of their education.

Leaders prioritise children making a successful start to their education. There is a clear and ambitious vision for children in the early years, with the aim of enabling all children to succeed. The curriculum is well sequenced and supports children to progress in all areas of learning. Early years staff use carefully selected indoor resources to develop children's fine motor skills. Outdoor equipment is used effectively to support the development of pupils' confidence, balance and coordination.

Staff identify children with special educational needs and/or disabilities promptly and put appropriate support in place. Routines are clear, transitions are calm and the environment is safe, engaging and well resourced. Staff check children's starting points, monitor their ongoing needs and adapt learning for each child.

Early language and communication development is woven throughout the curriculum. Staff typically use their conversations and interactions with children to move learning on. However, at times, these are not consistent and some children occasionally lose focus.

The school's successful partnerships with parents and carers help ensure that parents are well equipped to support their children's education at home. Wellbeing and care practices are embedded thoroughly, helping children to feel safe and happy.

What it's like to be a pupil at this school

Pupils are greeted warmly each day as they enter this happy, welcoming school. Pupils, including children in the early years, settle promptly into morning routines. They show enthusiasm for learning and benefit from the range of engaging teaching approaches used by staff. Pupils say that they enjoy school and that adults are kind. Staff provide attentive and supportive care, which helps pupils to feel safe and secure. Members of the wider community speak about the school with pride. The school's vision of 'All children succeed beyond expectations' underpins a culture of high ambition. This is reflected in pupils' positive behaviour within this inclusive and nurturing school.

Pupils achieve well. They build knowledge and skills across a broad range of subjects and, over time, become confident readers and mathematicians. Pupils delight in learning new knowledge from studying world-famous landmarks in geography to designing and building models and mechanisms in design and technology. Pupils who face barriers to their learning, including those with special educational needs and/or disabilities, benefit from effective support that enables them to make secure progress.

Pupils behave well in lessons and when moving around the school. They understand expectations and follow established routines. Bullying is rare and is dealt with swiftly if any incidents occur. Pupils attend regularly and arrive punctually. Those who experience difficulties with attendance are provided with appropriate and timely support. As a result, overall attendance is above the national average.

Pupils access a broad range of experiences beyond the classroom. Leaders enhance the taught curriculum with visits to a range of places, such as farms, wildlife trusts and places of

worship within the local community. Relationships throughout the school are warm and positive. Pupils trust that there are staff they can talk to if they have any worries or concerns.

Next steps

- Leaders should ensure that the wider curriculum consistently equips all pupils with the knowledge, skills and understanding needed for the next stage of their education.
 - In the early years, leaders should ensure that staff maximise opportunities for children's learning through consistently high-quality interactions across all areas of provision.
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About this inspection

The chair of the board of governors in this school is Helen Russell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with governors, including the chair of governors, the headteacher, senior leaders and staff during the inspection. Inspectors also spoke to a representative of the local authority and with pupils, parents and carers.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Miriam Morris

Lead inspector:

Martin Dyer, His Majesty's Inspector

Team inspectors:

Gareth Flemington, His Majesty's Inspector

Debbie Allen, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 12 May 2026

School and pupil context

Total pupils

269

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.81%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.60%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.41%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.6%	13.0%	Below
2023/24 (3 term)	10.2%	14.6%	Below
2022/23 (3 term)	4.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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