



# Manor School – Summary of Self Evaluation

	Our strengths: what went well 2014/15	What is the impact?	Even Better If In 2015/16...	Intended Impact for 15/16
<b>Effectiveness of Leadership and Management (1)</b>	<ul style="list-style-type: none"> <li>Embedded our shared, clear vision to support raising standards at Manor School by all SLT, middle leaders, teachers, staff and governors</li> <li>Excellent track record of improvement led by the SLT – culture of high expectations established (see reports, T&amp;L overview etc)</li> <li>Outstanding safeguarding procedures embedded</li> <li>The development of The Manor Way provided an appropriate curriculum in line with the NC 2014 and assessment system in line with assessment without levels providing a clear focus on monitoring of all pupils</li> <li>Governance reconstitution fully completed and governance self-evaluation undertaken to support strategic governance</li> </ul>	<ul style="list-style-type: none"> <li>All staff understand our Vision 'love, learn, laugh' underpins our work and ensures the pupils remain our key focus when driving forward rapid improvement. Consistency and high aspiration embedded – excellent provision/environment/T&amp;L</li> <li>All SIP priorities were met in 2014/15 supporting excellent pupil progress outcome</li> <li>Outstanding Safeguarding for all pupils (see audit)</li> <li>Our curriculum offers a broad, balanced, individualised and is focussed on the key areas to ensure excellent pupil outcomes. Assessment 'I Can' system embedded for core areas to track pupil progress very clearly enabling school to demonstrate outstanding impact of teaching and learning</li> <li>Governors can clearly demonstrate accountability and the impact of their work in strategic areas</li> </ul>	<p>KS Leader mentoring to ensure they are confident in their leadership role and fully informed regarding KS data, interventions and are empowered to offer effective support to staff within their KS</p> <p>All staff developed their leadership skills and were leaders of learning through the development of 'everyone a leader, everyone a learner'</p> <p>-100% of staff are FGM and Prevent trained. -All referrals to Brent Social Care to be collated and outcomes analysed</p> <p>-'I Can' statements are developed for all key curriculum areas and Pupil Progress meetings address areas where individual pupils may require further intervention or support -2 VB classes to open and provide specific intervention for 13 complex learners</p> <p>Governance impact statements updated every 6 months. GB self-review updated summer '16</p>	<p>KS leaders will have an overview of pupil data that enables them to support timely pupil interventions supporting excellent outcomes for all pupils</p> <p>The vast majority of staff feel empowered to lead learning and develop an open mind set to ensure distributed leadership at all levels (questionnaire evidence, PM/appraisals and observations)</p> <p>-All staff are confident in recognising key signs of FGM and potential radicalisation - Pupils and families requiring intervention from Social Care are well supported</p> <p>-Small step assessment across the curriculum enables progress for all pupils to be accurately measured and meaningful targets set - 100% of VB complex learners will make expected or better progress and barriers to learning will significantly reduce</p> <p>Impact of governance and further strengthening of accountability enhanced. Clear demonstrable knowledge and demonstration of accountability</p>

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<b>Quality of Teaching, Learning and Assessment (1)</b>	<ul style="list-style-type: none"> <li>PIPs embedded leading to highly personalised learning for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Pupils engaged in their learning and assess. data showing outstanding progress (also see PIPs trackers)</li> </ul>	<p>Support staff are more informed in regarding developing communication and independence and are clear on how to record this to promote pupil progress engage (50% of TAs to complete ELKLAN)</p>	<p>-Recording of pupil progress by trained TAs will be more effective thus enhancing personalisation and pupil progress -TAs will have an improved understanding of the stages of language development and will be more effective in differentiating levels of communication with individual learners</p>
	<ul style="list-style-type: none"> <li>Small step assessments ('I Can') established and 'bridging the gap' P9 to P12 assessments developed</li> </ul>	<ul style="list-style-type: none"> <li>Assessment procedures embedded and effective to clearly demonstrate small steps of pupil progress based on a developmental approach</li> </ul>	<p>P1 to P3ii broken into very small steps in conjunction with VB MaPP</p>	<p>Most complex learners are suitably assessed, challenged and highly specialised teaching methodology used to promote excellent outcomes for these pupils</p>
	<ul style="list-style-type: none"> <li>Personalised teacher support and feedback embedded i.e. PM, observations, termly standards review and full range of termly monitoring activities (MAST team support included)</li> </ul>	<ul style="list-style-type: none"> <li>Staff confident and engaged in their own development; ensuring high quality teaching, peer to peer support, lead teachers providing training both in house and with Brent School Partnerships – leading to high aspirations for all pupils</li> </ul>	<p>100% at least good teaching every term with outstanding teaching moving to above 60% by the end of 2016</p>	<p>Pupil progress data continues to show pupils making expected or exceeding expected progress</p>
	<ul style="list-style-type: none"> <li>Reading and phonics embedded across the school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils making expected or exceeding progress in reading and writing</li> </ul>	<p>-Most able pupils were more extensively challenged (booster groups) -Writing development is consistent across the school - use of A,B,C Boom</p>	<p>-Most able readers will show improvement in their comprehension skills that will be more similar to their decoding ability link to Reading Eggs - 100% consistency in the teaching of writing through the implementation of A,B,C Boom,= improving pupil progress in writing across the school</p>
	<ul style="list-style-type: none"> <li>Attention Autism embedded</li> </ul>	<ul style="list-style-type: none"> <li>Engaging lesson 'starters' for all to support pupil attention and engagement levels</li> </ul>	<p>Best practice shared more regularly as part of peer to peer observations</p>	<p>Pupils are engaged in their learning, make good/better progress in the development of their attention skills that will enable them to access their learning thus leading to improved outcomes/progress</p>

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<b>Personal Development, Behaviour and Welfare (1)</b>	<ul style="list-style-type: none"> <li>Regular attendance tracking has supported good attendance leading to above special school average and is improving</li> <li>Behaviour is exemplary and very well managed across the school (behaviour support plans are effective)</li> <li>Excellent home/school communication: Parents Forum, newsletters, home/school books, termly Structured Conversations etc.</li> <li>Safeguarding and H&amp;S outstanding</li> <li>Pupils life and independence skills are well developed</li> <li>High quality enrichment opportunities (Excel clubs for KS2 pupils)</li> <li>Excellent range of PE/fitness provision for all pupils (Sport Funding used very effectively to support this)</li> </ul>	<ul style="list-style-type: none"> <li>Good attendance ensuring access to effective teaching and pupil progress</li> <li>Behaviour is outstanding and enables pupils to engage in their learning</li> <li>Parents fully engaged and supporting/enhancing their child's learning</li> <li>Behaviour in lessons is excellent. Pupils demonstrate confidence and a positive attitude to their learning (observations) and pupil progress is at least good for all pupils</li> </ul> <p>Pupil make good progress (upper quartile or above) in PSHE ensuring they become confident, independent young people</p> <p>Increased pupil confidence. 100% of pupils in KS2 enabled to develop a 'hobby' or special interest to support them in their independence/lifestyles as they grow older</p> <p>All pupils access high quality sport/fitness provision supporting a healthy lifestyle and positive well being</p>	<p>Above national average attendance for every individual pupils</p> <p>Parent learning opportunities are extended to enable parents to access TEFL courses and reading intervention courses</p> <p>Parents are further supported to understand how to effectively manage their child's behaviours and set positive home routines</p> <p>Pupils can grow/cook their own food supporting their understanding of healthy lifestyles</p> <p>The development of an ipad orchestra and garden/outdoor learning opportunities</p> <p>Offer additional 1:1 well-being/fitness programmes for any child at risk of obesity</p>	<p>100% of pupil have 93% attendance or above thus enabling them access to our personalised learning and excellent provision</p> <p>Large majority of parents have a good understanding of spoken English and written English to support their pupils with their communication and reading development &amp; home learning</p> <p>Pupils well prepared for learning and parents are confident in their parenting skills</p> <p>Pupils understand where food comes from, how to prepare snacks/food and feel confident in their abilities to make healthy choices leading to a healthy lifestyle</p> <p>Enable 100% of pupils, including those pupils with the most complex needs, to access music making and musical self-expression. To inspire and motivate all pupils to make music</p> <p>Highly individualised sport and fitness programme for all</p>

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<b>Outcomes for pupils (1)</b>	<ul style="list-style-type: none"> <li>Manor School curriculum, LTP, MTP well established and The Manor Way developed</li> <li>Pupil Premium effectively used to ensure PP pupils progress is in line or better than other groups of pupils</li> <li>Personalised Intervention Plans (PIPs) for all pupils; reviewed fortnightly (PIP tracker) – identifying excellent pupil progress. Pupil Premium pupils make at least as good progress as our non PP pupils</li> <li>Assessment data rigorously tracked. Pupils progress meeting firmly established and support future planning and provision – pupil progress analysis demonstrates excellent pupil progress across the school</li> <li>Pupils are well prepared for the next stage of their education – very smooth transition between class and with our secondary school for Y6 pupils</li> <li>Manor School awarded Brent SEND Centre of Excellence for SEN – LA acknowledgment of Manor School's high quality T&amp;L/CPD provision</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of planning supports excellent pupil progress</li> <li>The gap between PP pupils and non PP pupil progress was closed in most core curriculum areas and in many cases PP progress exceeded non PP pupils</li> <li>PIPs ensures all pupils making 'should' and 'could' progress (high aspirations). PP pupils very well provided for (no 'gaps')</li> <li>Pupil progress data informs MAST input and future provision/interventions mapping</li> <li>Well established transition plans and enrichment, life skills and independence is excellent to fully support pupils</li> <li>Best practice shared with other setting supporting them to provide a high quality education for their pupils</li> </ul>	<p>Share our curriculum with other schools to develop joint practice</p> <p>Termly analysis of PP spending and impact on individual pupil progress and termly reviews of all PP pupil interventions to ensure PP funding is spent to best effect</p> <p>Data from PIPs/Pupil Progress meetings could be analysed more readily in an easy to read format</p> <p>A Manor School Barriers to Learning tracker is developed</p> <p>Continue to extend the transition visits for pupils moving into our school and onto other schools at secondary transfer</p> <p>Extend training opportunities to incorporate our SEND assessments</p> <p>Also see parent training offer in PDB&amp;W section – supporting learning within the home and community</p>	<p>Support and extend our data/progress comparisons with more schools</p> <p>100% of PP pupils continue to make good to outstanding progress</p> <p>Pupil progress can be clearly identified and understood by parents</p> <p>Staff able to demonstrate even more clearly pupils progress in relation to the development of positive behaviours to enable pupils to effectively access learning</p> <p>Pupils confident in their transition leading to more effective access to learning</p> <p>Mainstream colleagues are able to more accurately track and demonstrate pupil progress</p>

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<b>Effectiveness of EYFS Provision (1)</b>	<ul style="list-style-type: none"> <li>T&amp;L 100% good/outstanding</li> <li>Highly differentiated curriculum and small step assessment well established; pupils positively engage in their learning and behaviour is extremely well managed</li> <li>Safeguarding is outstanding</li> <li>High quality T&amp;L/play environment</li> <li>Expanded/enhanced provision (new build)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress is excellent</li> <li>Progress data very good. 100% of pupils making at least good progress</li> <li>Excellent learning environment and + behaviour for learning</li> <li>Children are happy to come to school &amp; have very positive relationships with staff</li> <li>High quality learning environment supporting excellent outcomes for all</li> </ul>	<p>Introduce level 4 of Attention Autism to all staff</p> <p>EYFS teachers complete the Manor School KS1 baseline in July each year to ensure accurate pupil progress tracking</p> <p>Write a new EYFS Policy to support and further enhance staff induction to EYFS</p> <p>Outdoor play area is enhanced further to offer more interactive games/play equipment and outdoor learning opportunities</p> <p>Extend our parent induction training offer</p>	<p>Pupils attention is enhanced leading to improved outcomes/progress</p> <p>Accurate pupil progress tracking</p> <p>EYFS induction for staff is enhanced to ensure teaching is at least good and our EYFS routines, protocols etc. are clearly communicated to all</p> <p>Pupil progress is at least good establishing firm foundations for learning as they enter KS1</p> <p>Parents of EYFS pupils understand how to effectively support their child in key skills: developing functional communication, toileting, eating and self-help/independence skills. This will provide all pupils with an excellent foundation for learning</p>