



Manor School

Review of Standards

2015/16

Manor School Review of Standards 2014/5

EYFS - 2015/16

Analysis of our assessment data from the academic year 2015/16 demonstrates that the vast majority (84%) of pupils made progress within the upper quartile or above 'trajectory' as set by the school from their starting points on entry.

The small group of pupils' making emerging/must levels of progress (16%) These pupils have been identified as having significant barriers to learning and who entered the school with a very early developmental profile (typically 'young' birth to 6 months). This has informed our personalised planning and route for learning as these pupils move into our 'main' school

There are no pupils underachieving and 100% of pupils are making at least good (must) progress in all areas of their learning

Progress in Physical Development is a particular strength (90%) and this reflects the higher starting (baseline) points in this particular area for our pupils with more complex learning difficulties

Key Stage 1 – 2015 /16

Analysis of end of year results in Key Stage1 identify that a large majority of pupils continue to make excellent progress within the upper quartile or above range despite the introduction of a more challenging and robust assessment system.

Achievement in Language and Literacy this academic year is comparatively lower numerically but in real terms the achievement compares favourably because of more pupils on role and this is an area where the vast majority of our learners have significant learning needs and the extended 'I can..' skills identified at each B level.

The large majority of pupils achieved expected and above expected progress in Mathematics.

The very large majority of pupils achieved expected and above expected progress in PSHE (C&I)

There was a slight difference in attainment between boys and girls but the large majority of our pupils achieved expected and above expected progress.

Pupils entitled to Pupil Premium (PP) funding made equally good progress in comparison with their non PP peers and the large majority of both groups achieved expected and above expected progress

There are no significant differences between pupils from different ethnic backgrounds and the large majority made should/could progress

In 2015/16 there was a slight difference in the progress of pupils with ASD and SLD/other and this reflects the increased intake of pupils with a diagnosis of ASD. Pupils with ASD are making slightly better progress across KS1 (under 10 %) but the large majority of both groups are making should/could progress. This is closely linked to personalised learning, targeted interventions, good/outstanding teaching, accurate assessment and monitoring

Key Stage 2 - 2014/15

Analysis of end of year results for Key Stage 2 shows a very large majority, most pupils achieved upper quartile (should) and exceeding (could) progress in English, Mathematics and PSHE (C&I)

There is an increase of between 28% and 48% in pupils achieving at Could/ Exceeding progress in English, Mathematics and PSHE (C&I).

Pupil achievement continues to confirm the positive impact of Personalised learning plans (PIP) and targeted interventions both on direct or indirect pathways.

Our data shows there is no significant difference in achievement of different comparable groups; Gender, Ethnicity, EAL, PP, FSM, LAC in comparison to their peers and the very large majority/most are achieving Upper quartile or exceeding National standards.

The very large majority of pupils with ASD or SLD/Other are achieving within the upper quartile (should) or exceeding (could). There are no significant gaps in pupil progress due to Primary need or SEND.

Pupil progress at Manor School in 2015/16 is outstanding and this is linked to:

- Personalised Intervention Plans (PIPs) where targets are set for each pupil from individual starting points ensuring targets are challenging yet achievable; these are tracked closely and reviewed each half term
- Early identification of barriers to learning for a pupil and interventions identified/quickly provided reduce these barriers thus leading to more effective access to learning opportunities, increased functional communication and at least good (must) progress
- Termly Pupil Progress meetings where teachers, SLT and our Multi Agency Support Team discuss and analyse pupils' progress ensuring early identification of any pupils not making at least expected progress. These meetings then provide additional interventions or resources leading to better pupil progress/outcomes
- MAST direct or indirect interventions for pupils are highly effective
- School sharing of excellent practice providing peer to peer support to share successful strategies, information, best practice and advice
- Relevant, topic based curriculum with a firm focus on the development of functional communication, key skills, social interaction and independence
- CPD is of high quality, well targeted and ensures our staff have the skills and knowledge to effectively teach and support pupils across the curriculum