



Achievement & Standards Report

2023-2024

Executive Summary

Social, emotional and mental health remains at the forefront of not just this school, but the majority of schools across the country. We are always striving to improve in this area and, having re-evaluated the way in which we collate our Boxall data, we can see that there is clear progress in this area and that SEMH development has continued to develop across the whole school. It is especially pleasing to see that the specialist clusters are making progress in this area.

With a successful re-accreditation in Nurture and the embedding of zones of regulation students' progress across their EHCP outcomes and academic areas has advanced.

With the implementation of attendance plans, and a clear focus on the triangulation of data, it has allowed interventions to be more focused, appropriate, and timely and most importantly the impact evaluated.

Over the last year we have reduced the gap in EHCP target progress for EAL students in SEMH, sensory and physical needs, our non-white British cohort are now making expected progress in line with their white British counter parts. This is an area to continue to keep as a key focus in the 2024-25 academic year, to ensure continued success and an even further diminished gap. The data reflects that there has been a positive impact for students and our monitoring and intervention is working for the majority students.

OFSTED targets

- Implement a consistent school-wide approach to the teaching of phonics and reading.
- Work with pupils and their families to improve attendance

Key Actions for 2024-25

- To ensure the implementation of the new Reading strategy across the school is effective across First, Middle and Upper School and making a positive impact on pupil progress.
- Continue to focus on the improvement of attendance and ensure that this is triangulated within the measurement of pupil progress.
- Embedding Zones of Regulation and a continued drive towards self-regulation for students.
- Work with the Behaviour hubs to continue to develop our behaviour strategies within the school.
- Cluster leaders to design and develop whole school training on supporting student's independence, resilience and social communication across all departments

Introduction

The School Development Plan 2022-25 focuses on fully embedding the Choosing to Nurture Enterprise curriculum, targeting any in school gaps, the focus here being SEMH and promoting student independence and resilience with improved social communication. The primary purpose of this development plan is to give our students the best possible long-term holistic outcomes and preparation for adulthood.

This year, Cluster Leaders and Senior Leaders took part in a 4 day residential training course to ensure the delivery of choice theory and its incorporation into the school curriculum. This coupled with the school approach to preparation for adulthood through the use of PC Path and Talentino has led to exciting developments within the Choosing to Nurture Curriculum which is now solidly embedded throughout the school. The Enterprise curriculum and its embedding of Active Learning, allows teachers to adapt resources, to make lessons fun and active, and ensures that Multiple EHCP targets can be addressed and targeted in lessons impacting on pupil progress.

The school prides itself in the delivery of its extended curriculum and the development of the LASER Awards that offers students exposure, engagement and participation in areas directly linked to lifelong skills and employability. The development of the vocational offer and the development of the vocational hub will remain a key focus this year with the mainstream pilot with Cox Green School beginning September 2024.

The new Reading strategy has been developed over the course of the last academic year but is very much in its infancy still as it is rolled out whole school. Leaders have implemented a consistent approach to the teaching of phonics, and it remains a key focus of school training for staff. This will remain a key focus for 2024-25 with constant strive to improve the strategy and the delivery within school. External validation will be sought from our Director of Education.

Accuracy of assessment

Manor Green has continued focus on effective leadership, triangulated quality assurance, high quality teaching and support, effective assessment and internal and external moderation assures us that our data is reliable.

To ensure that students are achieving skills in a broad and balanced way, termly moderation sessions, analysing progression data across all 4 areas of need within EHCP's, target monitoring, learning walks and lesson observations were carried out whilst the school was open. The broader base of evidence, including the monitoring of marking and feedback as well as progress towards EHCP objectives reflect the evidence of progress more accurately.

Academic Outcomes (Summer 2024)

Methodology

Our ambitious progression guidance remains linked directly to national curriculum expectations and corresponding expectations from other outstanding special schools.

Understanding the data.

Earwig objectives within the MGS stages reflect our curriculum and within the objectives, they incorporate 6 sub-levels making a more accurate assessment of progress. The academic data has been taken from 2 departments from their moderation points and is based on teacher judgement.

In Ladybird and Orchard Departments students are assessed using developmental student led target setting. Each department uses a framework that is specific and relevant to their own students as follows:

- Ladybird – EYFS until Early learning goals are reached, then MGS academic stages
- Orchard (Specialist and Sensory) – The SCERTS® Model

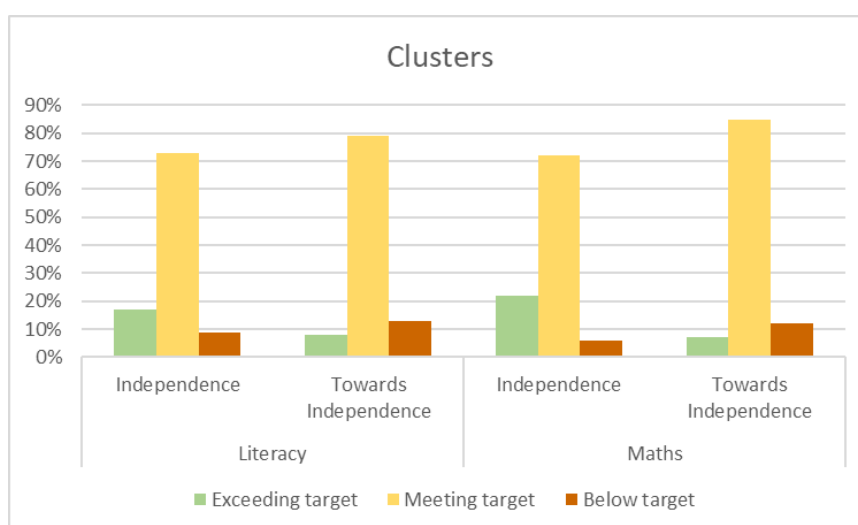
Where students are being assessed using the MGS stages and subjects, students are included in the data below.

Analysis of progress of groups of learners By Department 2023-2024

Independence and Towards Independence

Whole School	Literacy	Maths
Exceeding target	13% 22	14% 25
Meeting target	76% 132	77% 133
Below target	11% 19	9% 15
Total	173	173

Analysis of progress of groups of learners by Department



Clusters	Literacy		Maths	
	Independence	Towards Independence	Independence	Towards Independence
Exceeding target	17% 15	8% 7	22% 19	7% 6
Meeting target	73% 63	79% 69	72% 62	85% 71
Below target	9% 8	13% 11	6% 5	12% 10
Total	86	87	86	84

Across the two main departments, Independence and Towards Independence, the number of students meeting expected targets has increased in both Literacy and Maths despite the literacy and maths departments not being at full staff capacity. However, students have shown a slight reduction in regard to both meeting and exceeding compared to last year. There has been a continued focus on the development of the curriculum offer, maintaining sequential and transitional learning which has been embedded into the curriculum. Our literacy team have continued to support and monitor the implementation of the Literacy (Reading) strategy that was rolled out in January 2023. The phonics implementation is still in its infancy and continues to be a focus for the Literacy team this year. It is worth noting that 50% of student who have achieved below expectations, their attendance was less than 90% during the academic year. Students have shown a significant level of achievement in regard to meeting expectations and exceeding expectations regarding literacy (89%) and maths (93%).

By Sex

Girls are a much smaller cohort in Manor Green in comparison to boys, there has been a reduction in the number of girls compared to 2022-2023. The data however highlights a quite significant difference for both Literacy and Maths with more boys underperforming in Literacy and more girls underperforming in Maths. In Towards Independence, 7 girls are below target in Literacy. However, when you drill into the raw data, 5 of the 7 girls have attendance that is lower than 90%. In Independence, 1 student is below target in Literacy and Maths due to long term medical needs and has attendance below 65%. With regards to Maths, in Towards Independence, 6 out of the 8 girls have attendance that is lower than 90% and subsequently, 3 out of the same 8 girls have attendance below 65%. The data suggests a gap between the sexes however, once again we feel the main factor that needs to be addressed is attendance

Sex	Literacy		Maths	
	Female	Male	Female	Male
Exceeding target	14% 7	12% 15	8% 4	17% 21
Meeting target	69% 34	79% 98	73% 36	78% 97
Below target	16% 8	9% 11	18% 9	5% 6
Total	49	124	49	124

EAL

EAL	Literacy		Maths	
	EAL	Non-EAL	EAL	Non-EAL
Exceeding target	16% 8	11% 14	12% 6	15% 19
Meeting target	63% 31	81% 101	71% 35	79% 98
Below target	20% 10	7% 9	16% 8	6% 7
Total	49	124	49	124

Ethnicity

Ethnicity	Literacy		Maths	
	White British	Other	White British	Other
Exceeding target	10% 10	16% 12	21% 21	11% 8
Meeting target	83% 83	67% 49	84% 84	73% 53
Below target	7% 7	16% 12	3% 3	16% 12
Total	100	73	100	73

The report acknowledges that the methodology of grouping ethnic minorities together for comparison against White British students is not ideal but is necessary due to the small sample size of individual ethnic groups. The report emphasises that viewing these gaps collectively can help identify areas for deeper investigation. One factor is the poor attendance of students who are non-White British. 75% of these student's attendance is below 85%. It is also worth noting that 75% of our non-White British cohort also have severe learning needs and are EAL. The raw data suggests that attendance is probably the main factor rather than their ethnicity status.

Pupil Premium

PP	Literacy		Maths	
	PP	Non-PP	PP	Non-PP
Exceeding target	8% 4	15% 18	15% 8	14% 17
Meeting target	85% 44	73% 88	79% 41	76% 92
Below target	8% 4	12% 15	6% 3	10% 12
Total	52	121	52	121

Service Children

Service	Literacy		Maths	
	Service	Non-Service	Service	Non-Service
Exceeding target	0% 0	13% 22	0% 0	14% 25
Meeting target	100% 2	75% 130	100% 2	76% 131
Below target	0% 0	11% 19	0% 0	9% 15
Total	2	173	2	173

FSM

FSM	Literacy		Maths	
	FSM	Non-FSM	FSM	Non-FSM
Exceeding target	14% 9	12% 13	22% 14	10% 11
Meeting target	78% 50	75% 82	72% 46	80% 87
Below target	8% 5	13% 14	6% 4	10% 11
Total	64	109	64	109

Last academic year we identified an emerging gap in above expected progress in maths between Pupil Premium and non-pupil premium. This has been an area of focus and the gap successfully bridged. The above-expected progress of Pupil Premium students and free school meals in maths is very pleasing. The literacy data also highlights the performance of PP and FSM pupils outperforming the non-PP and FSM pupils.

LAC

LAC	Literacy		Maths	
	LAC	Non-LAC	LAC	Non-LAC
Exceeding target	0% 0	13% 22	0.25 1	14% 24
Meeting target	100% 4	76% 128	75% 3	77% 130
Below target	0% 0	11% 19	0% 0	9% 15
Total	4	169	4	169

ASD

ASD	Literacy		Maths	
	ASD	Non-ASD	ASD	Non-ASD
Exceeding target	16% 12	10% 10	23% 17	8% 8
Meeting target	77% 57	76% 75	73% 54	80% 79
Below target	7% 5	14% 14	4% 3	12% 12
Total	74	99	74	99

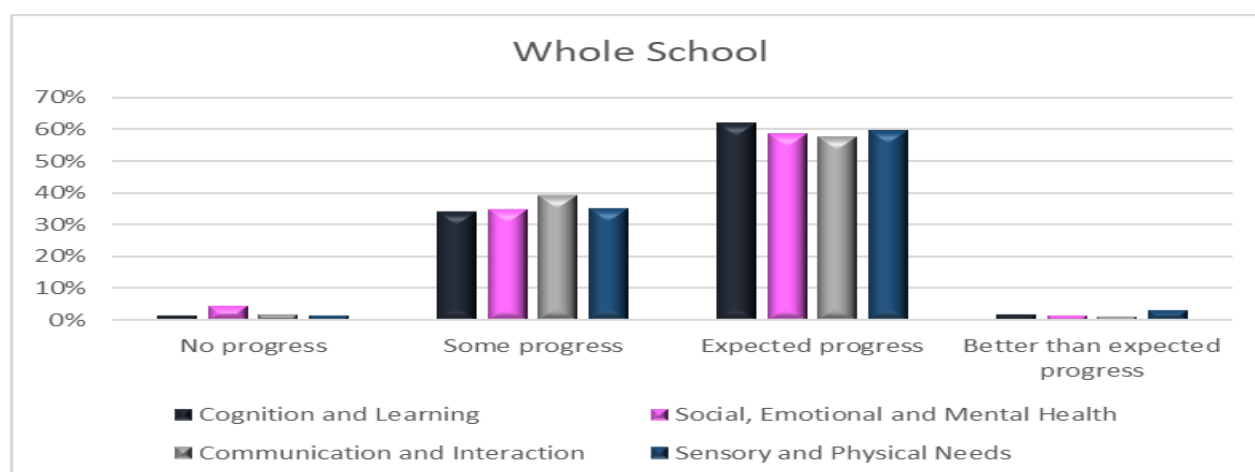
The reason we have highlighted one particular need to report on is because of the large number of ASD students we have across Independence and Towards Independence. For other needs, it is not always statistically viable.

Our ASD cohort was a focus last academic year. They have outperformed their non-ASD peers in literacy and maths, but it is very pleasing to see that with focused intervention and a systematic approach to the delivery of reading and phonics, not only have we bridged the literacy gap, we have reversed it.

Exam Results for KS4 & KS5

Subject	Pass	Ungraded
ASDAN Towards Independence	12	0
ASDAN PDP Bronze	8	0
ASDAN PDP Silver	18	0
ASDAN PDP Gold	7	0
BTEC Level 1 Award in Home Cooking Skills	1	0
Entry Level Certificate English L3	3	0
Entry Level Certificate English L2	10	0
Entry Level Certificate English L1	1	0
Entry Level Certificate Maths L3	1	0
Entry Level Certificate Maths L2	8	0
Entry Level Certificate Maths L1	1	0
Functional Skills English Level 1	6	0
Functional Skills Maths Level 2	1	0
Functional Skills Maths Level 1	1	0
GCSE English Language	1 – Grade 3	0
GCSE Maths	1 – Grade 2	0
LASER Entry Level Introductory Certificate for Learning, Employability and Progression (Entry 3)	7	0

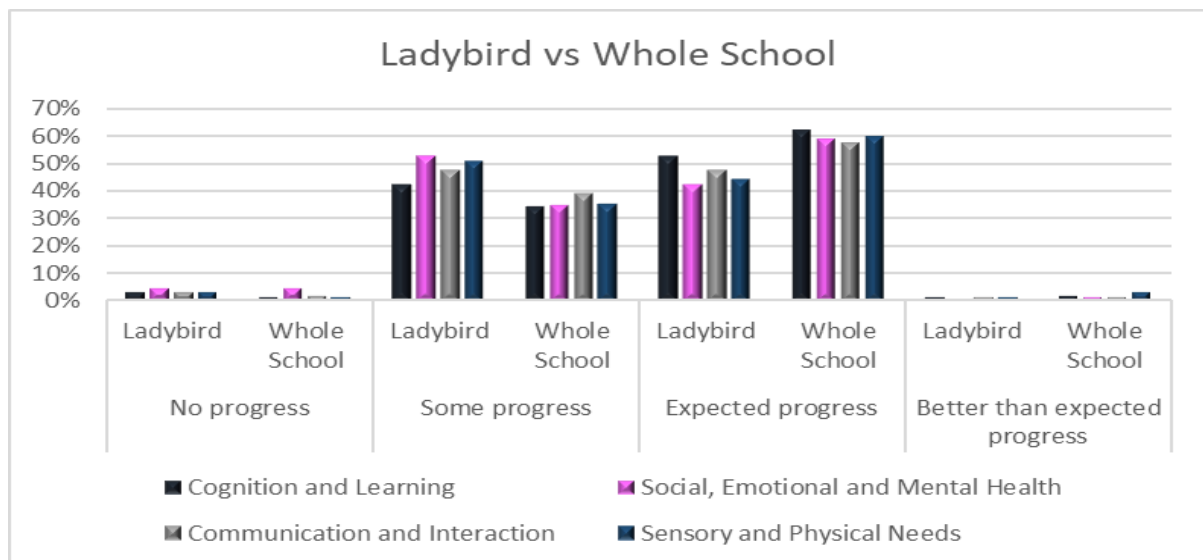
EHCP data



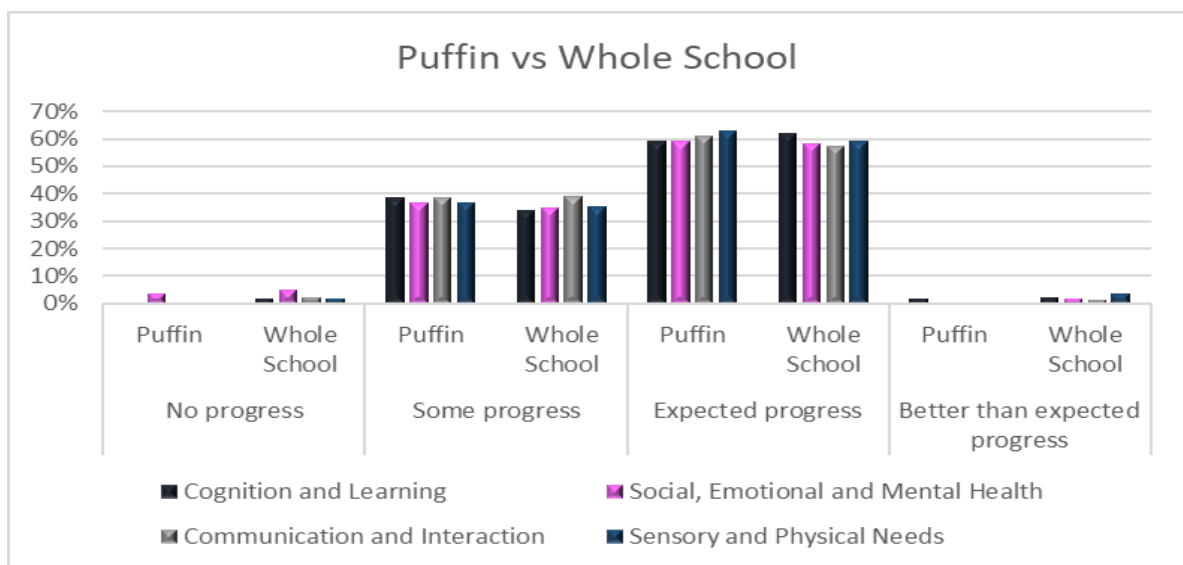
Whole School	No progress	Some progress	Expected progress	Better than expected progress	Grand Total
Cognition and Learning	5	99	179	6	289
Social, Emotional and Mental Health	14	101	169	5	289
Communication and Interaction	6	113	166	4	289
Sensory and Physical Needs	5	102	172	10	289

Whole school data highlights the key areas of progress that we have made during the last academic year. A small minority of students have made no progress, but there are individual case studies and documented circumstances to evidence why this is the case.

Social, emotional and mental health impacts on anxiety levels, dysregulation and attendance, all of which impact on learning and the ability to engage fully in education. We have kept this at the forefront of our school priorities but taken the decisive step to refocus our pedagogical journey regarding the teaching of reading and phonics and ensure a highly sequenced curriculum that flows in continuum throughout the school. Dysregulation has decreased in school and academic progress as reflected in cognition and learning is steadily increasing.



Ladybird vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School	Ladybird	Whole School
Cognition and Learning	2	5	25	99	31	179	1	6	59	289
Social, Emotional and Mental Health	3	14	31	101	25	169	0	5	59	289
Communication and Interaction	2	6	28	113	28	166	1	4	59	289
Sensory and Physical Needs	2	5	30	102	26	172	1	10	59	289



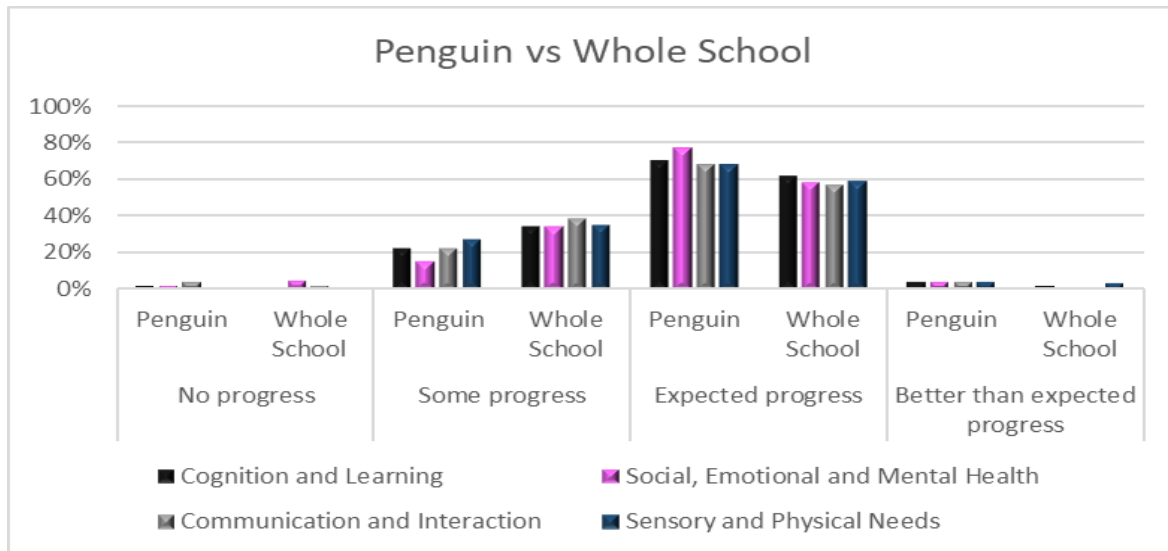
Ladybird cluster is our First School Department. Data against the four areas of need measured from the students' progression plans shows that the majority of students have been making 'some' or 'expected' progress, during the Summer Term. This is an improvement on the Autumn Term. It's also really positive to see that some students have made 'better than expected' progress, across three out of the four areas. We still have some students making 'no progress' but these students have been given Attendance Plans, due to ongoing complex medical needs and we are working closely with the families to support them.

An area for improvement will be to look at how we are target setting under 'Social, Emotional and Mental Health', as this is where we see the least amount of progress, but due to the needs of some of our students and where they are learning developmentally, this may also be expected. This will be reflected in how First School is using the Boxall Profile next academic year. To support SEMH, we baseline students in the Summer Term of their Reception Year, ready for Year 1. We will continue over the next academic year to monitor its success. We have been focusing lots on 'Communication and Interaction', especially during unstructured times of classes timetables, such as the playground, so it's great to see progress within this area. The new sequenced curriculum has been beneficial in students making progress across their EHCP outcomes.

Within First School we have one trainee teacher and one first year ECT and one second year ECT out of our six classes. The monitoring of consistency in teacher judgement is

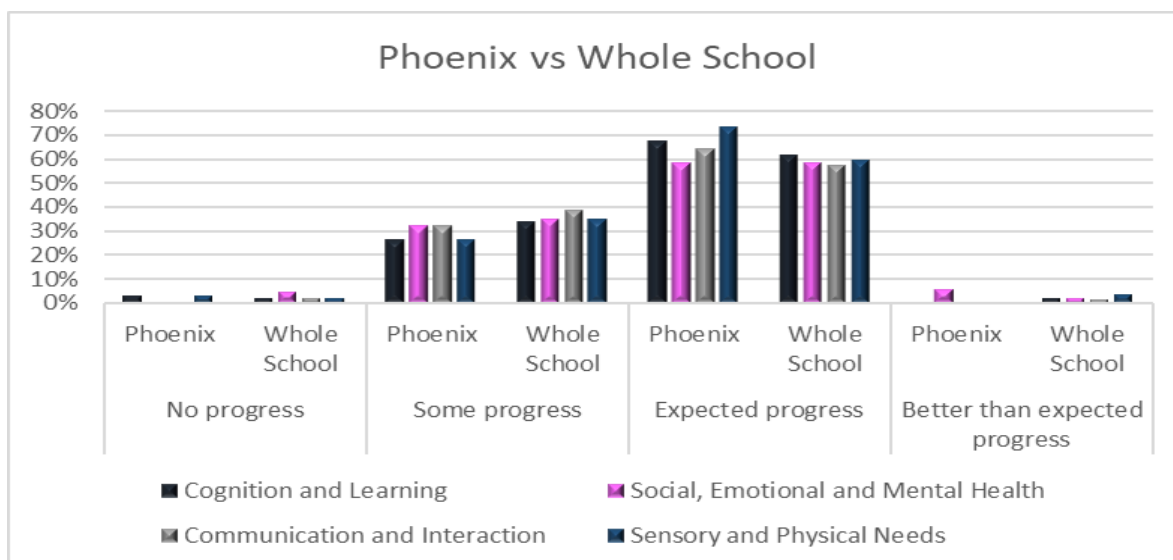
Puffin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School
Cognition and Learning	0	5	21	99	32	179	1	6	54	289
Social, Emotional and Mental Health	2	14	20	101	32	169	0	5	54	289
Communication and Interaction	0	6	21	113	33	166	0	4	54	289
Sensory and Physical Needs	0	5	20	102	34	172	0	10	54	289

Puffin is our Middle School Towards Independence cluster. The data clearly shows that the active, cross curricular learning is embedded and supporting the students. In comparison to Whole school data, we are on a similar trend across all four areas of need for some and expected progress. There are two students who made no progress in SEMH, and this is due to changes in their personal situations at home which we have supported.



Penguin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School
Cognition and Learning	1	5	10	99	31	179	2	6	44	289
Social, Emotional and Mental Health	1	14	7	101	34	169	2	5	44	289
Communication and Interaction	2	6	10	113	30	166	2	4	44	289
Sensory and Physical Needs	0	5	12	102	30	172	2	10	44	289

Penguin is the Independence cluster for our Middle School Students. The data has been measured against the student's progression plans and shows our active, cross curricular learning is beneficial for our students in supporting their progress and retention. There are two students making no progress in one area and one student making no progress in two areas. These are due to low attendance from surgery and an aspirational target which was not achieved but extra scaffolding provided. The data emphasises that a large number of students are making expected progress which is above the average for the whole school data, with a few students also making better than expected progress.

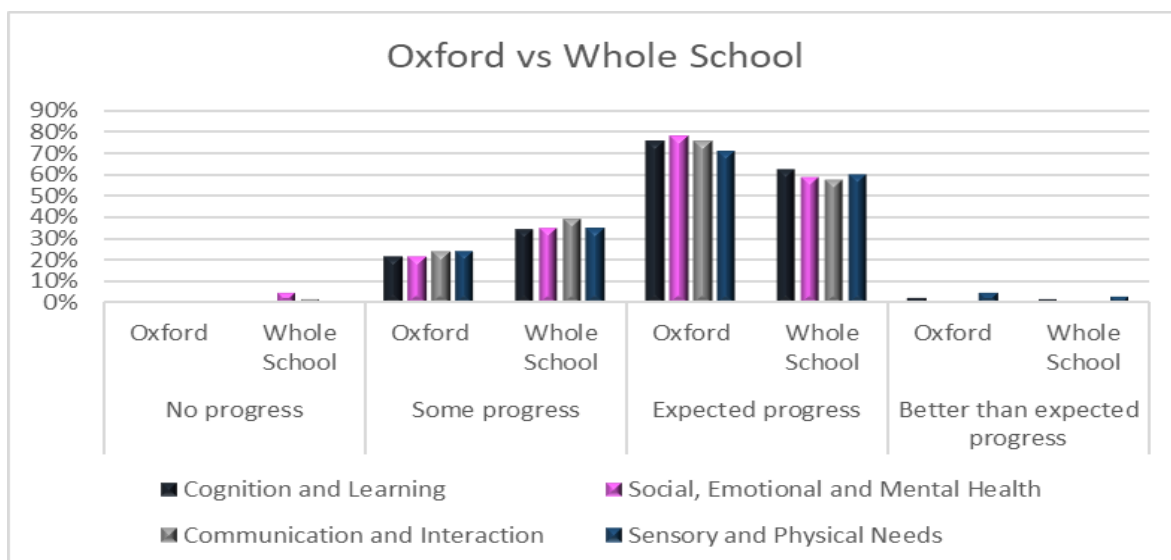


Phoenix vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Whole School		Whole School		Whole School		Whole School		Whole School	
	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School
Cognition and Learning	1	5	9	99	23	179	0	6	34	289
Social, Emotional and Mental Health	0	14	11	101	20	169	2	5	34	289
Communication and Interaction	0	6	11	113	22	166	0	4	34	289
Sensory and Physical Needs	1	5	9	102	25	172	0	10	34	289

Phoenix is our Upper School Towards Independence cluster. Data against the four areas of need measured from the students' progression plans in Phoenix cluster shows that they are above school average in making expected progress towards the four areas of need.

In comparison to the Whole school data less students made some progress and there is a similar percentage of students who made no progress within the cognition and learning strand and also the sensory and physical needs. Whilst better than expected progress for social emotional and mental health was higher than the school average.

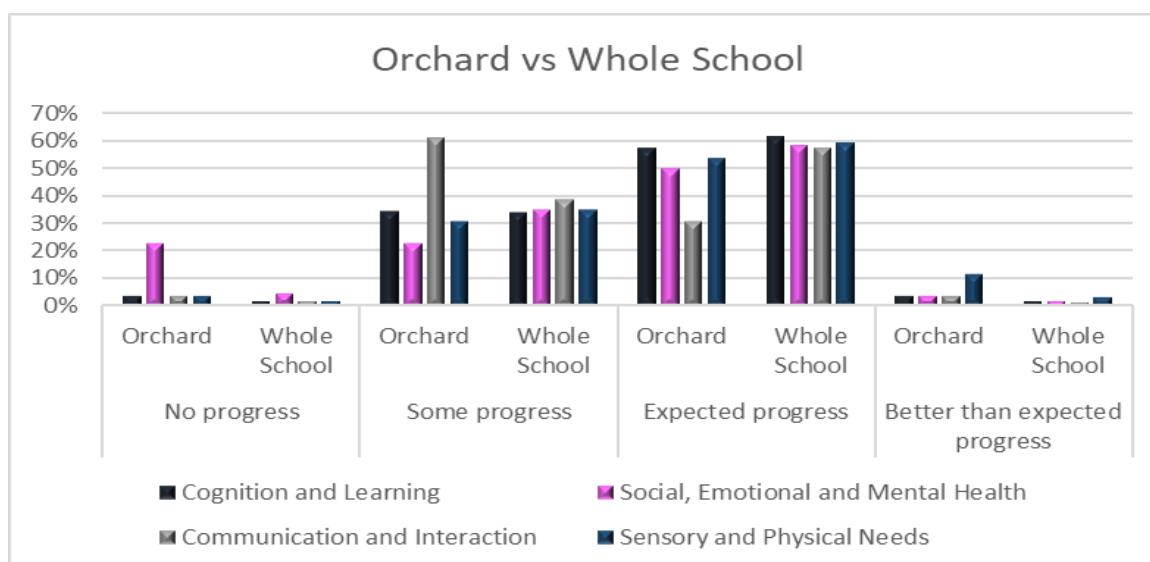
The data highlights that a higher amount of students in Phoenix are making expected progress than some progress when measured against the four areas of needs. This shows that the curriculum is meaningful and showing progress across the four areas of need.



Oxford vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School	Oxford	Whole School
Cognition and Learning	0	5	9	99	31	179	1	6	41	289
Social, Emotional and Mental Health	0	14	9	101	32	169	0	5	41	289
Communication and Interaction	0	6	10	113	31	166	0	4	41	289
Sensory and Physical Needs	0	5	10	102	29	172	2	10	41	289

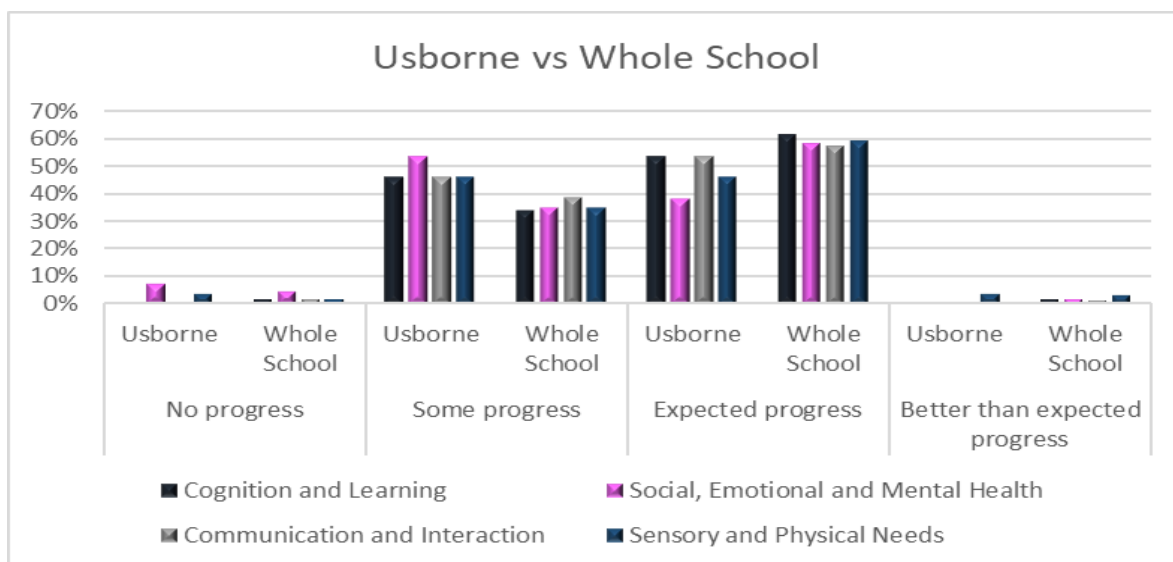
Oxford is our Upper School Independence cluster. Data against the four areas of need measured from the students' progression plans in summer term 6 shows all students in Oxford cluster made some progress or higher. Oxford has less percentage making some progress, due to the high amount of students making expected and better progress. A high majority of students made expected progress which was more in comparison to the whole school data. This highlights the well-suited nature of the curriculum to support their learning and development over the 4 areas of needs.

In comparison to the Whole school data there are more students who made expected progress and better progress. Which highlights the curriculum is embedded and the teachers are setting achievable SMART targets.



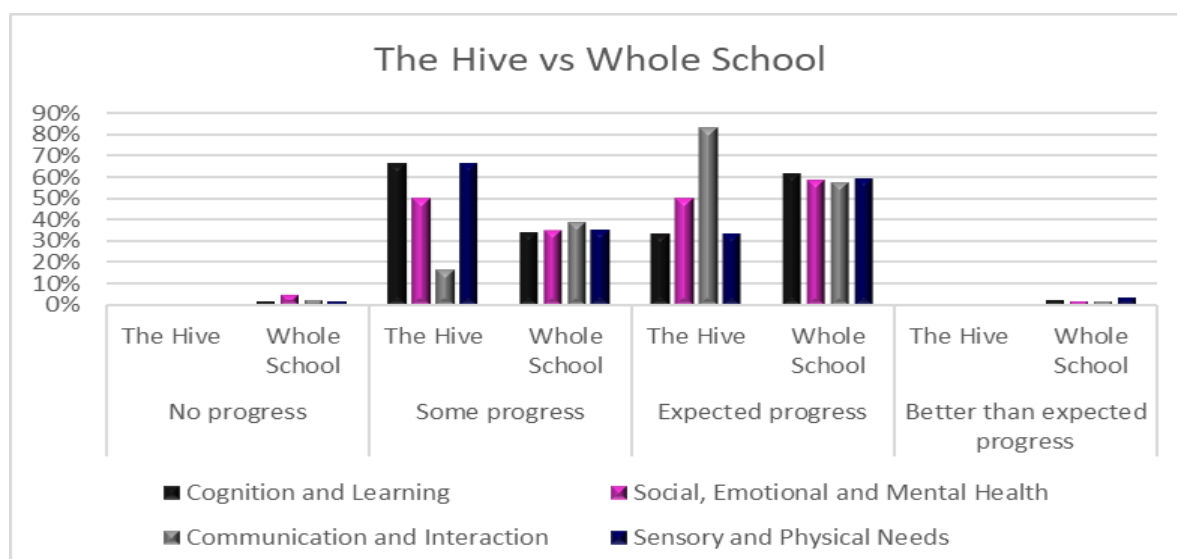
Orchard vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Orchard	Whole School	Orchard	Whole School	Orchard	Whole School	Orchard	Whole School	Orchard	Whole School
Cognition and Learning	1	5	9	99	15	179	1	6	26	289
Social, Emotional and Mental Health	6	14	6	101	13	169	1	5	26	289
Communication and Interaction	1	6	16	113	8	166	1	4	26	289
Sensory and Physical Needs	1	5	8	102	14	172	3	10	26	289

Data against the four areas of need shows most students are making at least some progress towards their targets, expected or better than expected progress. We have a higher percentage compared to the wider school of students making no progress against their Social, Emotional and Mental Health area of need. Orchard has a higher number of students making better than expected progress in Sensory and Physical compared to the whole school and this is due to their targets being more achievable.



Usborne vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School
Cognition and Learning	0	5	12	99	14	179	0	6	26	289
Social, Emotional and Mental Health	2	14	14	101	10	169	0	5	26	289
Communication and Interaction	0	6	12	113	14	166	0	4	26	289
Sensory and Physical Needs	1	5	12	102	12	172	1	10	26	289

Data against the four areas of need show students are making at least some progress towards their targets, expected and one student making better than expected progress in one area. We have two students making no progress in SEMH and this is due to their epilepsy diagnosis. One student made no progress in Sensory and Physical, and this is due to a change in behaviour presentation which the nurture lead has supported on. The data shows that the students are generally progressing well in the department despite their significant and complex needs.

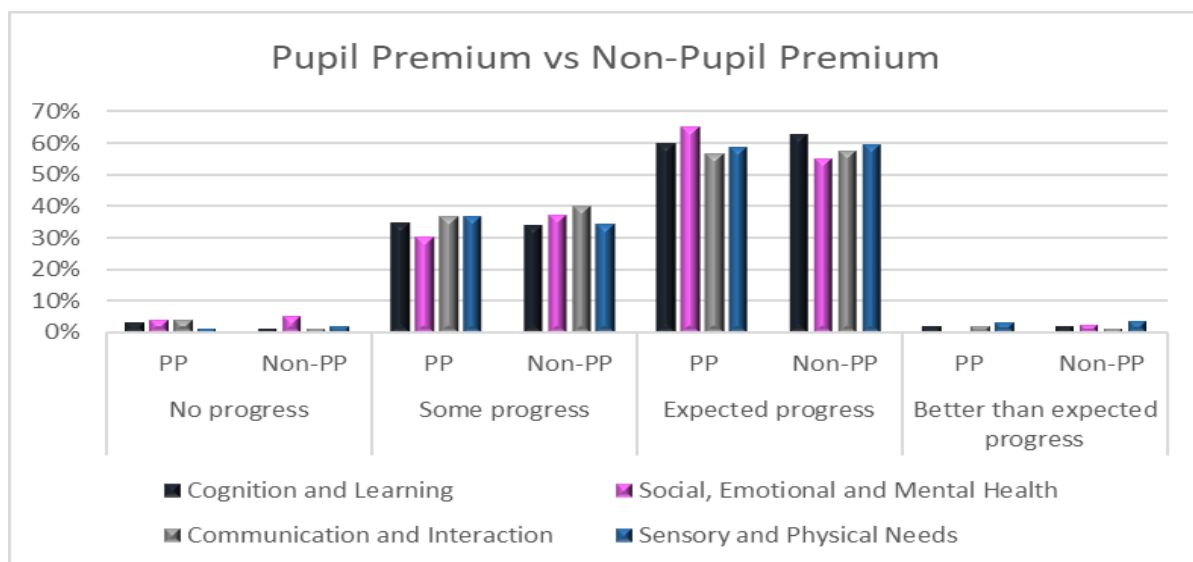


The Hive vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	The Hive	Whole School	The Hive	Whole School	The Hive	Whole School	The Hive	Whole School	The Hive	Whole School
	The Hive	Whole School	The Hive	Whole School	The Hive	Whole School	The Hive	Whole School	The Hive	Whole School
Cognition and Learning	0	5	4	99	2	179	0	6	6	289
Social, Emotional and Mental Health	0	14	3	101	3	169	0	5	6	289
Communication and Interaction	0	6	1	113	5	166	0	4	6	289
Sensory and Physical Needs	0	5	4	102	2	172	0	10	6	289

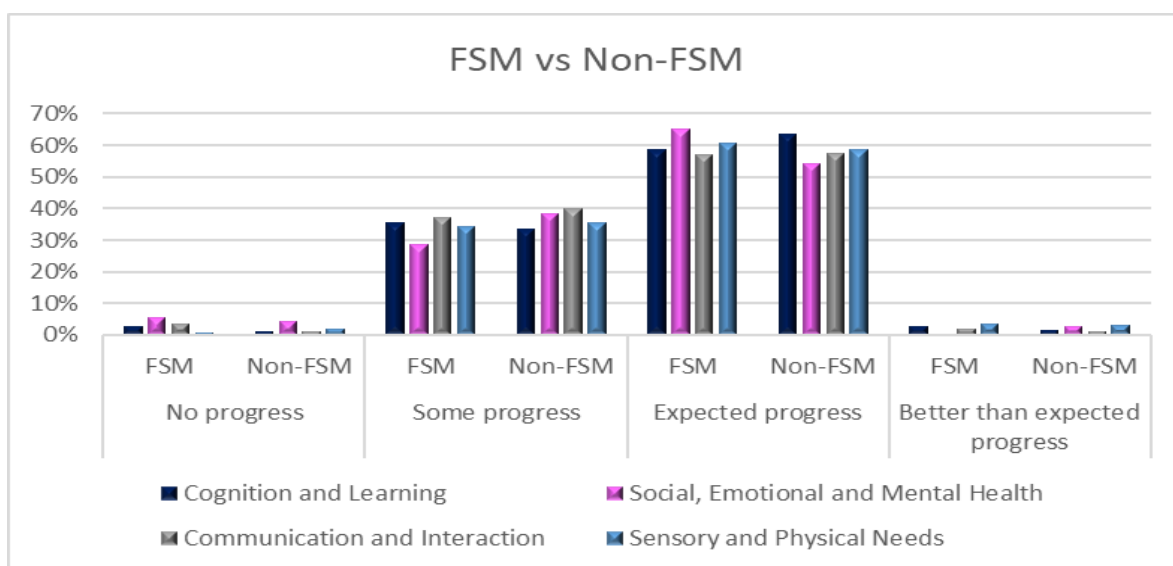
In the Summer Term 2024 there were 6 students on roll who were being educated through the HIVE; all these students have very complex physical and medical needs, which is what prevents them from attending a school setting. Some of their conditions are progressive, therefore for most of the students at some point regression is likely.

When reviewing the data, this term we can see that all students are making either some or expected progress across the four areas of need. We have continued to see progress in communication and interaction, staff have worked alongside our independent Speech and Language Therapist to incorporate the use of AAC into all our sessions.

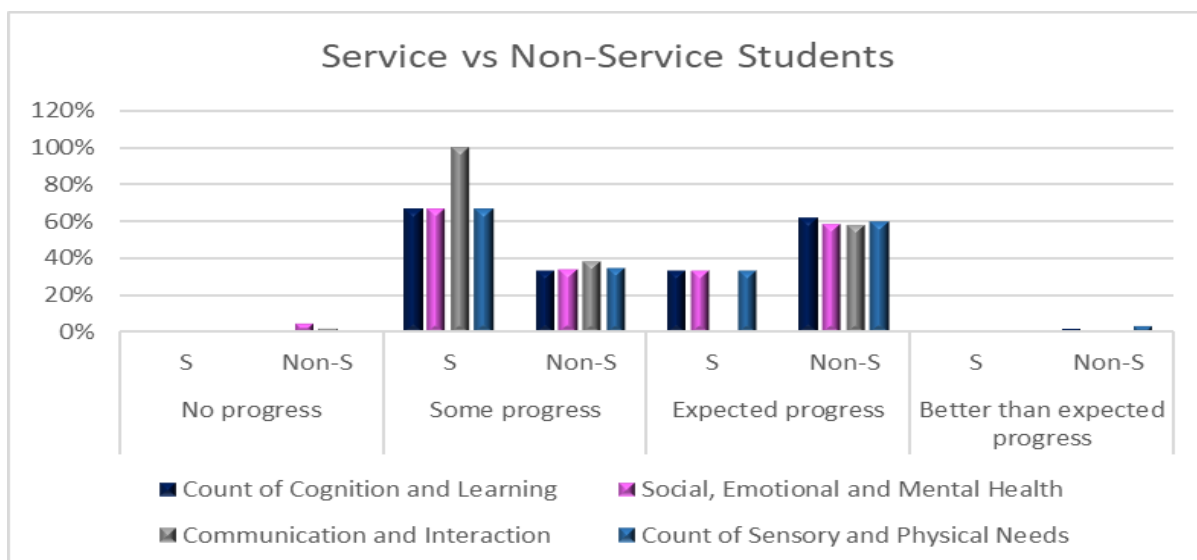
We are making less progress in the areas cognition and learning and sensory and physical although due to the student's conditions this is to be expected. We will make these areas a focus for the next academic year.



Pupil Premium v Non-Pupil Premium	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non PP	PP	Non-PP
Cognition and Learning	3	2	33	66	57	122	2	4	95	194
Social, Emotional and Mental Health	4	10	29	72	62	107	0	5	95	194
Communication and Interaction	4	2	35	78	54	112	2	2	95	194
Sensory and Physical Needs	1	4	35	67	56	116	3	7	95	194

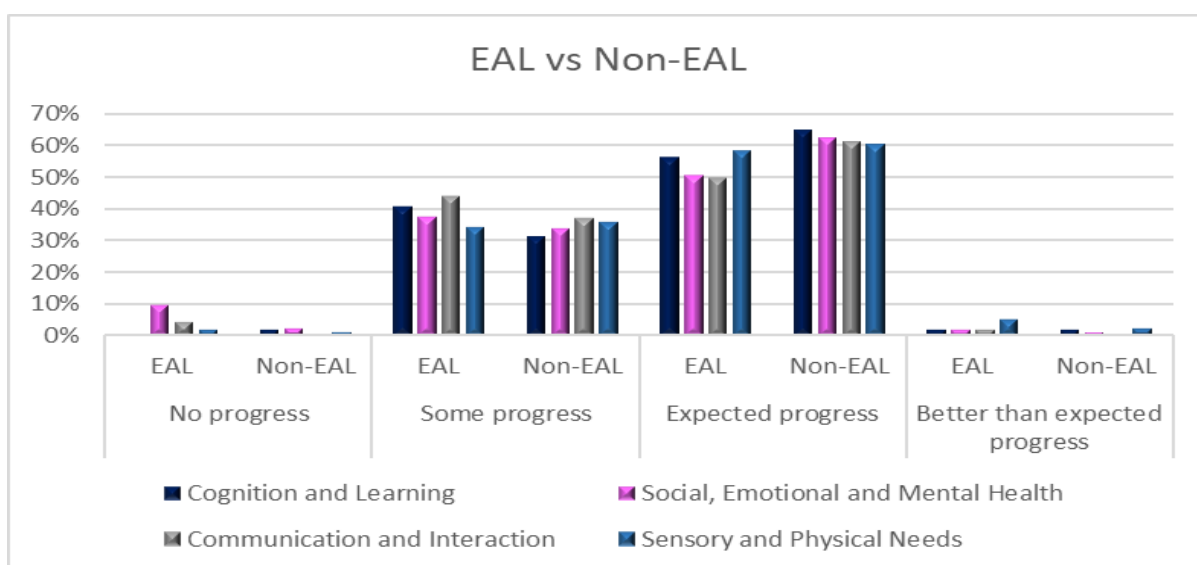


Free School Meals vs Non-Free School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
Cognition and Learning	3	2	38	61	63	116	3	3	107	182
Social, Emotional and Mental Health	6	8	31	70	70	99	0	5	107	182
Communication and Interaction	4	2	40	73	61	105	2	2	107	182
Sensory and Physical Needs	1	4	37	65	65	107	4	6	107	182



Service children vs Non-Service Children	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Service	Non-Service	Service	Non-Service	Service	Non-Service	Service	Non-Service	Service	Non-Service
Cognition and Learning	0	5	2	97	1	178	0	6	3	286
Social, Emotional and Mental Health	0	14	2	99	1	168	0	5	3	286
Communication and Interaction	0	6	3	110	0	166	0	4	3	286
Count of Sensory and Physical Needs	0	5	2	100	1	171	0	10	3	286

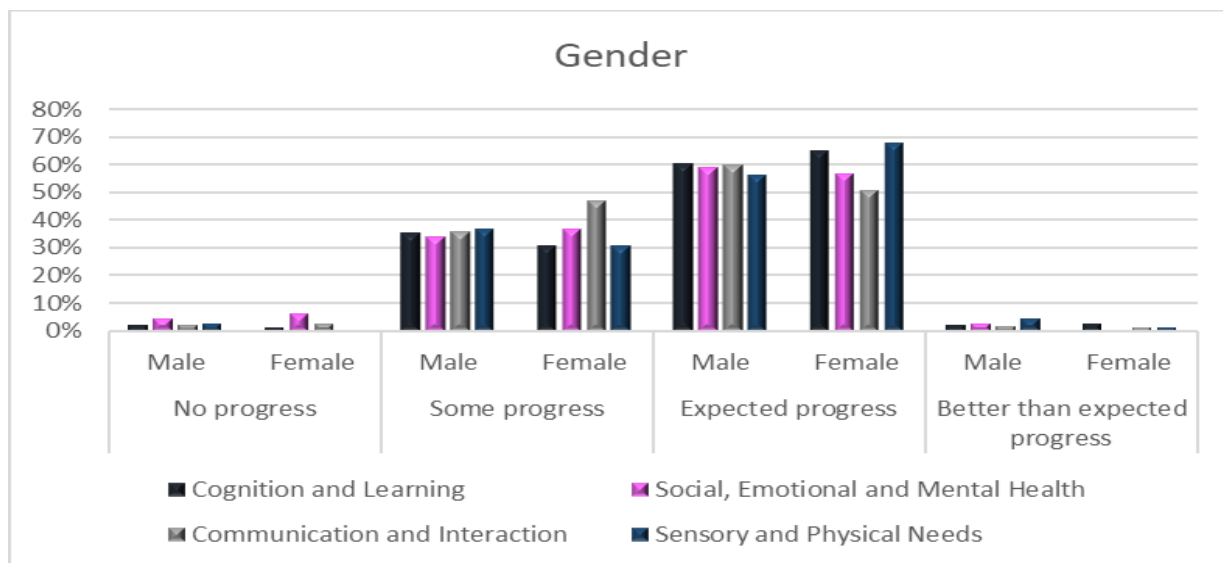
The data in relation to pupil premium and FSM again this year is very pleasing. Nationally there is an increasing gap between student premium and non-student premium students. Our data highlights that Manor Green has effectively bridged this gap and that proportionally more student premium students are making expected progress and better than expected progress than non-student premium students. This is also positively reflected in the literacy and maths data.



English as an Additional Language vs Non-EAL	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL
Cognition and Learning	1	4	37	62	51	128	2	4	91	198
Social, Emotional and Mental Health	9	5	34	67	46	123	2	3	91	198
Communication and Interaction	4	2	40	73	45	121	2	2	91	198
Sensory and Physical Needs	2	3	31	71	53	119	5	5	91	198

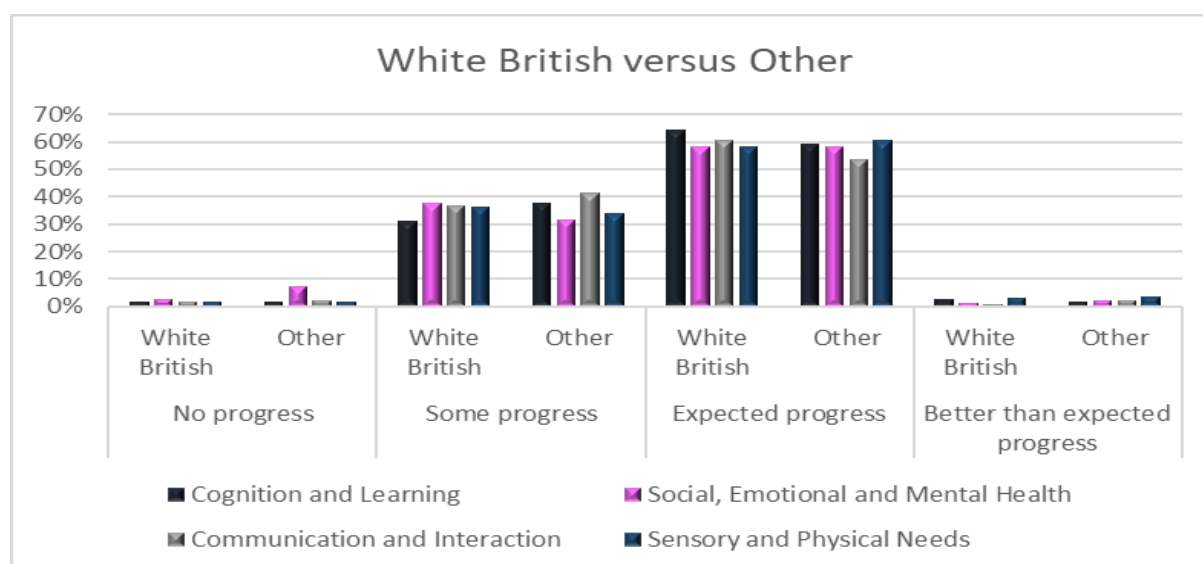
The significant rise in the number of students exposed to or speaking other languages at home (EAL) – from 25% to 31% over the past year – highlights an evolving dynamic within the school community. Despite facing challenges related to staff shortages in the intervention team, nearly 60% of EAL students demonstrated progress in cognition and learning that met or exceeded expectations.

With the intervention team now operating at full capacity, the focus for the coming year will be on supporting our EAL spotlight students. These are students identified as requiring additional assistance in dual-language learning, and targeted interventions will be employed to address their specific educational needs and foster further academic achievement.



Gender	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Cognition and Learning	4	1	74	25	126	53	4	2	208	81
Social, Emotional and Mental Health	9	5	71	30	123	46	5	0	208	81
Communication and Interaction	4	2	75	38	125	41	3	1	208	81
Sensory and Physical Needs	5	0	77	25	117	55	9	1	208	81

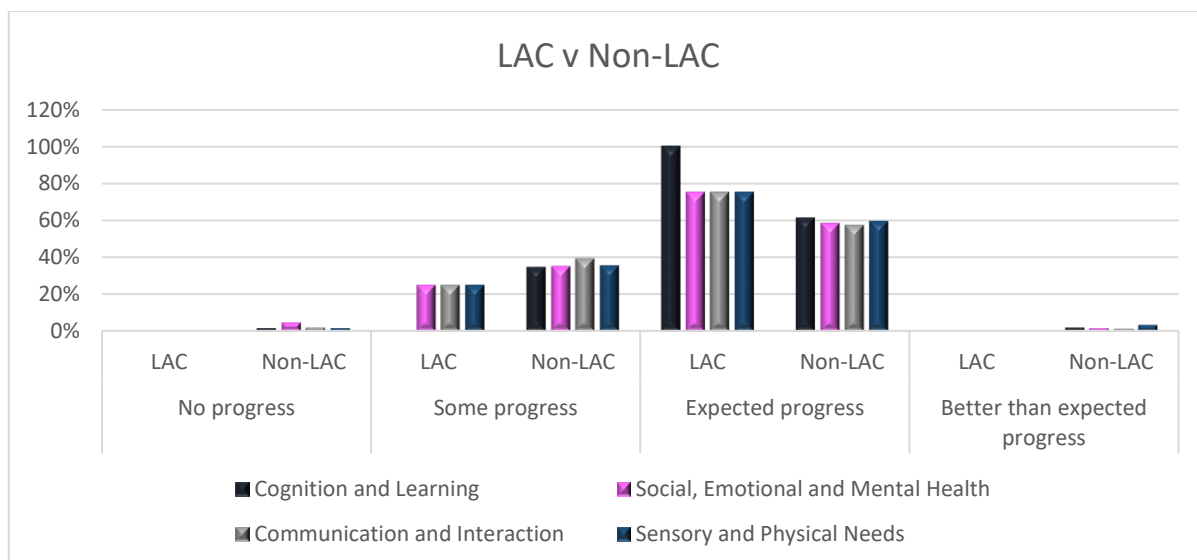
The differential in gender remains significant within the Manor Green cohort being extremely boy heavy. Girls last year made less expected progress especially in cognition and learning and SEMH. This is not the case this year however we do need to focus on the communication and interaction of girls this academic year.



White British vs Other	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	White British	Other	White British	Other	White British	Other	White British	Other	White British	Other
Cognition and Learning	3	2	49	50	101	78	4	2	157	132
Social, Emotional and Mental Health	4	10	59	42	92	77	2	3	157	132
Communication and Interaction	3	3	58	55	95	71	1	3	157	132
Sensory and Physical Needs	3	2	57	45	92	80	5	5	157	132

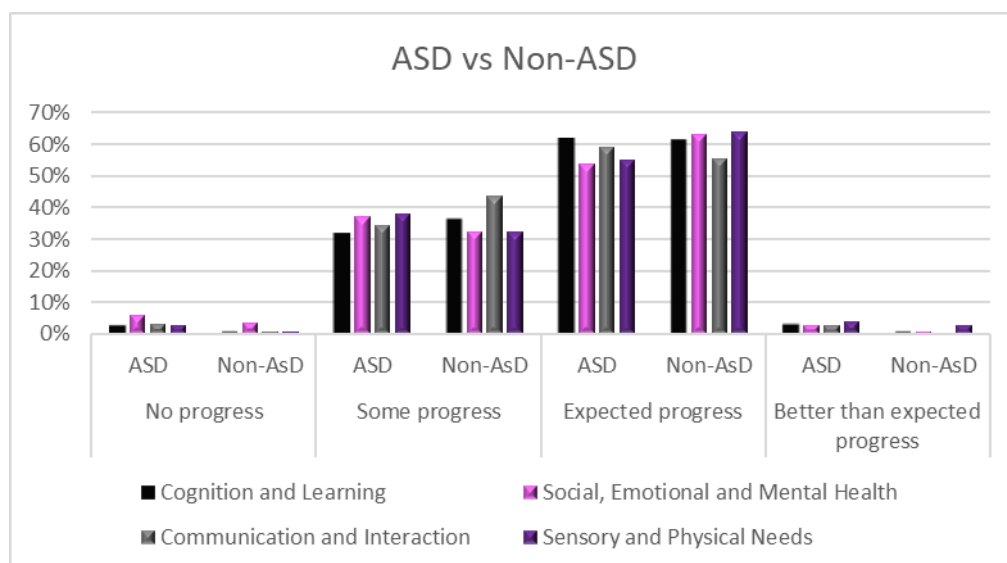
This year's data reflects progress in addressing sensory and physical needs, with improvements compared to last year. This suggests that the strategies and interventions employed in these areas are yielding positive results, which will be critical to sustain and build upon moving forward.

Of particular note, is the Social, Emotional, and Mental Health (SEMH) data, which reveals that the non-White British cohort has shown greater progress than their White British counterparts. This differential in progress, highlights an area that will continue to be our focus. It not only highlights the need for continued targeted support for all students but also raises important questions about the factors contributing to this difference in outcomes.



Looked After Children vs Non-Looked After Children	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC	LAC	Non-LAC
Cognition and Learning	0	5	0	99	4	175	0	6	4	283
Social, Emotional and Mental Health	0	14	1	100	3	166	0	5	4	285
Communication and Interaction	0	6	1	112	3	163	0	4	4	285
Sensory and Physical Needs	0	5	1	101	3	169	0	10	4	285

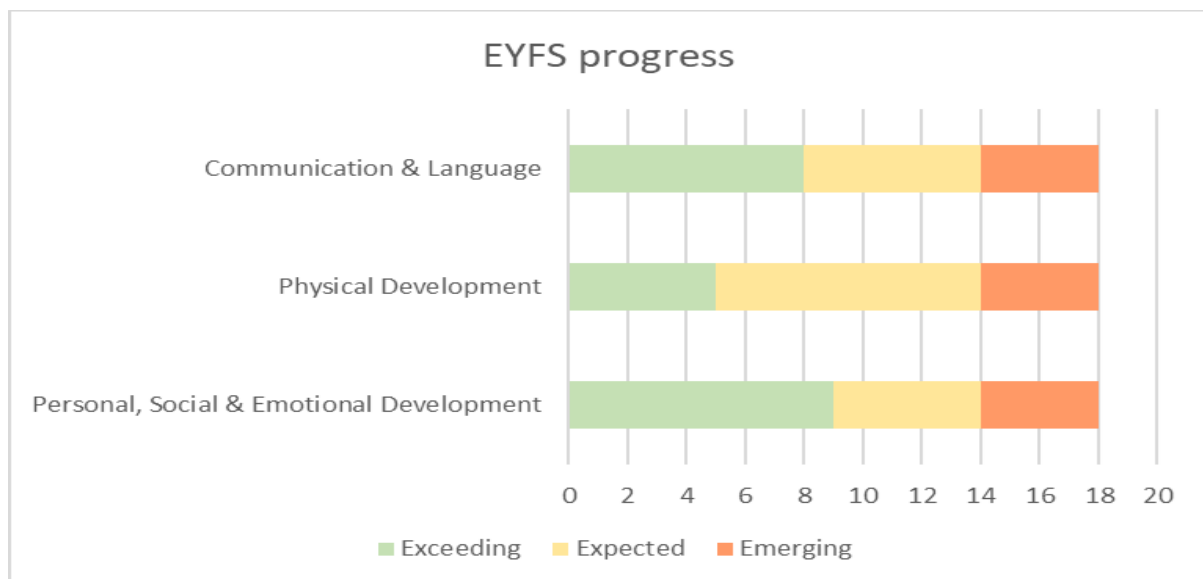
The CLA cohort is too small to be statistically viable for comparison, however all our CLA students have Personal Education Plans which indicate targeted interventions to address underachievement.



ASD vs Non-ASD	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD	ASD	Non-AsD
Cognition and Learning	4	1	48	51	93	86	5	1	150	139
Social, Emotional and Mental Health	9	5	56	45	81	88	4	1	150	139
Communication and Interaction	5	1	52	61	89	77	4	0	150	139
Sensory and Physical Needs	4	1	57	45	83	89	6	4	150	139

The data highlights that our ASD students are progressing broadly in line with our non ASD cohort. This is especially pleasing and highlights the positivity of moving this cohort from the Invictus building to the main school. Behaviour incidents and dysregulation have reduced drastically and the communication and interaction data highlights the impact of the focus of unstructured time.

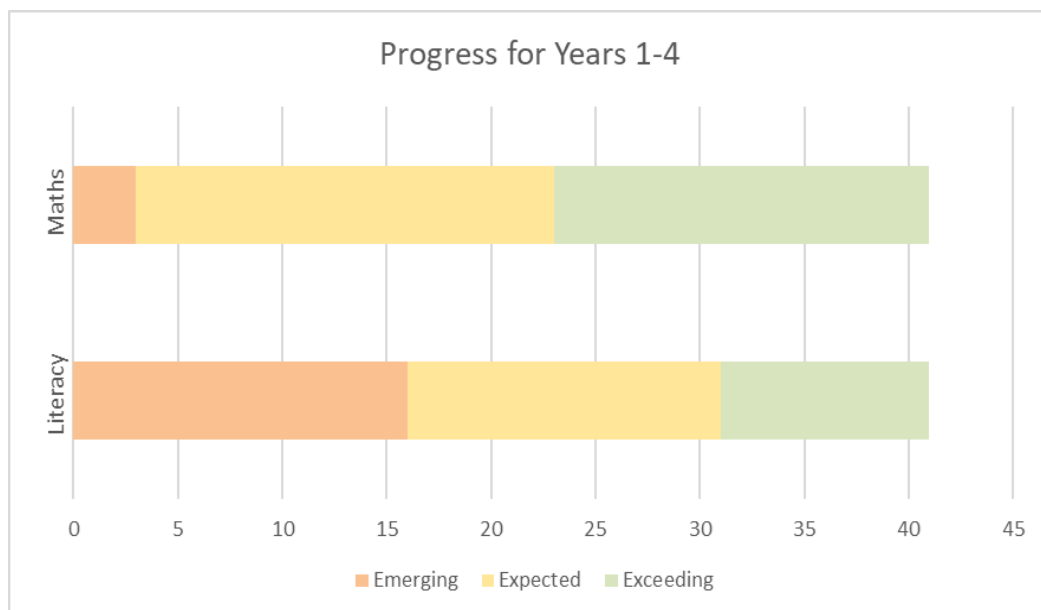
EYFS Data



EYFS Progress	Personal, Social & Emotional Development	Physical Development	Communication & Language
Exceeding	9	5	8
Expected	5	9	6
Emerging	4	4	4

In Early Years, our students learning, and development is underpinned by the Early Years Foundation Stage framework. This is based around students' developmental milestones, which we track with 'Development Matters'. We focus on the Prime Areas of development in our two Early Years classes, which are Personal, Social and Emotional Development, Physical Development and Communication and Language. We also monitor how students access their learning through play, with support of 'Characteristics of Effective Learning'. We base most of our assessment on teacher judgement, which is formed through observations from a range of adults who know the student, such as parents, therapists, and their Key Person.

This academic year we have looked at the Prime Areas of development from the EYFS for students in Nursery and Reception only. For many of these students this is their first experience of an education setting; some of them accessing MGS as an assessment place for their EHCP. From the data it is clear that students have made good progress across the Prime areas of learning, setting a strong foundation for them to access subject specific learning as they make their way through Frist School. Across all 3 areas, there are 4 students in each that are still emerging in their development. These students have been identified and supports put in place to support progress moving into the new academic year.



In First School, students learning is a continuation of the Early Years Foundation Stage framework. However, we now focus on the EYFS 7 areas of learning; the Prime Areas, which are Communication and Language, Physical Development, Personal, Social and Emotional Development and the Specific Areas of learning, which are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We continue to monitor how students access their learning through play, with support of 'Characteristics of Effective Learning'. We base most of our assessment on teacher judgement, which is formed through observations from a range of adults who know the student, such as parents, therapists, and their Key Person. Student's provision gradually becomes more structured, with still play opportunities but more formal teaching is introduced.

In First School, the data for Literacy and Maths, for students in Years 1 – 4 highlights Literacy as an area of need with 16 pupils identified as 'Emerging'. The foundations for Literacy fall under Communication and Language and Physical Development. These two areas will be a focus over the next academic year, with a focus on prewriting programmes to support engagement and a roll out of a new 'Total Communication' environment. This supports our First School vision, in line with the SDP of communication being the foundation of all access to learning, in preparation of students accessing the curriculum further as they move through MGS. From the data it is encouraging to see the students making expected progress across both of these areas is between 15 and 20. Although there are a number of students who are still emerging in these areas, it is clear from those that are exceeding that the new sequenced curriculum has been a benefit to teaching and learning.

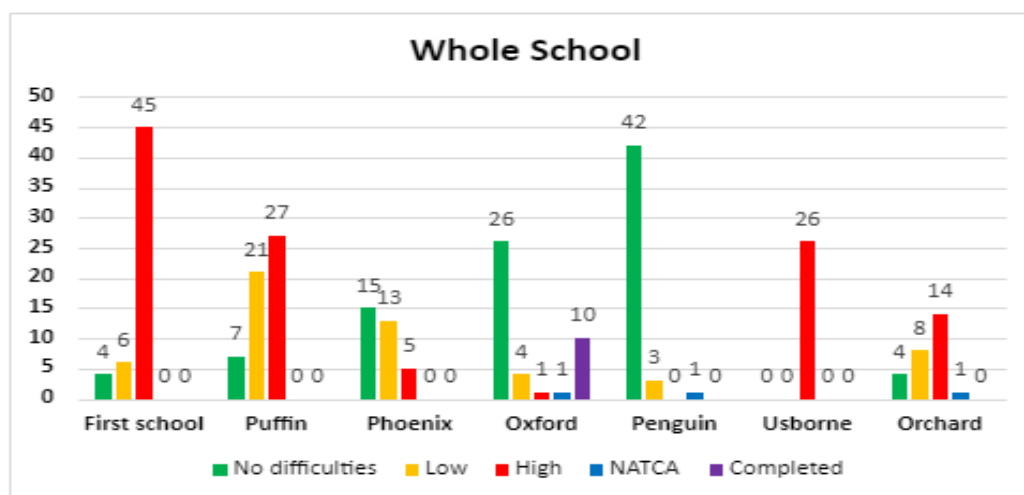
Years 1-4	Literacy	Maths
Exceeding	10	18
Expected	15	20
Emerging	16	3

Whole School Boxall Data

Boxall

Boxall comparison 2023-24

2023-24



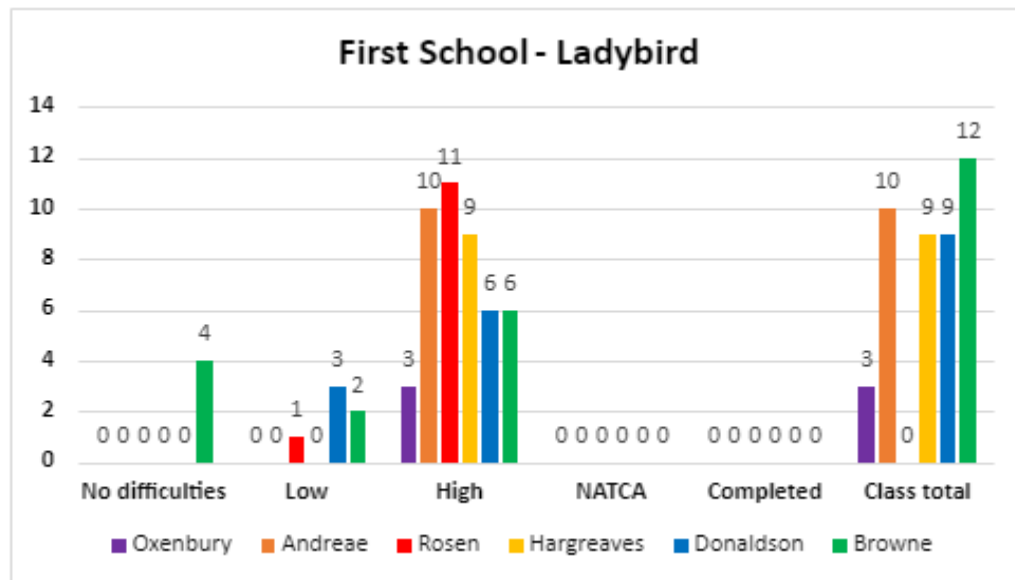
This is the fourth year we are reporting on annual SEMH progress using the Boxall profile tool. The Boxall Profile is 'an invaluable resource for the assessment of children and young people's social, emotional and behavioural development'. Whilst there is some linking between Boxall targets and students' individual SEMH targets on their EHCPs, this is not consistent at all. This is a systemic issue we need to resolve at an individual level when EHCP targets are set, often at end of Key stage annual reviews, unless there is a significant change in need. The school doesn't write EHCP targets, but we are able to suggest them, and we need to take a systemic approach of using the Boxall profile moving forward.

Last academic year we continued to explore assessment tools that work alongside the Boxall profile to support our more 'specialist departments' to ensure that Boxall is the best fit for recording the data. Having explored this last year it was decided that students in Nursery and Reception (First School students) would not be baselined on Boxall as they are assessed on the EYFS Framework; this tool supports students' development, 3 areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The PSED area specifically support students Self-Regulation, Managing Self and Building Relationships alongside Communication and Language: Listening, Attention and Understanding. These are the foundations for students to be able to access and achieve the Boxall Profile outcomes – due to this the students in Reception will now be baselined on Boxall in Term 6 of their reception year before they transition to Towards Independence or Independence. We continued to assess our 'Specialist department' students on Boxall for this academic year alongside the SCERTS framework that focuses on building Social Communication, Emotional Regulation and Transactional Support, alongside Zones of regulation and our behaviour data. Over the next academic year, we will continue to analyse how of how well these students are progressing in their SEMH needs due to their ability to access the outcomes in Boxall.

For First School (Year 1-4), Specialist, Towards Independence and Independence we assess on Boxall at 3 separate points throughout the year. Each student is reassessed at the beginning of Term 2, beginning of Term 4 and the beginning of Term 6. Previously, we excluded students who had developed beyond this assessment tool, but this year we reassessed them twice to ensure sustained progress, in Term 2 and Term 6. This year we again included the students we have been unable to assess under 'not able to complete assessment'.

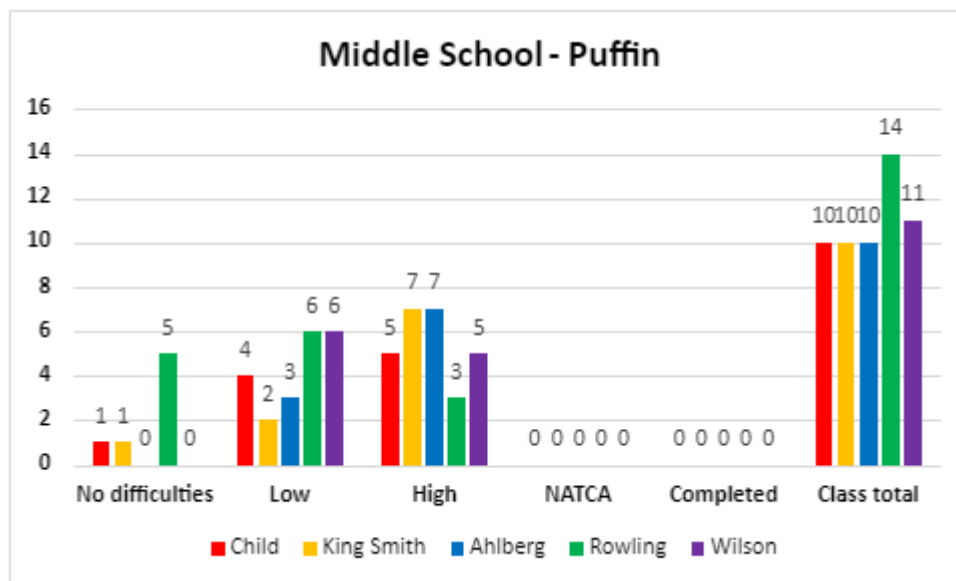
The data is based on teachers' professional judgement of their students. In previous years we reported on 'progression/regression' however this year we evaluated how beneficial the 'points of progress' that had been decided and whether this was a true reflection of students making progress. For 2023-24 we instead looked at level of difficulty within the area of SEMH and the students' individual needs. This gave a clearer picture of the cohorts across each department and their ability to access and engage developmentally with the Boxall outcomes.

First School (including Reception baseline assessment)



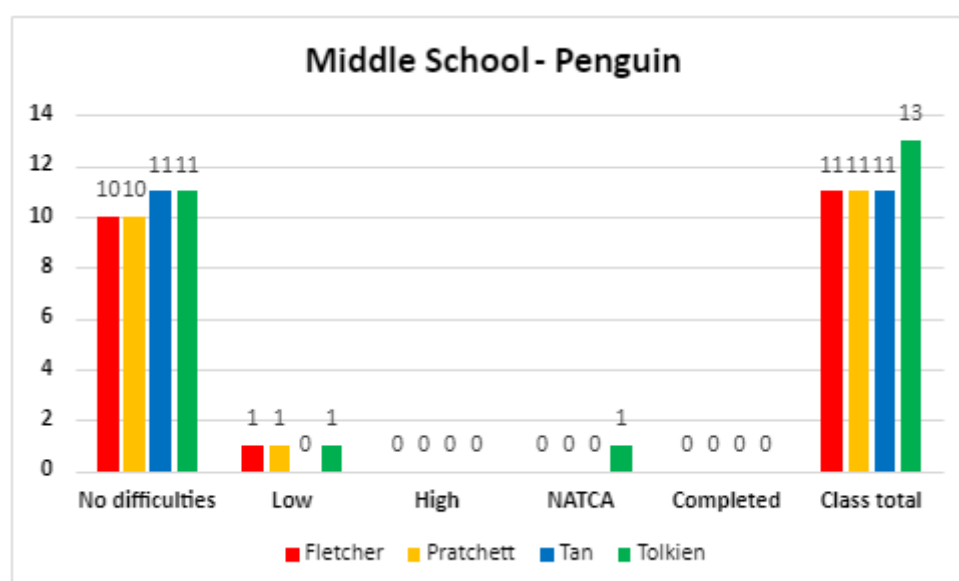
Ladybird is our First School cluster, most students in first school are still developing the social and emotional resilience and skills; for some of these students it is their first time in an education setting. There are 4 students currently in first school who present with no difficulties socially and emotionally. These students are in Year 3 and 4. There are a number of students that are presenting with low difficulties within SEMH which is positive for students at this developmental level.

Puffin



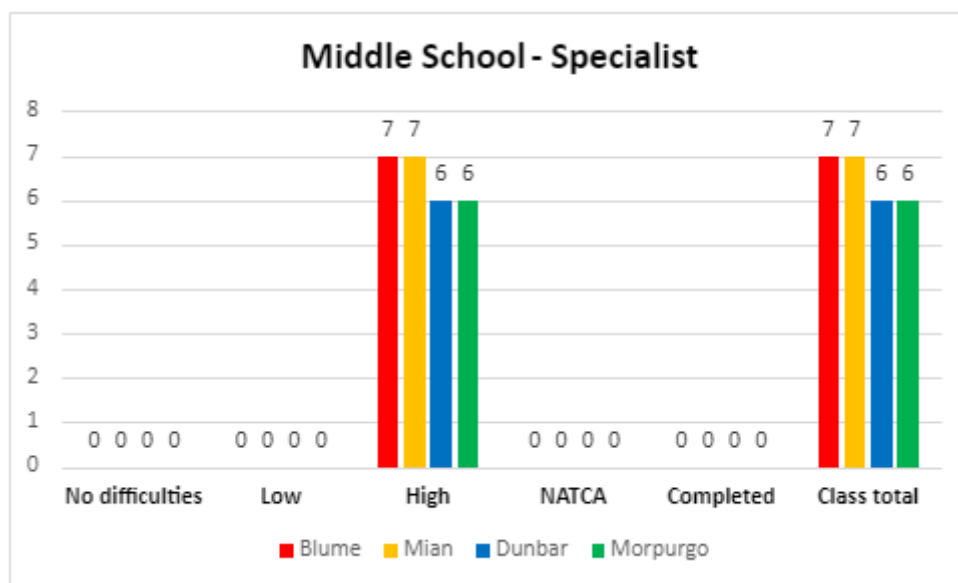
Puffin is our Middle School Towards Independence cluster. There are 3 classes in this department that have students that have no difficulties with the social and emotional development which is positive. As we would expect in this department the rest of the students are spread between low difficulties and high difficulties. Some of these students will be able to access our emotional therapies provision to continue to develop the social and emotional skills.

Penguin



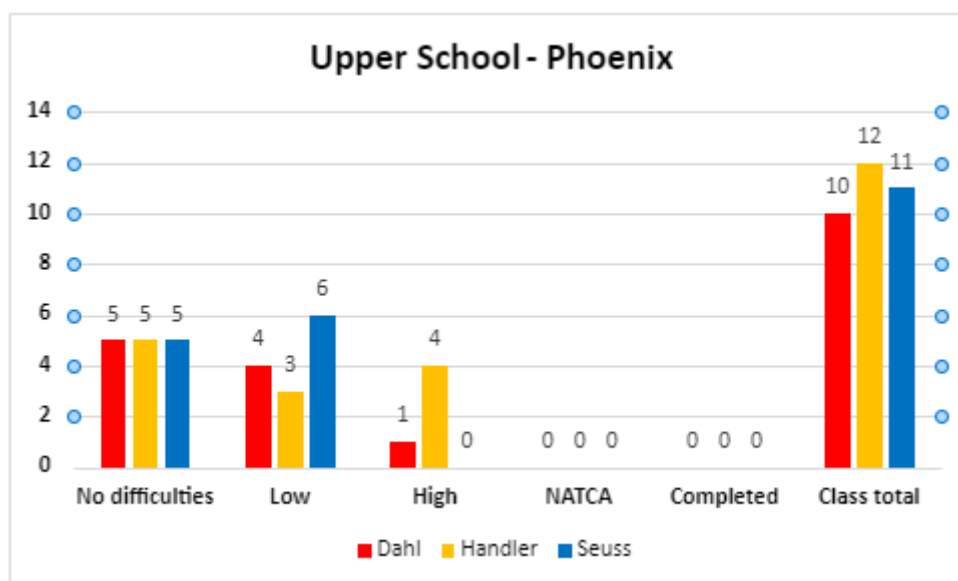
Penguin is our Middle School Independence cluster. Most of the students in this cluster have no difficulties presented with their social and emotional assessment using the Boxall Profile. These students have access to a Choose to Nurture curriculum. The 3 students that have been identified as low difficulties will have access to our in-house coaching sessions. This is good progress for this department.

Usborne



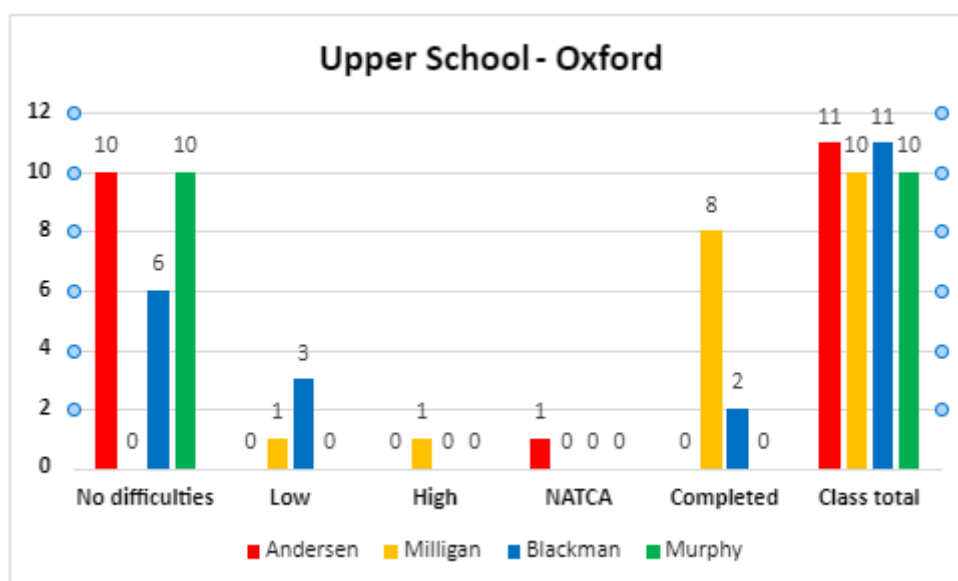
Usborne is our Middle School Specialist cluster. Although all students have been identified as having high difficulties, socially and emotionally within the Boxall profile assessment tool, this does not mean they have not made progress towards this area. These students are also assessed alongside SCERTS, which supports social communication and emotional regulation and developmentally more appropriate for this department to access.

Phoenix



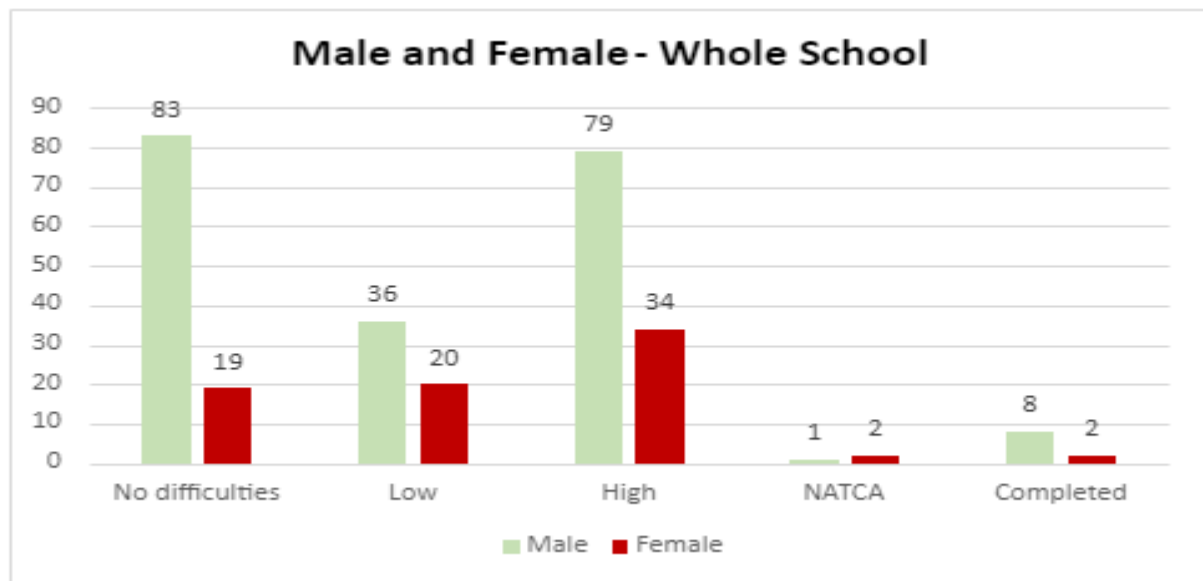
Phoenix is our Upper School Towards Independence Cluster. They are preparing for adulthood and life beyond Manor Green. Over this last academic year, the focus for the Assistant Head of Nurture was to see sustained improvement with their SEMH development alongside Oxford cluster, which is evident in there now being only 5 students assessed as having a high difficulty in SEMH across the cluster. This is good progress and reassuring that students SEMH needs are being met within the curriculum and interventions.

Oxford

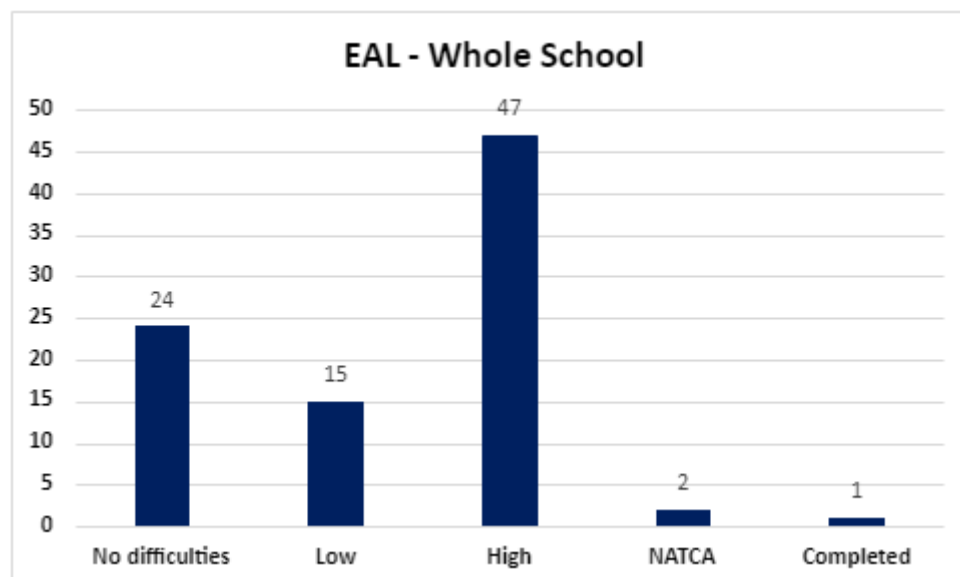


Oxford is our Upper School Independence cluster. This year, we again accounted for those students who have completed the profile to show the overall SEMH development success. The focus of this cluster is academic progress and readiness for college or employment; however, students will not be ready for this is they are not socially and emotionally ready. It is encouraging to see the number of students who have completed the profile and those identified as no difficulties within their SEMH needs. The one student who we could not assess has been out of school due to medical needs and the student identified with high needs, has now moved on to a different setting.

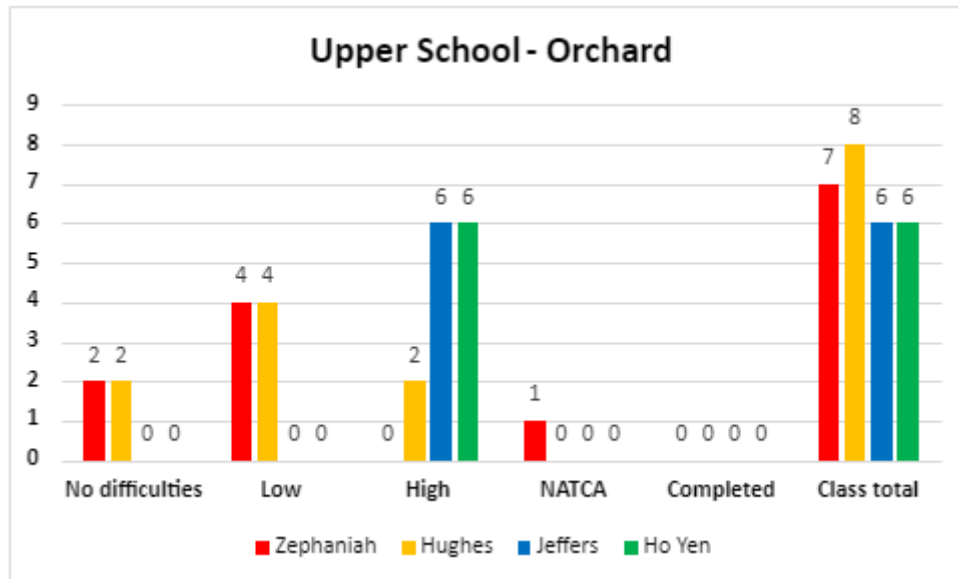
Gender



English as an Additional Language



Orchard



Orchard is our Upper School Specialist Cluster. 2023-24 data is really pleasing to see; we now have 4 students within this department who have been assessed as having no difficulties within their SEMH development, which supports their transition for next academic year into Towards independence. These students have been more involved in preparing for adulthood activities and this has supported their SEMH progress over the last year. The one student who we were not able to complete an assessment for has not accessed school this academic year.