



Achievement & Standards Report

2024-2025

Executive Summary

At Manor Green School all students have an education health and care plan (EHCP) related to cognitive learning difficulties, often paired with a range of coexisting special educational needs and disabilities. All students at school are working significantly below national expectations across all key stages.

Admissions data from the last three years, highlights an increasing complexity of student's needs. There has been a significant increase in students with severe learning difficulties, complex medical needs and profound autism. This is coupled with a decrease of students with moderate learning difficulties.

As so many students have coexisting conditions, this increases the complexities and has a dramatic impact on the access to learning. Our data are provided valuable insights into our changing cohort, and the need to change areas of our curriculum to meet this need to ensure all of our students make progress towards the milestone set for them. It also informs resource planning, pedagogy and training needs for staff. This change in direction drives the formulation of the new three-year school development plan 2025 to 2028.

At Manor Green we offer an excellent personalised learning programme, and we monitor progress against each student EHCP outcomes. These EHCP outcomes are broken down into small manageable steps through individual student progression plans. These are updated and monitored every term to ensure support and any intervention needed can be swiftly implemented. This approach ensures teachers and leaders set robust meaningful and aspirational targets for all of our learners. We believe our EHCP Data gives us an accurate and quantifiable measure of the progress of students are making against the four areas of need highlighted in their EHCPs.

Overall, Manor Green has made significant progress over the last three years are also significantly increasing its student numbers. Students demonstrate progress in learning areas

which are meaningful to them and the leadership team focus on addressing barriers to learning and enhancing SEND strategies to enhance learning.

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 2025-26

Moving forward, continued emphasis on staff training in relation to pedagogy and target setting, coupled with the triangulation of social and emotional needs and attendance monitoring will help maintain and build upon our achievements, ensuring that all students at Manor Green continue to thrive.

There has been a steady increase in student numbers and the complexity of student needs over the past three years. One consequence for this continues to be an intense on-going recruitment drive to support the opening of new classrooms. Pressures on recruitment have affected student progress to a higher number of inexperienced staff working in classrooms and class teams working with vacancies. Prioritisation is therefore being given to the improvement of the induction and probation processes coupled with increased levels of specific SEN educational training.

Target setting. School improvement partners and the leadership team report target setting is a potential barrier to learning, where too broad or imprecise targets make it challenging to rate progress accurately. The leadership team has addressed this by providing SMART target setting training in September and this will be followed by precision teaching training.

Staffing. There was a key focus on reducing staff absence as this is also a barrier for learning for students. The implementation of the revised absence reviews has led to a positive trend in reducing daily absence that long term sickness still remains high. Coupled with vacancies within the school, staff recruitment remains a key priority for the school.

Student absence has an impact on progress for a small number of students, where students did not have enough time in school to work towards their targets. This barrier affects many of our students who have profound and multiple learning difficulties and extensive and complex medical needs. The reduction of this barrier is a key priority for the school and the leadership team work closely with the school attendance officer. An increase in work with families to reduce barriers to attendance is a key priority and has led to the development of a family hub, highlighted in the new three-year school development plan.

Introduction

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

outcomes and preparation for adulthood. 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. This curriculum has become a real strength of the school.

However, over the past three years the cohort of students at Manor Green has changed extensively. With the drive to increase inclusion within mainstream schools, Manor Green has, through its admissions, extended student numbers but also placed emphasis in prioritising students with complex physical, medical and learning needs. The need therefore to re-design and enhance the curriculum offer in the PMLD and PSAD areas of the school has become the key priority of the new School development plan. This has also spurred a curriculum TLR review for the development of clear learning pathways for the changing student cohort.

The leadership team's focus on addressing barriers to learning, improving staff recruitment, enhancing SEND strategies and increasing student attendance through monitoring and family support will help maintain and build upon our achievements to date ensuring that even with our radically changing cohort, all students at Manor Green school will continue to thrive.

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.

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 2025)

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.

Independence and Towards Independence

Whole School	Literacy	Maths
Exceeding target	12% 20	15% 26
Meeting target	82% 137	76% 127
Below target	7% 11	9% 15
Total	168	168

Analysis of progress of groups of learners By Department 2024-2025

Clusters	Literacy		Maths	
	Independence	Towards Independence	Independence	Towards Independence
Exceeding target	17% 13	8% 7	29% 22	4% 4
Meeting target	78% 59	85% 78	59% 45	89% 82
Below target	5% 4	8% 7	12% 9	7% 6
Total	76	92	76	92



Across the two main departments, Independence and Towards Independence, it was pleasing to see that the number of students meeting expected and exceeding expected targets has increased in Literacy compared to last year's report. There has been a continued focus on the development and monitoring of our bespoke phonics programme (Reading strategy) and we are seeing a positive impact. There has been a slight reduction in students exceeding and meeting expected targets in maths compared to last year's report, the maths department has not been at full capacity this year due to staffing, and this is an area we will monitor next year. It is all worth noting that most students in towards and independence departments have shown a significant level of achievement regarding meeting and exceeding expectations in literacy (94%) and maths (91%).

Gender	Literacy		Maths	
	Female	Male	Female	Male
Exceeding target	10% 5	13% 15	6% 3	19% 23
Meeting target	79% 38	83% 99	79% 38	74% 89
Below target	10% 5	5% 6	15% 7	7% 8
Total	48	120	48	120

Girls are a much smaller cohort in Manor Green in comparison to boys. It is interesting to note that 77% of our female students come from our Towards Independence department, suggesting a gender imbalance in how students' progress. This may reflect differences in support needs, expectations, or confidence levels, but it could also point to unconscious bias in decisions when classes are agreed. This will be discussed in leadership. The data also highlights that female students are underperforming (below target) in Literacy and Maths compared to our male students. However, when you drill into the raw data, all towards independence students' attendance is below 85%. The data suggests a gap between the genders however, once again we feel the main factor that needs to be addressed is attendance.

Ethnicity	Literacy		Maths	
	White British	Other	White British	Other
Exceeding target	13% 13	11% 7	18% 19	11% 7
Meeting target	82% 85	81% 52	74% 77	78% 50
Below target	6% 6	8% 5	8% 8	11% 7
Total	104	64	104	64

EAL	Literacy		Maths	
	EAL	Non-EAL	EAL	Non-EAL
Exceeding target	14% 6	16% 14	14% 6	16% 20
Meeting target	74% 34	76% 103	74% 32	76% 95
Below target	12% 3	8% 8	12% 5	8% 10
Total	43	125	43	125

EAL v Non-EAL

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 our students working below target. 100% of our students that are below target in both Maths and Literacy, have attendance below 90%. The raw data suggests that attendance is probably the main factor rather than their ethnicity status.

Service	Literacy		Maths	
	Service	Non-Service	Service	Non-Service
Exceeding target	0% 0	12% 20	0% 0	16% 26
Meeting target	100% 2	81% 135	100% 2	75% 125
Below target	0% 0	7% 11	0% 0	9% 15
Total	2	166	2	166

LAC	Literacy		Maths	
	LAC	Non-LAC	LAC	Non-LAC
Exceeding target	0% 0	12% 20	0 0	16% 26
Meeting target	100% 4	81% 133	100% 4	75% 123
Below target	0% 0	7% 11	0% 0	9% 15
Total	4	164	4	164

PP	Literacy		Maths	
	PP	Non-PP	PP	Non-PP
Exceeding target	7% 4	15% 16	11% 7	18% 19
Meeting target	85% 52	79% 85	80% 49	73% 78
Below target	8% 5	6% 6	8% 5	9% 10
Total	61	107	61	107

FSM	Literacy		Maths	
	FSM	Non-FSM	FSM	Non-FSM
Exceeding target	8% 5	14% 15	14% 9	16% 17
Meeting target	84% 54	80% 83	77% 49	75% 78
Below target	8% 5	6% 6	9% 6	9% 9
Total	64	104	64	104

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 literacy is an area upon which to focus

ASD	Literacy		Maths	
	ASD	Non-ASD	ASD	Non-ASD
Exceeding target	14% 12	9% 8	20% 17	11% 9
Meeting target	80% 66	84% 71	70% 58	81% 69
Below target	6% 5	7% 6	10% 8	8% 7
Total	83	85	83	85

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, we bridged the literacy gap.

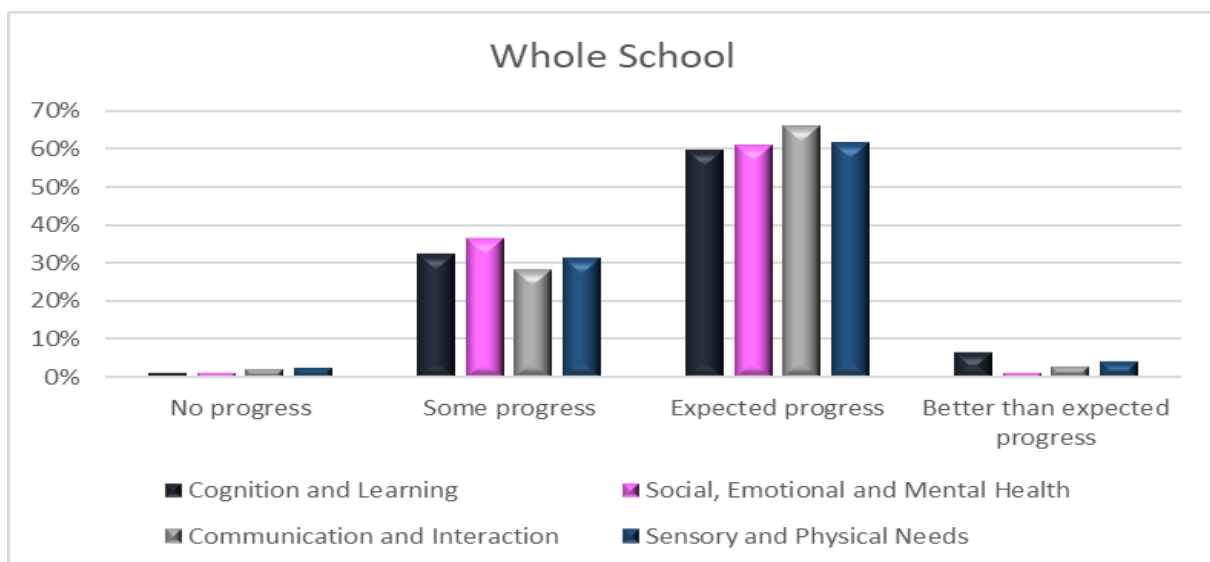
EHCP data-Whole School

Whole School	No progress	Some progress	Expected progress	Better than expected progress	Grand Total
Cognition and Learning	4	94	173	20	291
Social, Emotional and Mental Health	4	106	177	4	291
Communication and Interaction	7	83	192	9	291
Sensory and Physical Needs	8	91	179	13	291

Our data indicates the current strategies, interventions and teaching approaches effectively support student progress.

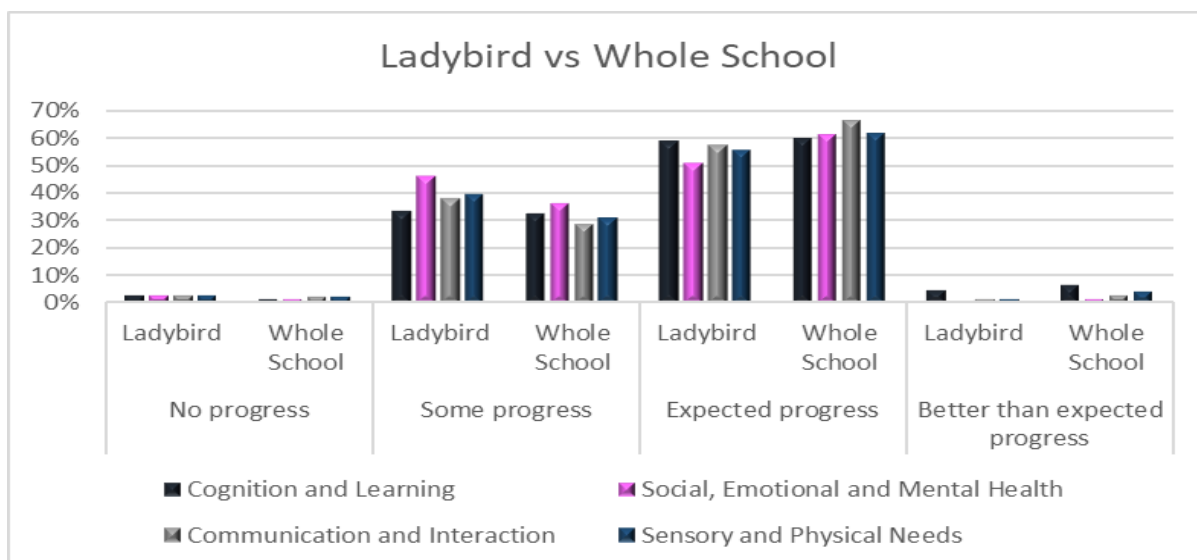
The vast majority of students are making progress toward all their EHCP outcomes, reflecting that provision and interventions in place are effective. Students are on track with the learning objectives because student progress and individual needs are consistently monitored to ensure EHCPs remain meaningful and relevant to each student's next stage in transition and life.

Staff address potential issues before they become more significant and target setting mitigates barriers and reduces delays in receiving the right provision and support. We ensure that students are always working on relevant, up to date outcomes and the progression plans involve in response to students changing needs ensuring transitions to the next steps and ensuring sustained progress. This continuous and dynamic approach underpins why a high percentage of students are making progress towards their EHCP



Ladybird

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	4	21	94	37	173	3	20	63	291
Social, Emotional and Mental Health	2	4	29	106	32	177	0	4	63	291
Communication and Interaction	2	7	24	83	36	192	1	9	63	291
Sensory and Physical Needs	2	8	25	91	35	179	1	13	63	291



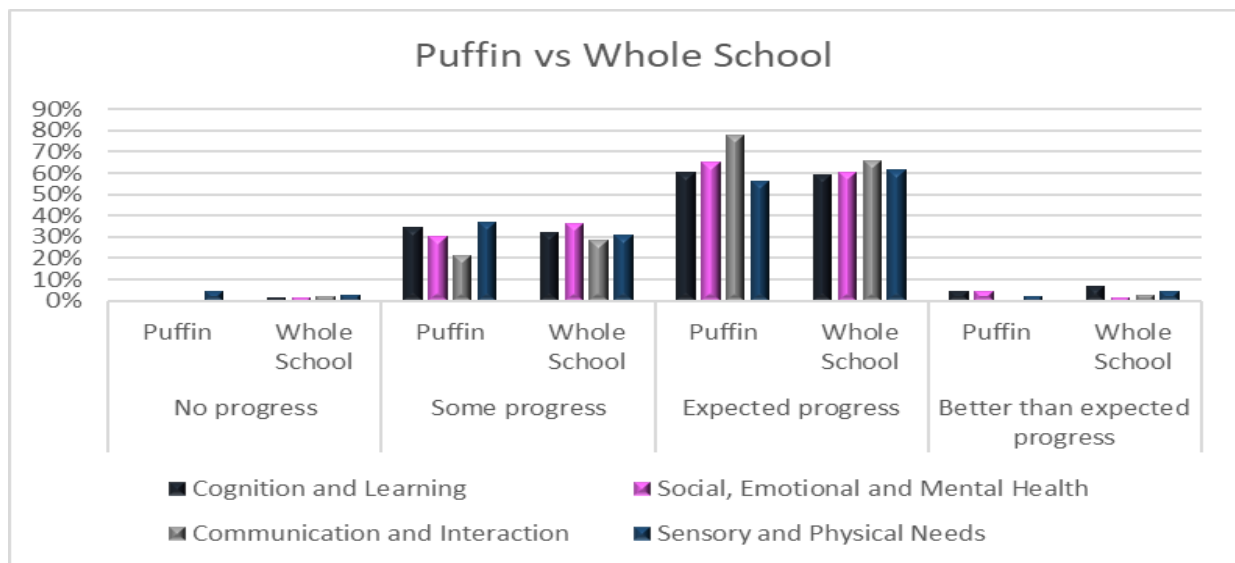
Ladybird Cluster is our First School Department. Data against the four areas of need measured from the students' progression plans shows that most students have been making 'some' or 'expected' progress, during the Summer Term. It's also positive to see that some students have made 'better than expected' progress, across three out of the four areas. We have two 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.

Across the four areas, there is fairly consistent progress and development, which is very reassuring in our Teacher Judgement, moderation and setting targets. An area for improvement will be to look at how we are target setting under 'Sensory and Physical' and 'Communication and Interaction' as these are the areas, where we see the least amount of progress. This is possibly due to the needs of some of our students and where they are learning developmentally, this may also be expected. We continue to encourage learning through play, prioritising regulation and providing Total Communication environments. An area of focus for next year is to look at Enabling Environments and to ensure learning opportunities reflect the needs of our cohort and that spaces are purposeful. The new sequenced curriculum has been beneficial in students making progress across their EHCP outcomes. We also have a new school playground for Early Years fitted in the Summer Holidays, so we hope this will support students Physical and Regulation needs, plus providing them a fun, engagement learning environment to explore!

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 ongoing and ensuring that targets are SMART and child-focused on students Progression Plans.

Puffin

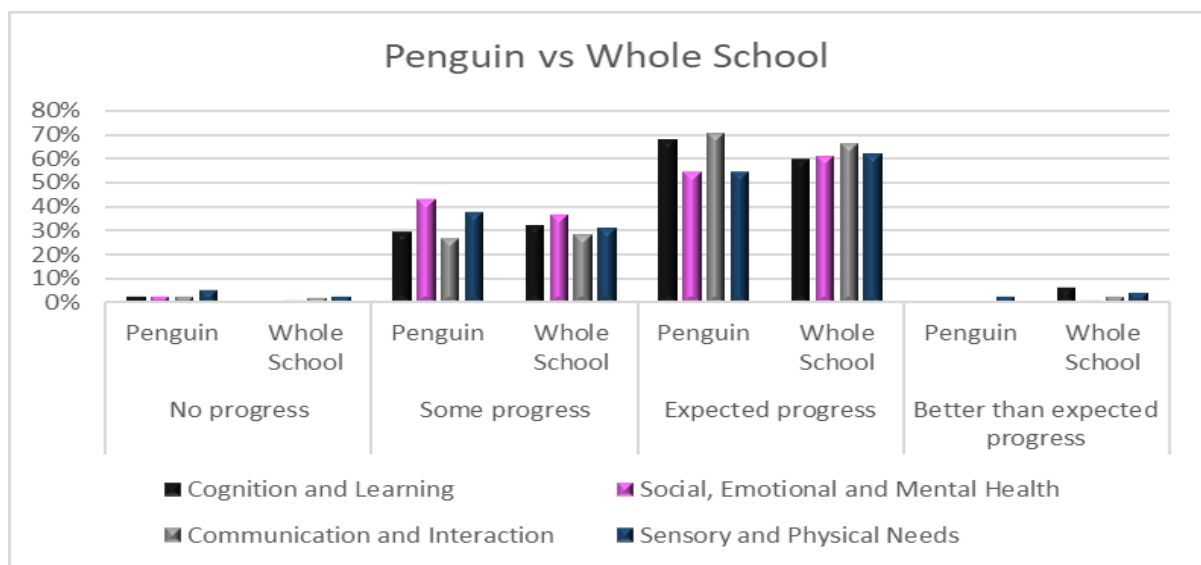
Puffin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School	Puffin	Whole School
Cognition and Learning	0	4	16	94	28	173	2	20	46	291
Social, Emotional and Mental Health	0	4	14	106	30	177	2	4	46	291
Communication and Interaction	0	7	10	83	36	192	0	9	46	291
Sensory and Physical Needs	2	8	17	91	26	179	1	13	46	291



Puffin is our Middle School Towards Independence cluster. 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 their sensory and physical needs, and this is due to their mobility issues. Interventions have been put in place to support those students.

Penguin

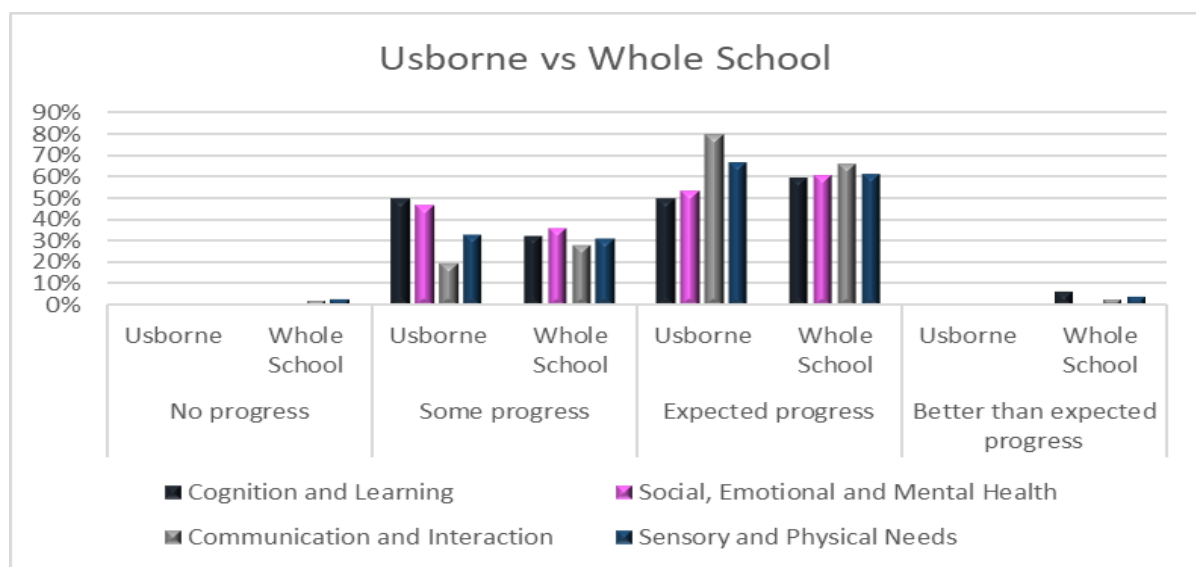
Penguin vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School	Penguin	Whole School
Cognition and Learning	1	4	11	94	25	173	0	20	37	291
Social, Emotional and Mental Health	1	4	16	106	20	177	0	4	37	291
Communication and Interaction	1	7	10	83	26	192	0	9	37	291
Sensory and Physical Needs	2	8	14	91	20	179	1	13	37	291



Penguin is the Independence cluster for our Middle School Students. One student made no progress across all four areas, and this is due to their SEMH needs and lack of attendance. They are now attending school more regularly after an intervention. 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.

Usborne

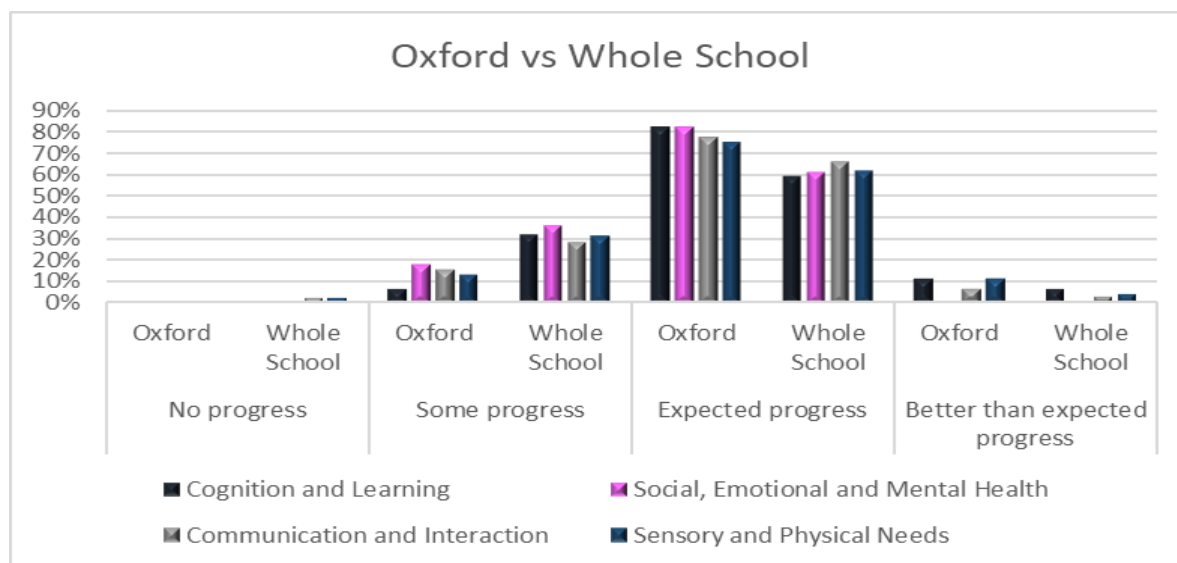
Usborne vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School	Usborne	Whole School
Cognition and Learning	0	4	15	94	15	173	0	20	30	291
Social, Emotional and Mental Health	0	4	14	106	16	177	0	4	30	291
Communication and Interaction	0	7	6	83	24	192	0	9	30	291
Sensory and Physical Needs	0	8	10	91	20	179	0	13	30	291



Data against the four areas of need show all students are making some or expected progress towards their targets in all areas. The data shows that the students are generally progressing well in the department despite their significant and complex needs. Again, a higher proportion of Usborne students compared to the whole school data are making expected progress in Communication and Interaction targets as this is the primary focus for the department.

Oxford

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	4	3	94	36	173	5	20	44	291
Social, Emotional and Mental Health	0	4	8	106	36	177	0	4	44	291
Communication and Interaction	0	7	7	83	34	192	3	9	44	291
Sensory and Physical Needs	0	8	6	91	33	179	5	13	44	291



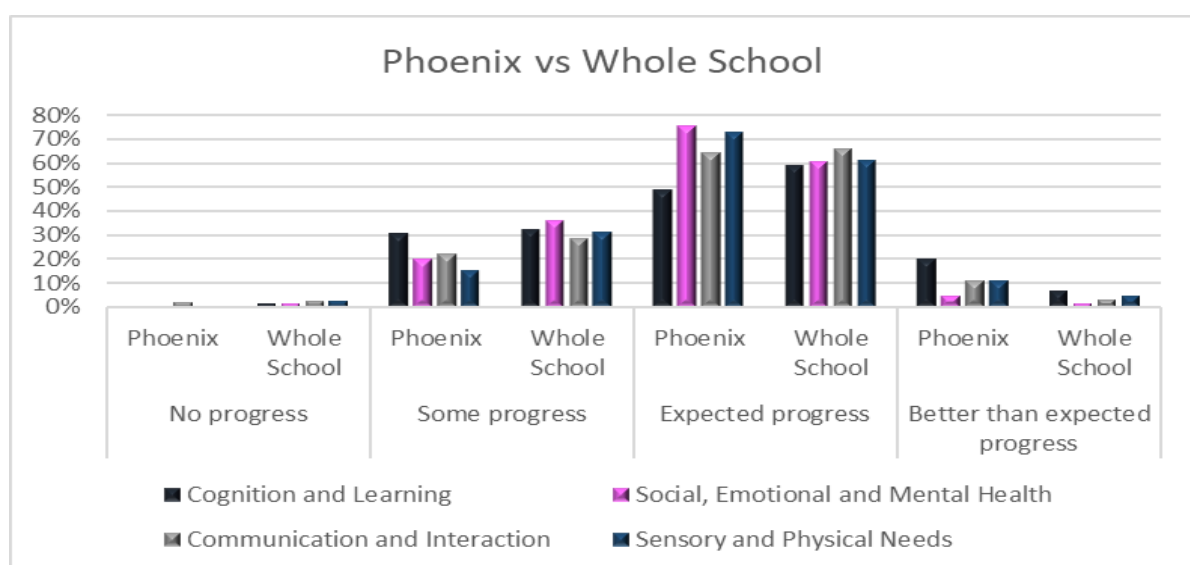
Oxford is our Upper School Independence cluster. Data against the four areas of need measured from the students' progression plans in Oxford cluster shows that no students made no progress during the previous academic year.

In comparison to the Whole school data there are a slightly less students who made some progress and a greater percentage of students made expected progress while a similar amount completed with better-than-expected progress. The reduction in similar progress is due to most of these students making expected or better than expected progress compared to previous terms.

The data highlights that a consistent number of students in Oxford are making expected progress, continuing on from when measured against the four areas of needs in previous years. Our focus for this academic year is includes a range of social and emotional targets and cognition and learning. As we prepare students for qualifications and also next steps.

Phoenix

Phoenix vs Whole School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School	Phoenix	Whole School
Cognition and Learning	0	4	14	94	22	173	9	20	45	291
Social, Emotional and Mental Health	0	4	9	106	34	177	2	4	45	291
Communication and Interaction	1	7	10	83	29	192	5	9	45	291
Sensory and Physical Needs	0	8	7	91	33	179	5	13	45	291

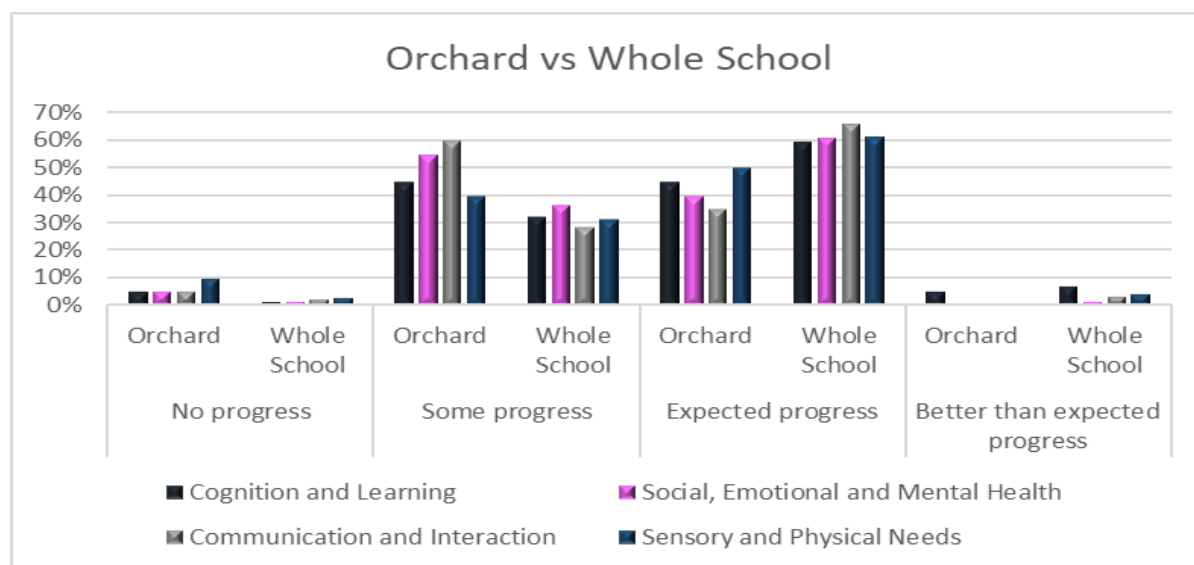


Phoenix is our Upper School Towards Independence cluster. Data against the four areas of need measured from the students' progression plans in Phoenix cluster shows that only one student is making no progress in communication and interaction, in the previous academic year.

In comparison to the Whole school data less students made some progress however cognition and learning showed an increase in some progress. There is a greater percentage of students who made expected progress except for cognition and learning. Cognition and learning tracked at a higher percentage in better-than-expected progress. The data highlights that a higher number of students in Phoenix are making expected progress and better than expected compared to some progress when measured against the four areas of needs. This shows that the Life Skills curriculum is better embedded within the curriculum and providing more opportunities for success.

Orchard

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	4	9	94	9	173	1	20	20	291
Social, Emotional and Mental Health	1	4	11	106	8	177	0	4	20	291
Communication and Interaction	1	7	12	83	7	192	0	9	20	291
Sensory and Physical Needs	2	8	8	91	10	179	0	13	20	291



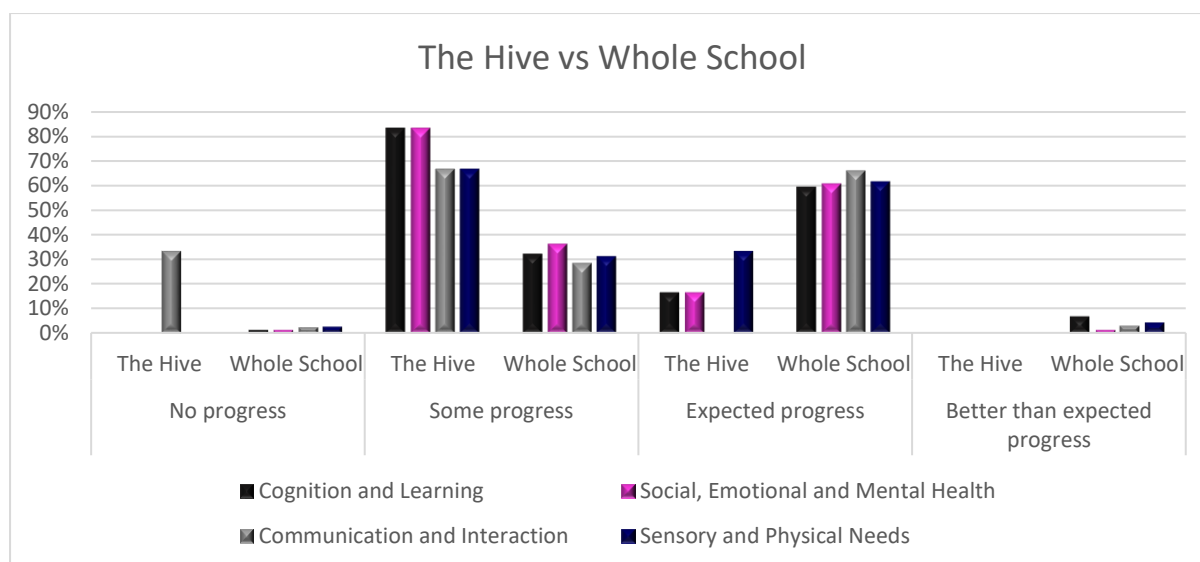
Data against the four areas of need shows that majority of students are making at least some progress towards their targets or expected progress. We have one student making no progress across any areas which is due to medical concerns and swapping to the HIVE provision. Orchard has a higher number of students making some progress in all areas compared to the whole school and this is due to the embedded regulation support, embedded therapeutic input. One student made better than expected progress in their cognition and learning.

The data shows that the students are generally progressing well in the department despite their significant and complex needs.

Our Autumn focus alongside transitions, will continue to be communication and interaction, this will help our student have a voice in their educational journey.

The Hive

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
Cognition and Learning	0	4	5	94	1	173	0	20	6	291
Social, Emotional and Mental Health	0	4	5	106	1	177	0	4	6	291
Communication and Interaction	2	7	4	83	0	192	0	9	6	291
Sensory and Physical Needs	0	8	4	91	2	179	0	13	6	291



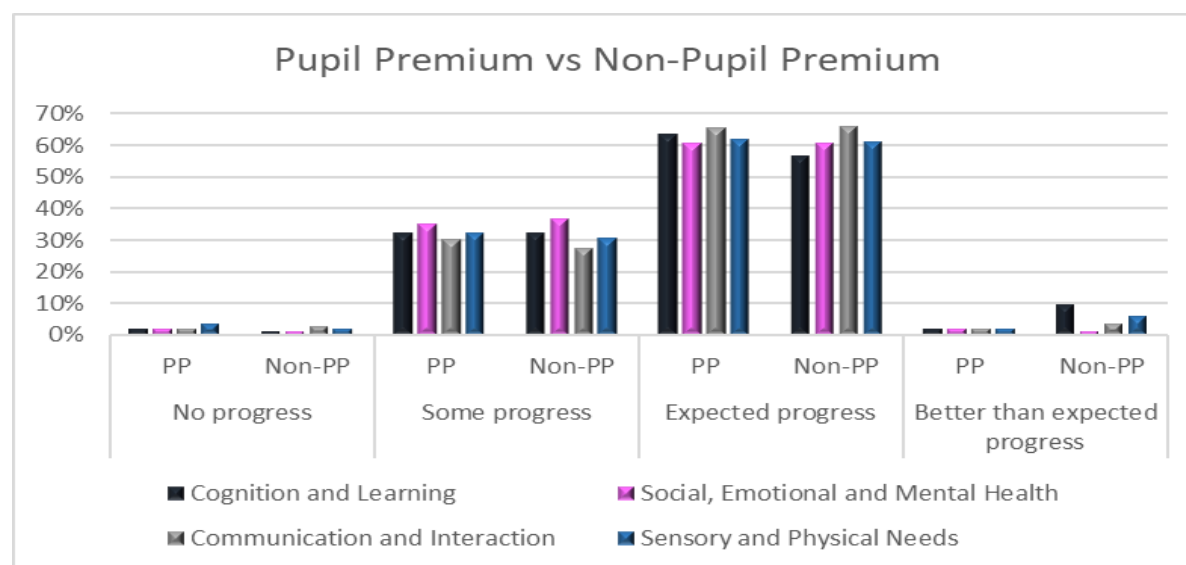
In the Summer Term 2025 there were 6 students on-roll who were being educated through the HIVE; all these students have very complex physical and medical needs, which is what prevents them from attending a school setting. Some of their conditions are progressive, therefore for most of the students at some point regression is likely. In addition to the 6 students on-roll, the HIVE supported 2 students from Manor Green School whose health deteriorated resulting in them not being able to attend school.

When reviewing the data it shows that most of the students have made either expected or some progress across all areas of the EHCP. It suggests that Sensory and Physical has been an area of strength for the Summer Term, this maybe due to HIVE staff working closely alongside CYPIT NHS therapists to ensure Physio is being integrated within the HIVE sessions.

The data also demonstrates that Communication and Interaction needs to be a focus for the academic year 2025-26, as 2 students made no progress in this area. We will aim to work more closely with our Speech and Language therapy assistants within Manor Green School to support with our HIVE student.

Pupil Premium

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	2	2	34	60	67	106	2	18	105	186
Social, Emotional and Mental Health	2	2	37	69	64	113	2	2	105	186
Communication and Interaction	2	5	32	51	69	123	2	7	105	186
Sensory and Physical Needs	4	4	34	57	65	114	2	11	105	186



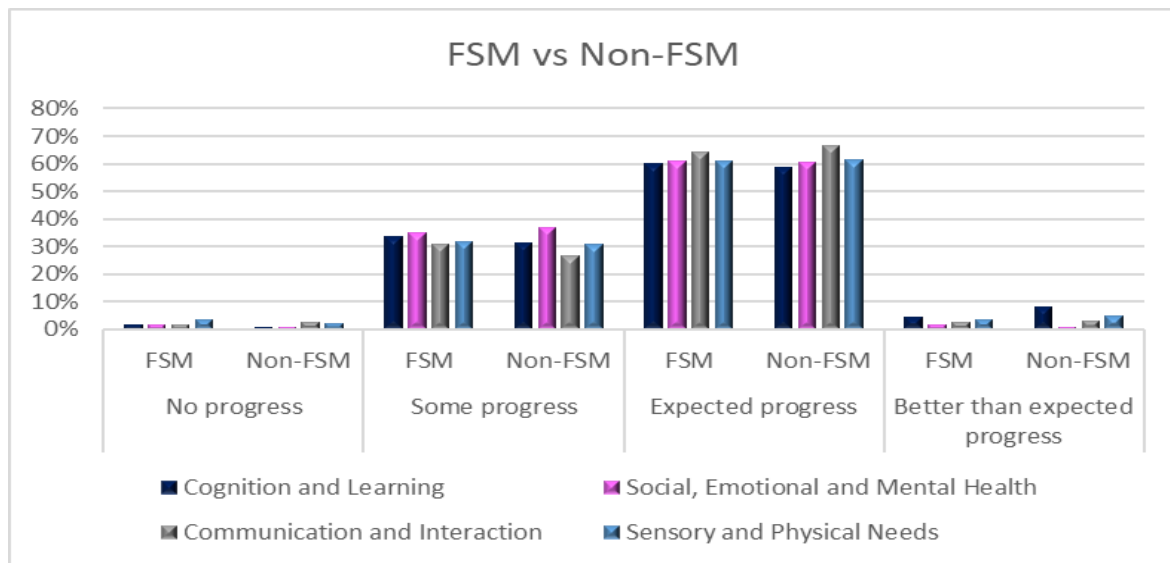
Across all areas, most of both PP and Non-PP students made expected or better than expected progress, highlighting effective support in place for diverse learners.

PP students showed particularly strong alignment with their Non-PP peers in achieving expected or better than expected progress, with 87% of PP students reaching these benchmarks, compared to 89% of Non-PP students. There was minimal disparity between the two groups, suggesting that targeted interventions for PP students are helping to narrow the gap in outcomes.

Notably, in areas such as Social, Emotional and Mental Health and Cognition and Learning, PP students demonstrated comparable levels of progress to Non-PP students, with only slight variances in the 'better than expected' category. This reflects the school's inclusive and effective provision for students facing additional challenges.

Free School Meals

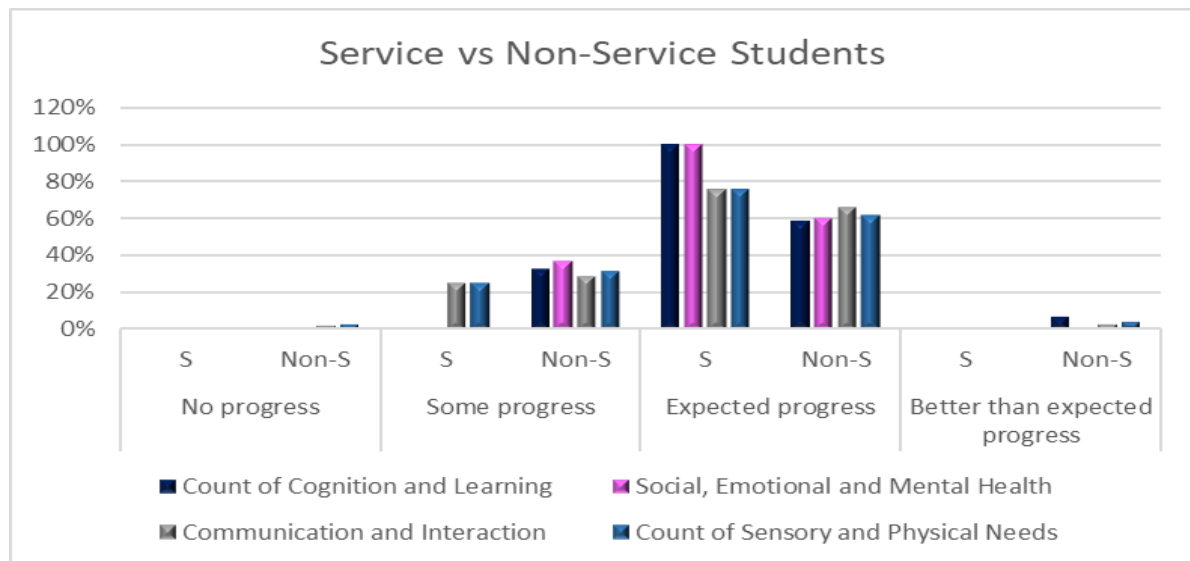
Free School Meals vs Non-Free School	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM
Cognition and Learning	2	2	38	56	68	105	5	15	113	178
Social, Emotional and Mental Health	2	2	40	66	69	108	2	2	113	178
Communication and Interaction	2	5	35	48	73	119	3	6	113	178
Sensory and Physical Needs	4	4	36	55	69	110	4	9	113	178



Across all four areas, Non-FSM students outperform FSM students in achieving 'expected' or 'better than expected' progress. However, the majority of FSM students still made expected progress, showing alignment with their Non-FSM peers. Notably, a significant proportion of FSM students fall into the 'some progress' category, indicating a clear need for targeted intervention in the next academic year. Positively, only a small number of FSM students made no progress at all.

Service Students

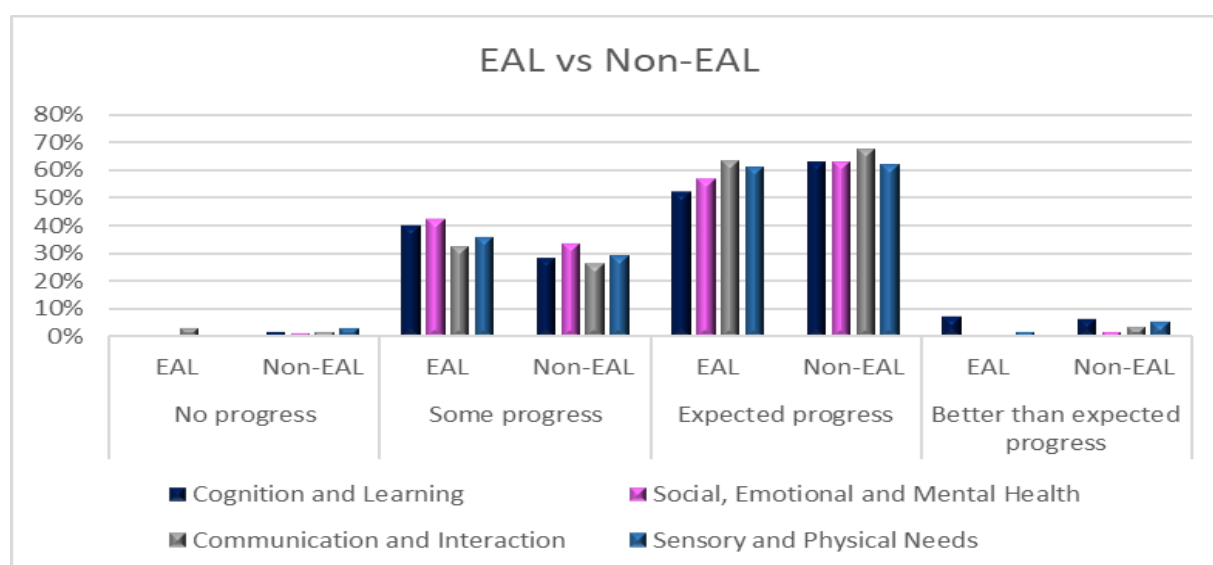
Service children vs Non-Service Children	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Service	Non-Service	Service	Non-Service	Service	Non-Service	Service	Non-Service	Service	Non-Service
Cognition and Learning	0	4	0	94	4	169	0	20	4	287
Social, Emotional and Mental Health	0	4	0	106	4	173	0	4	4	287
Communication and Interaction	0	7	1	82	3	189	0	9	4	287
Count of Sensory and Physical Needs	0	8	1	90	3	176	0	13	4	287



All service students made some progress or more (expected) in all four areas. All our service students made expected progress in Cognition and Learning and Social, Emotional and Mental Health. None of our service students made no progress.

English as an Additional Language

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	0	4	37	57	48	125	7	13	92	199
Social, Emotional and Mental Health	1	3	39	67	52	125	0	4	92	199
Communication and Interaction	3	4	30	53	58	134	1	8	92	199
Sensory and Physical Needs	1	7	33	58	56	123	2	11	92	199



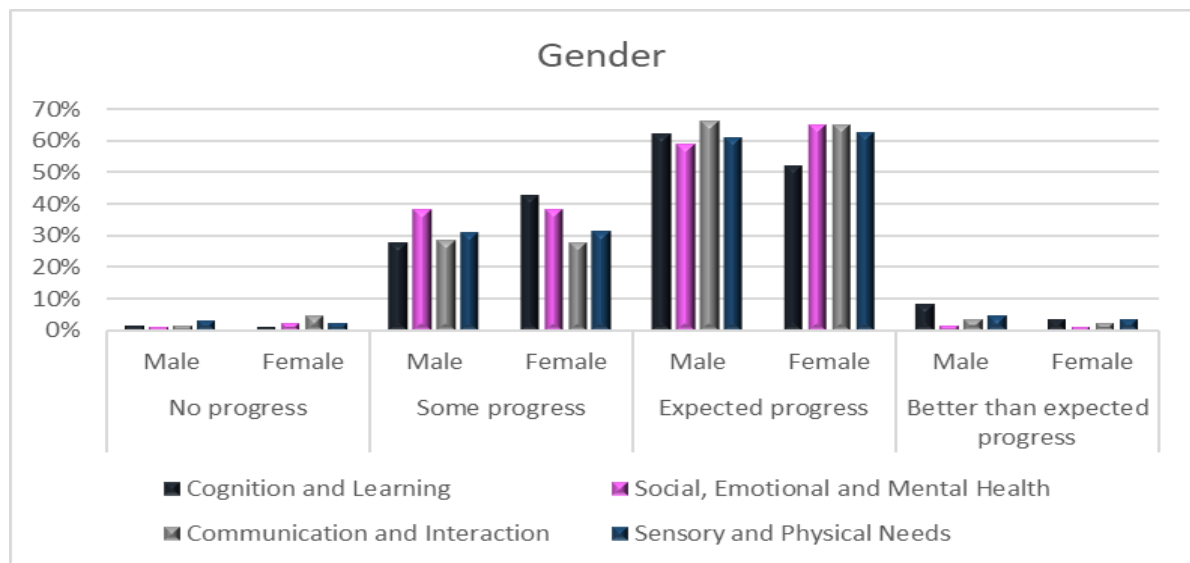
The proportion of students with English as an Additional Language (EAL) remains at 32%. Whilst this does not represent their primary barrier to learning, it means that many are exposed to or use other languages within the home environment, which introduces an additional layer of complexity to their educational experience

61% of our EAL students have achieved expected progress or above. Those students who demonstrated some progress or less (no progress), almost 60% had attendance levels below 90%.

Due to staffing this year, our EAL department has been unable to focus on our EAL students that have been identified as requiring additional assistance in dual-language learning, and targeted interventions. We are hoping this will improve this academic year.

Gender

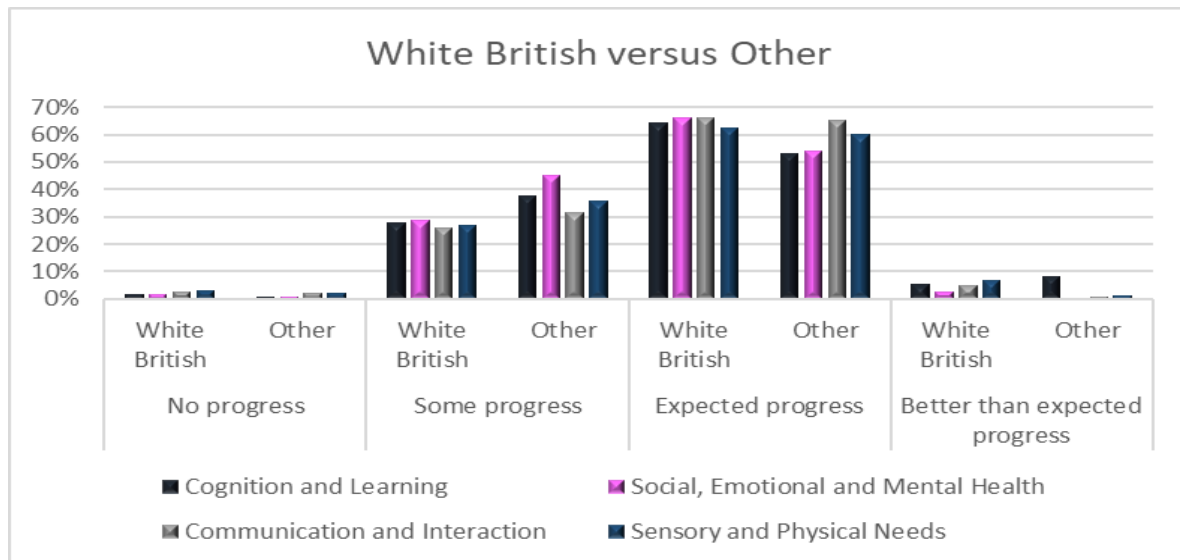
Gender	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Cognition and Learning	3	1	57	37	128	45	17	3	205	86
Social, Emotional and Mental Health	2	2	79	33	121	56	3	1	205	86
Communication and Interaction	3	4	59	24	136	56	7	2	205	86
Sensory and Physical Needs	6	2	64	27	125	54	10	3	205	86



It is interesting to note that girls are a much smaller cohort in Manor Green School than boys. 71% of males have made better or better than expected progress compared to 56% in girls. It is possible that due to our primary model, boys are benefiting from strong stable relationships developed by teachers, that remain their sole support throughout the school day.

White British

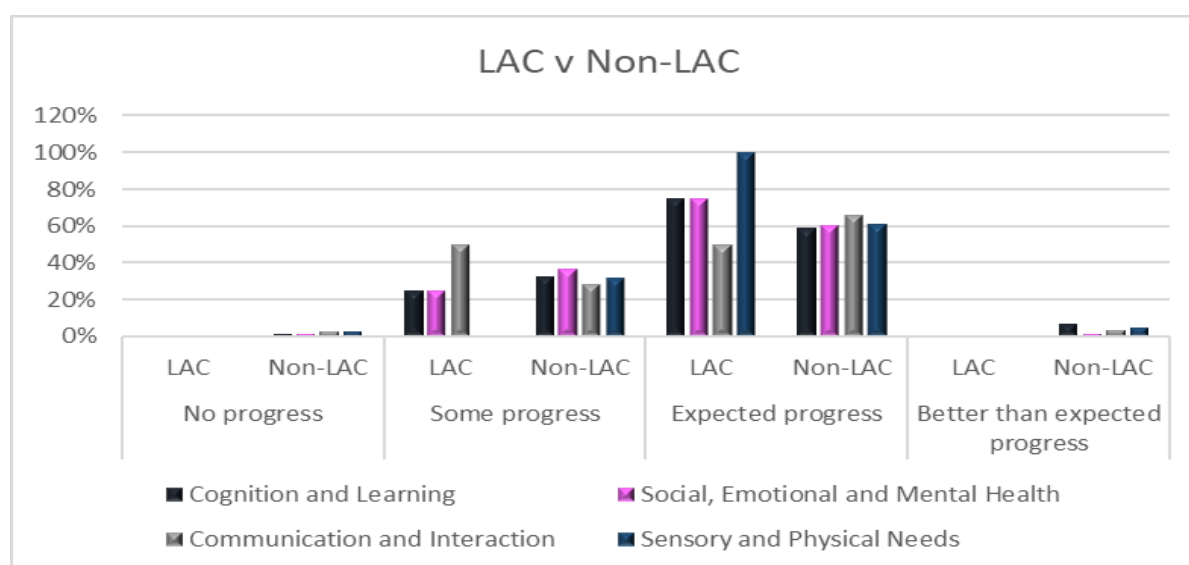
White British vs Other	No progress		Some progress		Expected progress		Better than expected progress		Grand Total	
	White British	Other	White British	Other	White British	Other	White British	Other	White British	Other
Cognition and Learning	3	1	44	50	102	71	9	11	158	133
Social, Emotional and Mental Health	3	1	46	60	105	72	4	0	158	133
Communication and Interaction	4	3	41	42	105	87	8	1	158	133
Sensory and Physical Needs	5	3	43	48	99	80	11	2	158	133



There are 23 ethnic categories currently at the school. This makes comparisons against White British students difficult due to the small sample size of individual ethnic groups, however through looking collectively at the gaps can help identify areas for deeper investigation.

Looked After Children

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	4	1	93	3	170	0	20	4	287
Social, Emotional and Mental Health	0	4	1	105	3	174	0	4	4	287
Communication and Interaction	0	7	2	81	2	190	0	9	4	287
Sensory and Physical Needs	0	8	0	91	4	175	0	13	4	287

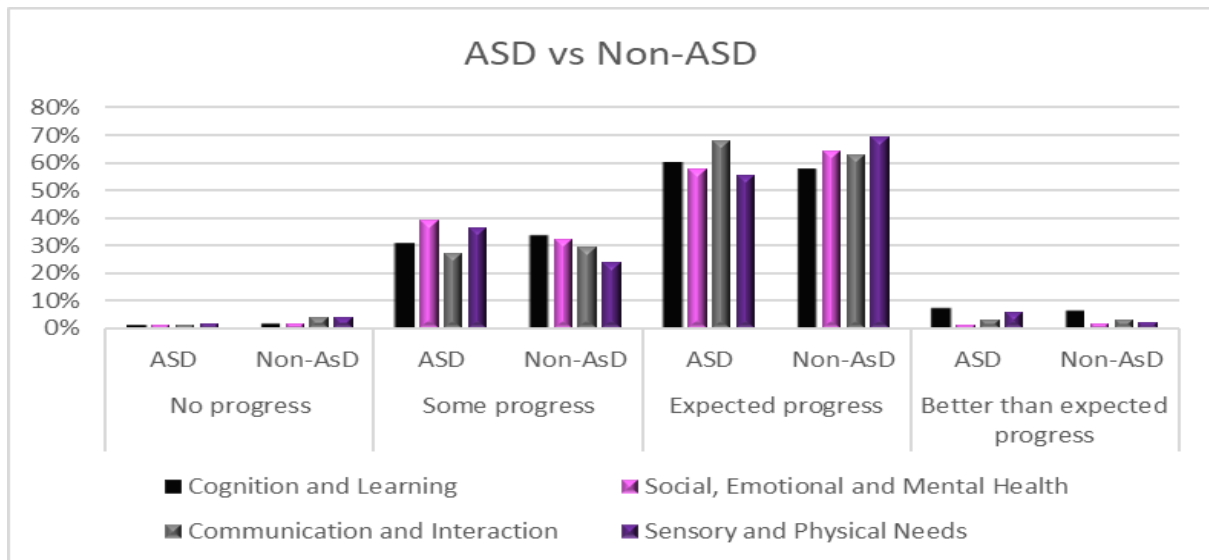


Data against the four areas of need for our Children Looked After shows that all four students accounted for made 'expected progress' towards their Sensory and Physical outcomes contributing to the 60% of the wider school that also sit in this area. For SEMH and Cognition and Learning 3 out of the 4 students again, made expected progress in these areas towards their outcomes. Communication and Interaction is the weakest area for progress with 2 out of 4 students only making some progress. There is 1 student who is CLA that has not been included in this data as they have not been in school this year due to being in hospital on end-of-life care.

The data shows that our 4 CLA students are progressing well in most areas, although only one student made expected progress across all 4 areas. Due to the cognitive capacity of all four students there will be a key focus on communication and interaction outcomes, and this is where there is the recorded least amount of progress.

ASD

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	2	2	52	42	101	72	12	8	167	124
Social, Emotional and Mental Health	2	2	66	40	97	80	2	2	167	124
Communication and Interaction	2	5	46	37	114	78	5	4	167	124
Sensory and Physical Needs	3	5	61	30	93	86	10	3	167	124



The graph presents a comparative analysis of progress made by students with ASD versus those without (Non-ASD) across four areas of need: Cognition and Learning, Social, Emotional and Mental Health (SEMH), Communication and Interaction, and Sensory and Physical Needs.

For both ASD and Non-ASD pupils, most students made expected progress across all four areas of need. Non-ASD pupils slightly outperform ASD pupils in the "expected progress" category, particularly in Sensory and Physical Needs and SEMH, where percentages approach or exceed 70%.

A larger proportion of ASD pupils fall into the "some progress" category compared to their non-ASD peers, especially in SEMH and Communication and Interaction. This suggests that while ASD pupils are progressing, they may not be hitting the same benchmarks as non-ASD pupils as consistently.

The data shows ASD pupils have higher percentages in the "some progress" in SEMH and Communication and Interaction. This highlights the importance of tailored support and intervention strategies for ASD pupils, particularly in these areas to help bridge the gap toward expected or better-than-expected outcomes.

Whole School Boxall Data

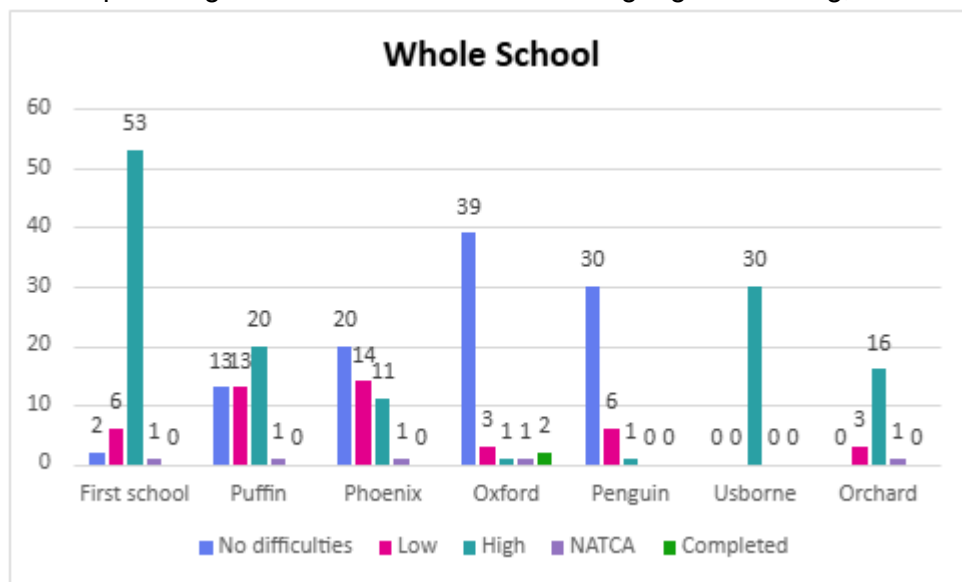
Boxall

Boxall comparison 2024-25

2024-25

This is the fifth 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.

This year we continued ensuring 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



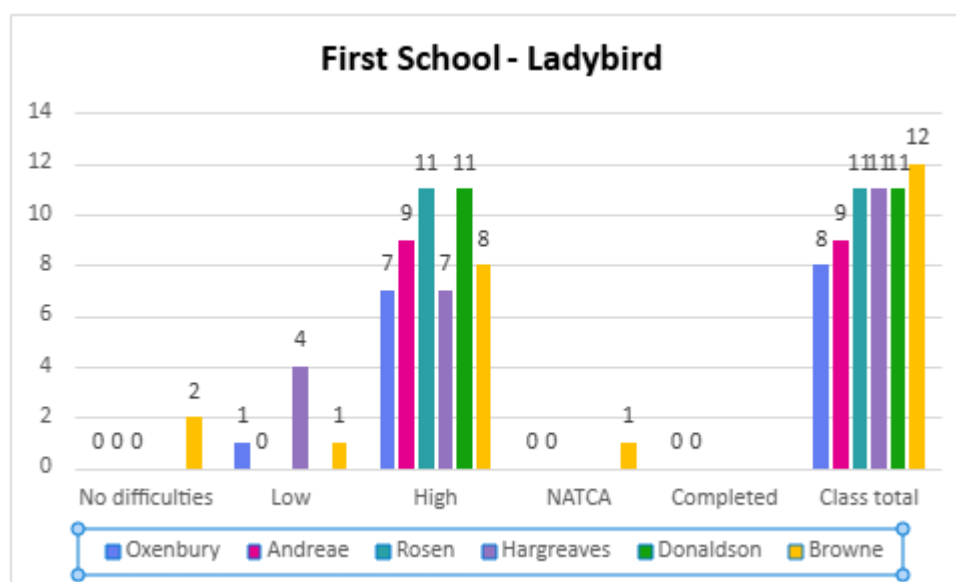
Understanding. These are the foundations for students to be able to access and achieve the Boxall Profile outcomes – Students in Reception continued to be baselined on Boxall in Term 6 of their reception year before they transitioned to Towards Independence or Independence. We continued to assess our '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. This academic year we analysed the Boxall data for Specialist students and it was positive to

see the development of specific students, who will now transition out of Specialist and into Towards Independence.

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. We continued to reassess all students, even those who have developed beyond the assessment tool in Term 2 and Term 6. We also included those students who we have not been able to assess.

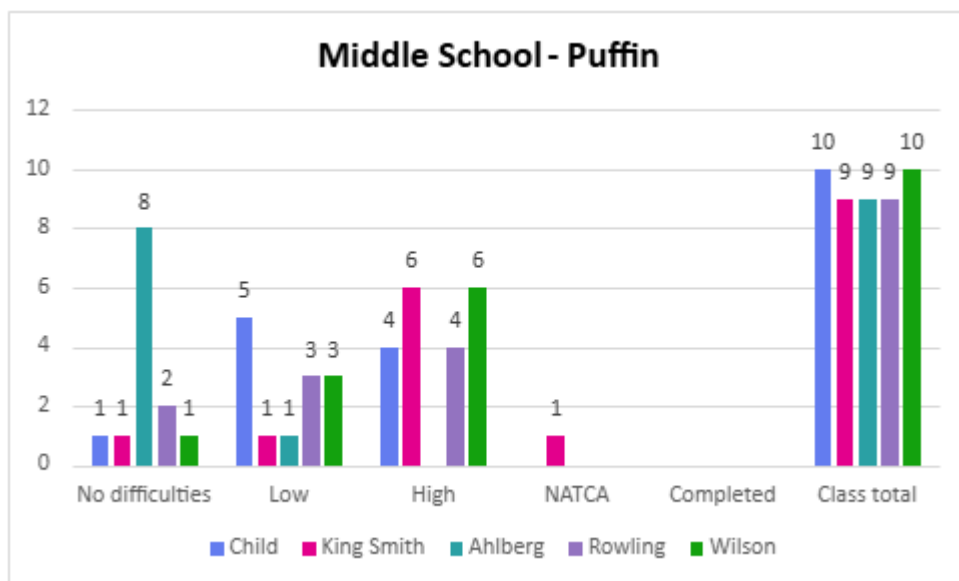
The data is based on teachers' professional judgement of their students. For 2024-25 we continued to look at level of difficulty within the area of SEMH and the students' individual needs. This ensures we have a clear picture of the cohorts across each department and their ability to access and engage developmentally with the Boxall outcomes.

First School (including Reception baseline assessment)

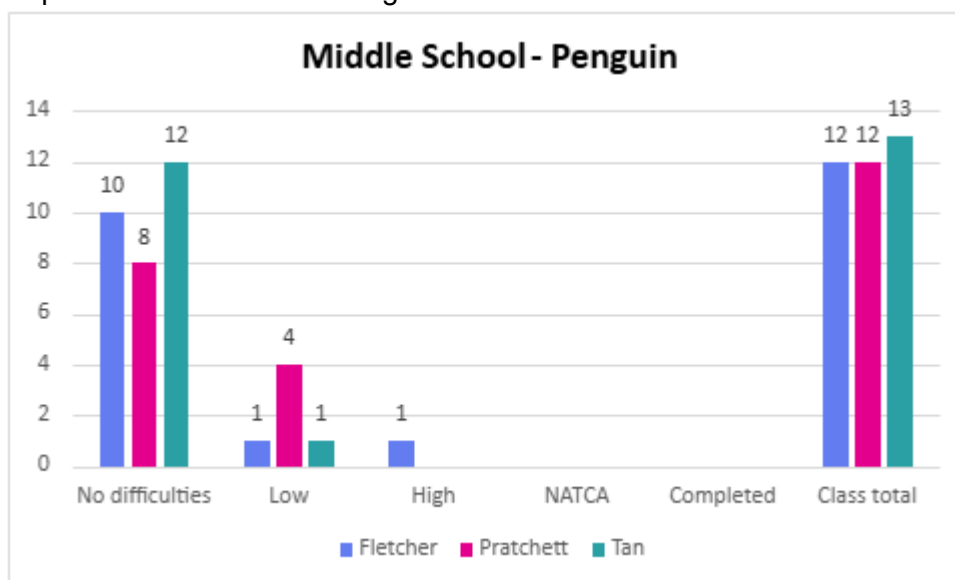


Ladybird is our First School cluster, most students in first school are still developing the social and emotional resilience and skills; for some of these students it is their first time in an education setting. This year, there has been a decrease in the number of students who are presenting with no difficulties socially and emotionally; this reflects the more complex needs we are seeing through admissions. The two students are in Year 4 and will be transitioning to Penguin cluster. There are several students that are presenting with low difficulties within SEMH which is positive for students at this developmental level and promising to see.

Puffin



Puffin is our Middle School Towards Independence cluster. All 5 classes in this department that have students that have no difficulties with the social and emotional development which is positive. There is an increase this year with students in this department presenting with low level of difficulties within their social and emotional development, which is encouraging. These students have had more access to interventions and therapies this year. As you would expect within this department there are still a high number of students who have a level of need within this area, which will be

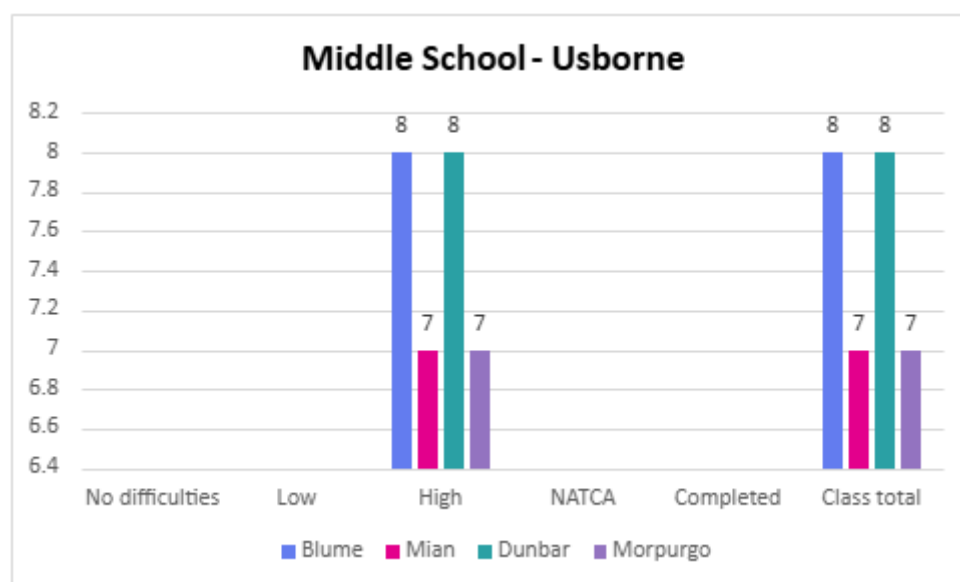


supported by a newly developed curriculum over the next academic year.

Penguin

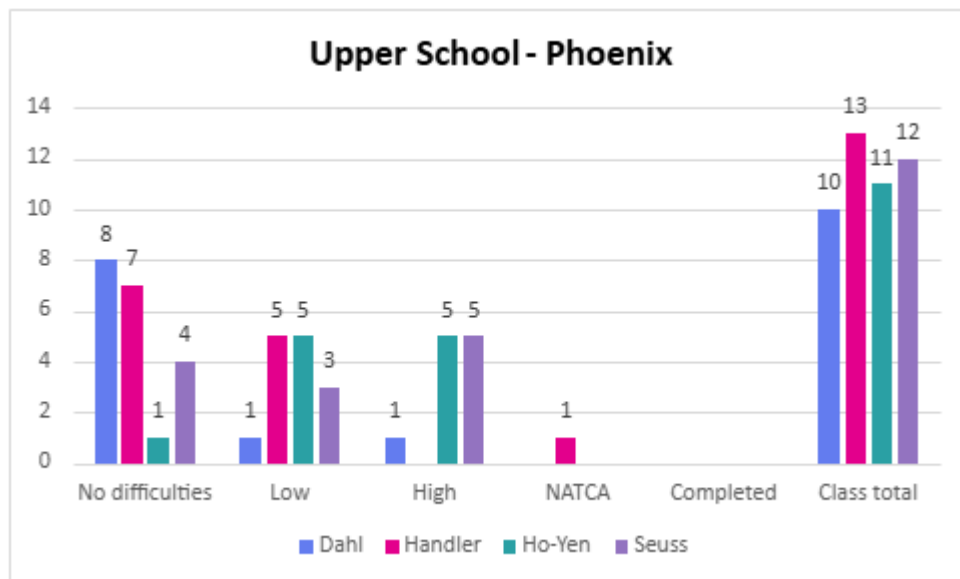
Penguin is our Middle School Independence cluster. Most of the students in this cluster have no difficulties presented with their social and emotional assessment using the Boxall Profile. These students have access to several emotional therapies and group counselling sessions. The 6 students that have been identified as low difficulties will be monitored throughout the next assessment period and relevant emotional therapy referrals will be made. The 1 student who is displaying a high-level difficulty with their social and emotional development, was new to the department this year from First School and is continuing to settle into a new department and routine.

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.

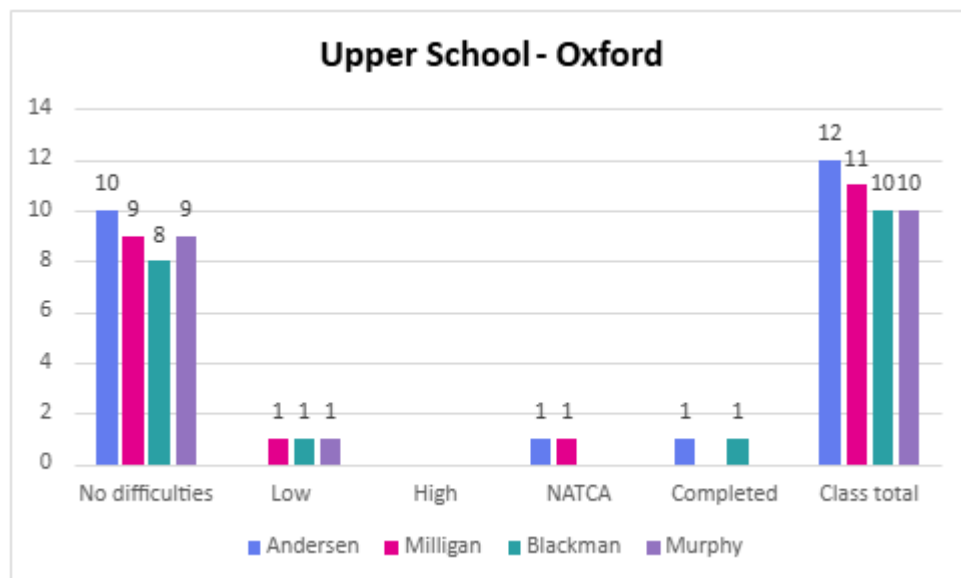
Phoenix



Phoenix is our Upper School Towards Independence Cluster. They are preparing for adulthood and life beyond Manor Green. Last academic year the focus was on sustained improvement with their SEMH development alongside Oxford cluster, which continues to be evident with 20 students in the department presenting with 'no apparent difficulties' under their summer re-assessment. Students from this department will also make the transition to Oxford in the new academic year. Those students who are displaying low level and high need, will be priority for interventions, groups sessions and emotional therapies in the new academic year.

Oxford

Oxford is
Upper
School

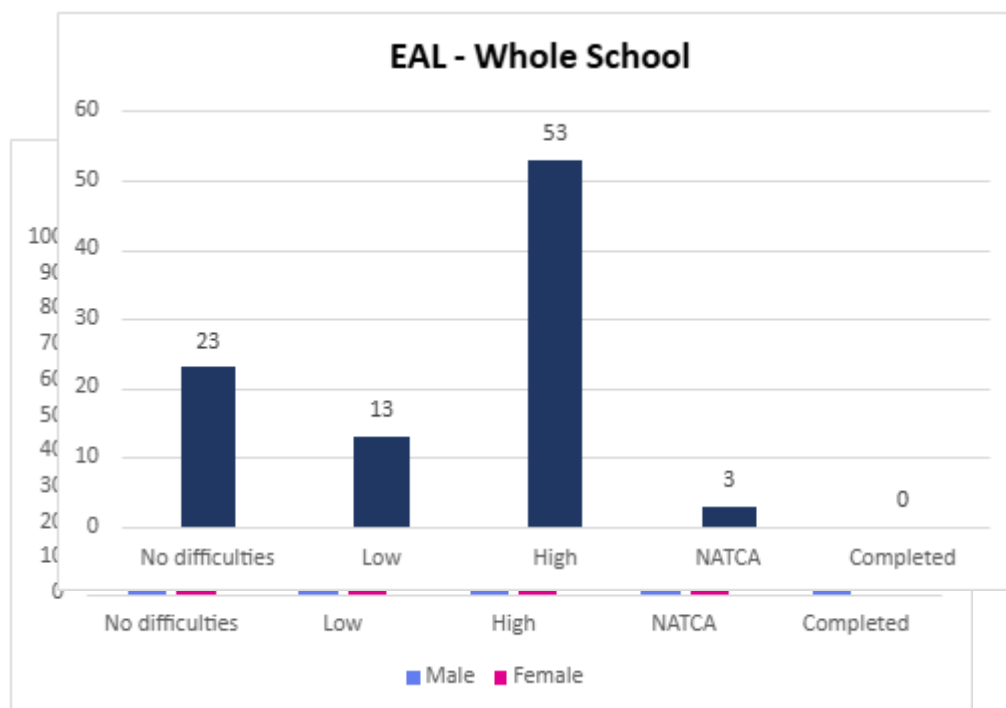


our

Independence cluster. The focus of this cluster is academic progress and readiness for college or employment; however, students will not be ready for this if they are not socially and emotionally ready. It continues to be encouraging to see the number of students who are identified as having no difficulties within their SEMH needs. Several students from this department, left to go on to college from their Year 11 year, which is fantastic to see. The two student who we could not assess did not attend school during the summer term: 1 due to an

operation and the other due to her choice as an adult after she turned 18 that she no longer wanted to access education.

Gender



English as an Additional Language

Exam Results for KS4 & KS5

Subject	Pass	Ungraded
ASDAN PDP Bronze	18	0
ASDAN PDP Silver	8	0
ASDAN PDP Gold	10	0
Entry Level Certificate English Level 2	6	
Entry Level Certificate English Level 3	10	
Entry Level Certificate Maths Level 1		1
Entry Level Certificate Maths Level 2	6	
Entry Level Certificate Maths Level 3	6	
Functional Skills English Level 1	3	2
Functional Skills Maths Level 1	8	
Functional Skills Maths Level 2	2	1
Functional Skills English Level 2	0	2
GCSE English Language	6	0
GCSE Maths	1	