



PRE-INSPECTION BRIEFING

03

Manor Green School

Self Evaluation

SUMMARY

5 March 2013

Manor Green School

Elizabeth Hawkes Way, Maidenhead, Berkshire, SL6 3EQ

T: 01628 513800

F: 01628 513808

E: head.manorgreen@rbwm.org

W: www.manorgreenschool.rbwm.org

SELF EVALUATION, 5 March 2013

Overall effectiveness	Previous Ofsted inspection:	2
	This term's self evaluation:	1
Achievement of pupils		1
Quality of teaching		1
Behaviour and safety of pupils		1
Leadership and management		1

Summary of key findings for stakeholders and inspectors:

This is an outstanding school.

- Manor Green School provides outstanding education for all its students, taking into account their starting points, special educational needs and their potential. Students make rapid and exceptional progress across all subjects of the curriculum and in their life skills development, often exceeding national expectations. This prepares them exceptionally well for the future, whether it be education, training or employment or independent and supported living. Students' achievement over time shows sustained progress and there are no gaps between various groups of pupils. Students are supported exceptionally well in their learning by highly skilled and dedicated support staff.

Evidence:

- Progress-over-time data
 - 2012-13 School Report
 - Lesson observations
 - Case studies
- The quality of teaching in all key stages is consistently good and increasingly outstanding, having improved term-on-term over the past two years. Consequently, all teachers currently meet National Teachers' Standards. Those who require additional support with their teaching, receive it in a timely manner through comprehensive programme of CPD, rigorous Performance Management, and where appropriate, school's formal capability procedures. All teachers and support staff know their students exceptionally well, have high expectations of them and offer personalised learning and maximise progress. High quality feedback to learners provides a baseline to continuous measure of improvement. Literacy teaching is Manor Green School's particular strength.

Evidence:

- Quality of teaching over time analysis
- Performance Management records
- Lesson observation records
- CPD records
- HR records

- The behaviour and safety of students in the school is outstanding. All students enjoy being part of the school, their attitudes to learning are exemplary and this is seen in and out of lessons. The school operates a unique non-exclusion policy and effectively promotes behaviour for learning through staff and students' joint code of conduct – the 'Golden Rules'. The school has an outstanding learning environment for all its students, creating a safe and secure learning campus. Staff are highly skilled and motivated to work with students in crisis and who, due to their special educational needs, require significant support with their own self-regulation. Where conventional whole-group teaching proves ineffective for some learners, alternative approaches are trialled and piloted, leading to improved outcomes of all groups of students.. The safeguarding team works highly effectively and supports the promotion of safeguarding past the school's boundaries.

Evidence:

- Attendance data
- Exclusion data
- Golden Rules promotion activities/assemblies
- Behaviour Watch data
- CPD records
- Case studies (including pilot projects)
- Students' and parents' views

- Leadership and management of the school is outstanding. The Governors' vision for the school is communicated very well, advocating Excellence for All in everything they do. The GB holds the senior leaders to account for the aspirations for the students, staff and the school as a whole, focusing on leading and sustaining outstanding school performance. Governors are active in school development planning and know the school well, supporting and challenging the Headteacher and other leaders. They verify information reported by the school leaders by effectively representing and seeking students', parents', staff and external stakeholders' views.

The Headteacher promotes the school's vision exceptionally well through well-developed distributed leadership. Senior leaders focus on development of the workforce with middle leaders ensuring effective on-the-ground practice and communication across the school.

All school leaders, including teachers leading the learning, use performance management to drive continuous improvement of the vast workforce highly effectively. Underperformance is challenged and leads to overall improvement in outcomes.

The school uses public funds very effectively offering more educational places to students than ever before, using its resources well and in the best interests of the students.

The school has highly effective strategies for engaging students' families and this, in turn, benefits the students by evidenced high attendance, effective home-school communication and extension of learning into the home environment, in line with the ACE model of education.

The parents are highly supportive of the school and this is evident in their attendance at Parental Consultations, weekly Friday Coffee Mornings, special assemblies, events and through volunteering activities. Regular surveys conducted by the school show consistently high levels of parental satisfaction with the school's service to their families.

The vision for the school's development extends past the interests of MGS alone and there is a commitment from both the GB and the leadership team, to work collaboratively with others for the benefit of many. This includes collaborative one-off projects, teacher training, outreach work, as well as a number of community activities aimed at developing the spiritual, moral, social and cultural development of students at Manor Green and other local schools.

Evidence:

- School Development Planning
 - GB records
 - SLT records
 - ELT records
 - Family Adviser records
 - Performance Management records
 - External stakeholder views and comments
 - National recognition awards (see: Inclusion Quality Mark 2012 report)
 - Annual reviews
 - ACE Plan (home education section)
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Information about the process of MGS's self evaluation

- Manor Green School was last inspected by Ofsted in May 2010, with the provision judged to be Good (Grade 2) overall. Areas identified for improvement were as follows:
 1. Improve assessment practices in the school to ensure best practice is embedded across the school, so that all staff are skilled in identifying what pupils need to improve, and adapt pupils' learning to maximise their progress.
 2. Build on the pupils' active participation in the life of the school by extending opportunities beyond school to create more cohesion with the local community
 3. Ensure smooth transition to the new school by keeping parents and carers well informed at each stage of the process.
 4. Pupils' attendance needed to improve
 5. The effectiveness of the Governing Body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.
 6. Overall effectiveness of the Sixth Form, with particular requirement to improve its leadership and management

- In the process of self evaluation, Manor Green School addressed all areas for improvement identified in May 2010 by:
 1. Assessment practices:
 - Remodelled the curriculum (September 2011) to create strong teacher-student relationships
 - Developed a unique philosophy of education (ACE Model), launched in November 2011, promoting holistic child development
 - Created organisation structure allowing for continuity of teaching (HLTA introduced in each class in September 2011)
 - Strengthened curriculum leadership (AHT responsibilities changed in September 2011, new KSL posts introduced in September 2012, TLS Department formed in September 2011, expanding in size and expertise since)
 - Launched non-exclusion policy, leading to innovative alternative teaching and assessment approaches (2011-12 and 2012-13)
 - ACE Plans launched in 2011-12
 - ACE Target Boards launched in 2012-13
 - CPD focused on all staff development
 - Performance Management (for teachers, support staff and leaders) focused on core target students' progress
 - Challenge of under-performance
 - Moderation of assessment practices across the Key stages, across schools and across sectors
 - Robust quality assurance cycle, including external moderators (INSTED)
 - Assessment system (BSquared) used across the school electronically provides on-demand data analysis (2012-13)

 2. Community cohesion:
 - School relocated to the "heart of the local community" – September 2010
 - Full integration of students in the local community takes place
 - Significant inter-school collaboration, including international perspective
 - Local community uses our school's facilities for leisure, education and community

events.

3. Transfer to the new school:

- Holyport Manor School closed in July 2010 and re-opened in September 2010, as Manor Green School.
- It changed its name, its campus and its Headteacher during that month
- The transfer was smooth and students were thrilled to be in the new facilities for the start of term
- Parents were kept informed of the developments by the previous and newly appointed Headteacher, although some found the change understandably challenging.
- The school quickly outgrew its registered number of 150, now catering for over 200 students age 2-19.
- During the first year of new school's operation, a decision was made to cease residential provision in July 2011. The future of the residential building is currently under public consultation (see "About the school" section below).

4. Pupils' attendance:

- Attendance was judged as Satisfactory in May 2010
- Our pupils' attendance has always been and is likely to remain negatively affected by our students' very complex health problems and the fragility of their immune system which is known to be weaker than those of healthy peers
- That said, the school expects 100% attendance during term time from all students who are well and healthy at the time
- Where term-time absence is requested by the family, it is interrogated and, more often than not, it is not authorised
- Where unauthorised absence from school is of worrying length or pattern, Family Adviser is involved. If no improvement is shown, the Educational Welfare Officer is engaged in the process. This can, and in very few cases does, at times, lead to legal court proceedings.
- Current overall in-year attendance of students in our school is 93%, with last year's end of year data showing 98%. Attendance in lessons is outstanding.

5. Effectiveness of the Governing Body:

- Change of leadership: previous Chair of GB left in July 2011
 - New Chair and Vice Chair elected from September 2011
 - New Committee structure agreed in July 2012 for 2012-13 academic year, with ACE Committee and SBS Committee working highly effectively
 - New Governors, including Parent Governors joined the GB between 2010-2013
 - Associate members of the GB bring in additional expertise, as and when required
 - GB engaged with RBWM Governor Services
 - *Seeing is Believing* sessions and *Governors Into School* day 2012-13
 - INSTED GB inspection – planned for 8 March 2013
 - Headteacher's PM process developed well to ensure accountability
 - Reports to GB and by GB are of high quality
 - GB members know the school very well and keep senior leaders to account for overall school effectiveness
 - GB actively seeks to improve its own effectiveness by professional learning and collaboration with other schools' GBs
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6. Effectiveness and leadership of the Sixth Form:

- Improved leadership of the Sixth Form by the AHT (2010)
 - Remodelled curriculum to offer Life Skills and Employability (2011)
 - Introduced Key Stage 5 Leader (2012)
 - Improved accommodation
 - Accredited learning
 - Improvement in planning, assessment and progression
 - Work related/work based learning developed
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- This self evaluation was completed by the Headteacher, following consultation with:
 - All governors
 - All staff
 - All students
 - All parents

- This self evaluation took into account:
 - School Development Plan
 - Current students' progress data
 - Current lesson observation data
 - Students' views
 - Staff views
 - Parents' views
 - External stakeholder's views

- This self evaluation was moderated by:
 - All governors
 - All staff (including moderation by ELT)
 - All students
 - All parents
 - RBWM (SIP)
 - Other partners

Extended Leadership Team (ELT)

SLT:

Ania Hildrey, Headteacher

Nathan Aspinall, Deputy Headteacher

Annette Meier, Assistant Headteacher-Primary

Val Barlow, Assistant Headteacher-Secondary

Pat Pringle, Assistant Headteacher-
Therapeutic Learning Support

and Key Stage Leaders (KSL):

Shelley Thomas, KSL – EYFS/KS1

Sarah Mitchell, KSL – KS2

Eleanor Bukht, KSL – KS3

Jenny Hooper, KSL – KS4

Chris Richards, KSL – KS5

assisted by

Dawn Price, School Business Manager

Information about this school

Address:	Manor Green School Elizabeth Hawkes Way Maidenhead Berkshire SL6 3EQ
T:	01628 513800
F:	01628 513808
E:	manorgreen@rbwm.org
W:	www.manorgreenschool.rbwm.org
Type of School: School	LA Maintained Co-educational Day Community Special
Age Range:	2-19 years
School size: expand ongoing)	150 places (200 students on roll; consultation to
Headteacher:	Mrs Ania Hildrey, head.manorgreen@rbwm.org
Chair of Governors:	Mr Nick Clark, n.clark@madlins.co.uk

The School Day*

08.55	-	09.30	Registration and Lesson 1
09.30	-	10.00	Lesson 2
10.00	-	10.30	Lesson 3
10.30	-	11:00	Lesson 4
11.00	-	11.30	Lesson 5
11.30	-	12:00	Lesson 6
12.00	-	13:00	Lunch/Play*
13:00	-	13:30	Lesson 7
13:30	-	14:30	Lesson 8
14:30	-	15:00	Lesson 9
15:00	-	15:15	Registration and Lesson 10

**Please note that the timing of lessons is notional and that the day is often seamless with the cross-curricular themed delivery planned in a flexible way by the teaching, support and therapeutic team.*

About our school:

Manor Green School is a large, successful and oversubscribed special school catering for students aged 2 to 19 with a wide range of learning difficulties and disabilities, all working well below the age-related expectation, with many students having moderate (MLD), severe (SLD), profound and multiple learning difficulties (PMLD) and a range of additional needs, such as Autistic Spectrum Disorder (ASD), sensory impairment and physical disability.

All students are admitted to the school by the Royal Borough of Windsor and Maidenhead (RBWM) Local Authority and all pupils have a Statement of Special Educational Needs.

The majority of pupils live within the unitary authority of Windsor and Maidenhead (70%).

A significant proportion (30%) of pupils is placed at Manor Green school from nearby unitary authorities and counties.

Pupils have diverse socio-economic backgrounds; currently 51 receive free school meals and are eligible for pupil premium.

We ensure that all children and families eligible receive targeted provision and support and our evidence shows that students who may be deemed as disadvantaged, achieve in line with their peers, often exceeding national expectations.

The pupil premium has been invaluable in helping fund additional resources to aid students' progress: Family Adviser, HLTA – Communication, HLTA – Behaviour Support and HLTA specializing in Literacy support are just a few additional learning support measures put in place to remove any barriers to participation and learning.

Detailed monitoring of whole-school and individual interventions funded by the additional Government funding is tracked regularly and helps measure actual impact of the spending on pupils' progress.

201 students are currently on roll, with the following distribution of special educational needs:

- Autistic Spectrum Condition (ASC) – 28.4%
- Moderate Learning Difficulty – 27.3%
- Profound and Multiple Learning Difficulty – 15.4%
- Speech and Language Communication Need – 11.4%
- Physical Disability – 9.5%
- Severe Learning Difficulty – 5%
- Other SEN conditions (including BESD) - 3%

Manor Green School's future is currently being reviewed through a public consultation, which started on 23 January 2013 and will conclude on 9 March 2013, with the RBWM Cabinet deciding between two options on the 25 April 2013:

1. The school should extend to offer 300 placements (including 19-25 provision)
2. The school should extend to offer 240 placements (no 19-25 provision)

The school supports and advocates Option 1 and explains its reasons behind this stance on its website, under the Consultation section.

Whichever option prevails, MGS will, most certainly, convert from its current residential special school status to a day school status and continue to operate within its mission statement, its values and educational philosophy:

OUR VALUES AND BEHAVIOURS

School's Vision and Mission Statement

To be the Centre of Excellence for students with special educational needs

School's Aims

To ensure outstanding outcomes for all students at Manor Green School

School's Motto

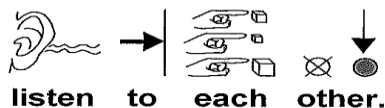
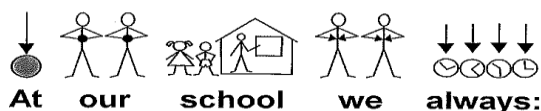
'Excellence for All'

Manor Green School's Philosophy of Education (ACE Model)

- Academic Progress
- Care and Therapeutic Learning Support
- Enrichment and Life Skills Development



Golden Rules



(devised by School Council 2009)

The *Golden Rules* are reviewed by the School Council on an annual basis.

The *Golden Rules* were adopted by the staff as the professional Code of Conduct in September 2011.

Governing Body's "*Seeing is Believing*" session in October 2012 concluded that Golden Rules are now fully embedded in Manor Green School's culture and are evident in everything we do!