

# Manor Green School

Elizabeth Hawkes Way, Maidenhead, SL6 3EQ

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- It is a place where all members of the school community work hard together to do their best, always aiming high and supporting each other very well in their success, as the motto 'Excellence for All' says.
- All pupils' individual and complex needs are met very well so that they make good progress, both with their work and in their social and communication skills.
- Teachers and support staff work well together to plan interesting activities to meet the wide range of learning needs in each class. They use questioning and praise well so that pupils can explain what they are learning and demonstrate their progress.
- The sixth form (Key Stage 5) is good, enabling pupils to continue to develop skills in preparing them for independence and the workplace.
- Pupils behave well and feel safe. They support each other's learning well in lessons. They work well together and relationships are very strong. Relationships throughout the school are strong with mutual respect and trust evident at all levels. Incidents of any forms of bullying are rare as a result, and are dealt with well by staff.
- The move and expansion into the new building have resulted in many changes that have been well managed by the leadership team. There have been improvements to teaching and learning and the way they are organised and checked. Senior and middle leaders are fully involved in this so underperformance has been eradicated.
- The members of the governing body provide good support and challenge to the school leadership and are continually working to improve the school further.

### It is not yet an outstanding school because

- Some teachers do not check the progress of all groups of pupils in the class frequently enough during the lesson to ensure pupils make the best possible progress.
- Leaders have not yet made sure that the checks of pupils' work are accurate across the whole school and the same as in other schools.

## Information about this inspection

- The inspection team observed 26 lessons or part lessons taught by 18 teachers, of which five were joint observations with the headteacher and other members of the leadership team.
- Meetings were held with the headteacher, senior and middle leaders, groups of pupils, the Chair and a committee chair of the Governing Body, a parent and an advisor from the local authority.
- An inspector listened to pupils read.
- The team looked at school documents, including information relating to assessment and pupils' progress, planning for school improvement and records about behaviour, attendance and safeguarding. They took account of 70 questionnaires received from staff.
- There were 19 responses to the on-line questionnaire Parent View. The team considered a survey of parents' views undertaken by the school.

## Inspection team

Janet Dinsmore, Lead inspector	Additional Inspector
Anne Maddison	Additional Inspector
Kate Robertson	Additional Inspector

## Full report

### Information about this school

- This is larger than the average size for special schools of its type.
- All pupils have a statement of special educational needs. These include profound and multiple, severe and moderate learning difficulties and autistic spectrum conditions.
- There is a much higher than average proportion of pupils known to be eligible for free school meals and also in receipt of the pupil premium (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and those from service families). There is a higher than average proportion of children looked after by the local authority and a few children from service families.
- There is a slightly larger than average proportion of pupils from minority ethnic groups and who are new to learning English.
- Since the previous inspection the school has moved to a new building, been renamed and the number of pupils increased by 80. Therefore, recently, there have been many new pupils arriving. The new headteacher started in September 2010.
- The school is piloting the use of on-site alternative provision for pupils who require specialised support.

### What does the school need to do to improve further?

- Improve teaching so that the best possible progress is made by all groups by ensuring:
  - tasks are well matched to the ability of all pupils and encourage independent learning
  - teachers check the progress of each group of pupils more frequently during the lesson so that tasks can be adjusted to accelerate progress further and the work of all support staff is robustly checked.
- Improve the leadership and management of teaching and learning by:
  - making sure that a full range of evidence is used to track pupils' progress with their work within the whole school and in comparison with other schools.

## Inspection judgements

### The achievement of pupils is good

- Pupils in the Early Years Foundation Stage make good progress from a wide range of starting points. They learn to make choices from two activities and join in responses to songs as well as beginning to use and respond to signs and symbols to enable them to communicate. They have opportunities to develop physically in the swimming pool and in weekly visits to a specialised play space.
- Pupils in Key Stage 1 make good progress in acquiring skills for literacy and mathematics. They learn to match and name the colours of items of school uniform. They enjoy using computers, and software programs are well chosen to enable pupils to practise and reinforce learning about letters and sounds.
- Pupils in Key Stage 2 continue to make good progress in communication, reading, writing and mathematics. Disabled pupils and those with complex special educational needs in all Key Stages use signs and symbols well to communicate and express what they are learning.
- There is good progress in reading across the whole school because pupils practise every day. Older pupils report how much they enjoy reading books and can explain the detail of the stories they have read. Younger pupils use their knowledge of letters and sounds to work out what words say and how to write them, for example in writing labels for items of clothing.
- Pupils across the school make good progress in mathematics. Older, more able pupils use their knowledge of calculation, fractions and reading to work out and solve problems, for example reading a letter that invited them to choose and calculate how to spend different proportions of a quantity of money.
- Pupils in Key Stage 3 are now making good progress and pupils who have been at the school from Key Stage 2 also make good progress by the end of Key Stage 4. There are now no differences between the progress of different groups of pupils, disabled pupils and those with special educational needs, within the school. A legacy of underachievement at Key Stages 3 and 4 is no longer present.
- Pupils who have recently arrived settle quickly and make good progress. Those from minority ethnic groups and new to learning English also make good progress from their starting points. Those known to be eligible for free school meals and in receipt of the pupil premium achieve as well as their peers and there is no difference in the average points score (a method of measuring attainment) for English and mathematics for these pupils in the school. Pupils in the alternative provision pilot have not been there for a sufficient time to show improvements in achievement.

### The quality of teaching is good

- Teachers plan and present learning in interesting ways that keep all pupils motivated. For example, in Years 5 and 6 pupils matched complex shapes to complete a dinosaur. Those with sensory, communication and physical impairment were included through excellent use of support staff using objects, symbols and signing to support their communication needs and fully include them in the learning.
- Pupils report that teachers help them to know how well they have done with their work when they mark it. Teachers and support staff use questioning and encouragement well to enable pupils to take the next steps with their learning. Parents report how well staff know individual pupils.
- Communication, language and literacy activities are planned each day that enable all groups to make good progress, whether using symbols or signs for communication or developing reading and writing skills. Support staff are well deployed to provide individual and small-group support to accelerate progress in reading.
- The Academic, Care and Enrichment (ACE) plans for each pupil and target boards are used

consistently in every classroom to enable staff and pupils to know how well they are doing. This also ensures that all the wider needs of each pupil's development are met within the wide range of therapy and activities in the school and this is continually checked.

- Teachers plan learning across the whole school ensuring that good links are made between subjects and develop a full range of pupils' learning needs, for example using computer programs to design a 'wanted' poster, while extending vocabulary, and using descriptive language in Year 7. Pupils in Key Stage 4 extended their knowledge of village and city life in India while demonstrating their communication skills and pupils in Year 9 used their previous knowledge and creativity when acting out what happens on a London Underground train.
- Learning for Key Stage 5 pupils is creatively planned, for example in running a café. Pupils develop and use mathematical, literacy, communication and interpersonal skills they need in the work place as they prepare food, serve customers and fill in forms and records.
- In a few lessons teachers do not check regularly enough on the progress of all groups of pupils so do not adapt tasks to accelerate this and check the work of all the support staff. Occasionally, activities are not well designed enough for pupils' abilities and to enable them to be more independent.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons. They encourage one another in completing tasks and recognise and celebrate each other's good achievements in lessons and in the involvement with the wider community. Pupils are very proud of the school and report that the staff are very kind.
- Relationships throughout the school are strong with mutual respect and trust evident at all levels. Incidents of any forms of bullying are rare as a result. Pupils say that they feel safe at school and understand health and safety routines and procedures, for example when preparing food and cooking.
- Pupils treat each other well, taking responsibility in the school council for devising the 'golden rules' demonstrating that they understand how to treat people kindly and look after the school environment. Pupils are provided with training in internet safety and know how to stay safe online.
- Staff are well trained so that when physical restraint has to be used incidents are carefully recorded and enable senior leaders to check the frequency and nature of the incidents. The alternative provision pilot for five pupils is at an early stage of development and is being checked by senior leaders to ensure that it leads to improvements in progress in pupils' learning and behaviour. In a short time, individuals' behaviour is beginning to improve.

### **The leadership and management** are good

- The headteacher was appointed as the school was renamed and moved to the new building. Governors, parents and all staff report that she has an inspirational drive and commitment to the pupils that is widely shared with all staff and ensures that progress in the expansion, induction of new staff and improvements to teaching and learning have been rapid.
- Staff report, and it is evident in the improvement in progress of the pupils, that teachers' performance is managed very well. Underperformance has been eradicated and middle and senior leaders are fully involved in supporting all staff to continually improve their practice. The programme of training ensures that this takes place.
- The curriculum, including essential therapies to support the needs of the pupils, is well planned and integrated into the school day. Links between subjects maximise the learning from each activity. However, the evidence of the achievement of pupils in their work is not always carefully checked by teachers and leaders across key stages within the school and between other schools so that assessments are accurate.
- Parents are very supportive of the work of the school. They highly value the care and therapy that their children receive and comment about the improvements to the school facilities since it

moved to the new building and the opportunities at the after-school club. They say that everyone is treated fairly and equally and their children have made good friends, demonstrating the inclusiveness and promotion of equal opportunities. There is no discrimination.

- The local authority provides light touch support for this good school, providing support on request for training members of the governing body and the whole staff. It has a high level of confidence in the headteacher as rapid and significant changes have been successfully implemented.

■ **The governance of the school:**

- The governing body has challenged and supported the staff as they make changes to the school. The governing body has been reorganised so that it can effectively check all aspects of the work of the school which it does through visiting it and receiving regular reports from the headteacher. It has audited the range of skills of its members from a variety of education, finance and business backgrounds and ensured that these are well balanced. It has undergone training and as a result ensured that its work is contributing strongly to its role in leadership and strategic direction of the school. The governing body ensures that the performance of the headteacher is managed well and that the pay progression of staff relates well to their performance in the classroom and responsibilities for the performance of others. Governors know that teaching is good through their own observations and the reports about the improvements in pupils' progress. Governors know that the pupil premium is used effectively for the pupils for whom it is intended and has been used to employ staff and provide resources to accelerate progress in reading and in providing opportunities for developing wider skills in music.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	110183
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	401103

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	All-through
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Of which, number on roll in sixth form</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Clark
<b>Headteacher</b>	Ania Hildrey
<b>Date of previous school inspection</b>	4–5 May 2010
<b>Telephone number</b>	01628 513800
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