



Manor School

Inspection Report

Unique Reference Number 101582
Local Authority Brent
Inspection number 286112
Inspection dates 2–3 November 2006
Reporting inspector Mike Smith

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

Type of school	Special	School address	Chamberlayne Road
School category	Community		Kensal Rise
Age range of pupils	4–11		London NW10 3NT
Gender of pupils	Mixed	Telephone number	02089683160
Number on roll (school)	120	Fax number	02089683075
Appropriate authority	The governing body	Chair	Mrs Sally Laurence Smyth
		Headteacher	Mrs Jo Gilbert
Date of previous school inspection	3 December 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Manor school is located in the London Borough of Brent. Pupils come from a wide range of social and economic backgrounds and the levels of deprivation are high. On entry pupils are working well below the national expected levels. All pupils have statements of special educational needs for their moderate to severe and/or complex learning difficulties and over 50% have autistic spectrum disorder (ASD). Only 16% of pupils are of White heritage and others represent a wide range of minority ethnic backgrounds, the largest groups being from Black Caribbean or African and Asian backgrounds. Forty-six per cent of pupils are at the early stages of learning English. A very small number are the children of refugees, families seeking asylum or are looked after. There are just over three times as many boys as girls. In April 2006 the school was re-designated as a 'special school for primary aged pupils with severe learning difficulties and autism with associated learning difficulties'. This change has had an impact in terms of staff training and the organisation of the school and its curriculum. The school has held the Investors in People Award for three years and the Basic Skills Quality Mark for five years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school provides a good standard of education for its pupils, and has some outstanding qualities. The headteacher has a clear vision for improvement and is very ably supported by the deputy headteacher and the senior leadership team. Leaders and governors share a common vision and ensure that the needs of the pupils are at the heart of any decisions. School performance is very carefully monitored and there is a clear understanding of what needs to be improved and how to achieve it. The best practice in teaching and learning includes a good focus on planning specific tasks matched to individual need but this is not always consistent practice.

Pupil standards are below the national average. Given their starting points, pupils' achievement is good, particularly in their personal development and communication skills. Throughout the school, starting in the Foundation Stage, pupils make good progress as a result of good teaching and the excellent care and support for their individual needs. The monitoring, assessment and recording of pupils' progress is helping to identify individual and challenging targets, which most pupils achieve.

Pupils really enjoy their lessons and fully participate in all activities. A parent wrote, 'the effort and dedication shown by staff to help my son make progress with his self-help skills is much appreciated'. Although teaching and learning are good the school correctly identifies and supports any areas for further development. There are established systems for staff to observe each other in lessons and good practice is shared widely, which is having a positive effect upon pupils' learning. The curriculum has developed well and offers a good range of learning activities that meet the needs of most pupils. It is good in the Foundation Stage where it ensures that all aspects of learning are covered in a variety of active ways. Independent learning is encouraged throughout the school and there is a good emphasis on pupils' personal, social, health and citizenship education. The school is aware, through its monitoring, of the need to further develop the ability of staff to deliver the curriculum units in order to meet more effectively the needs of those pupils with ASD and more complex learning difficulties.

The school clearly understands the importance of developing pupils' personal development, which is good. Pupils' spiritual, moral, social and cultural development is good. Meal times provide a quality opportunity for pupils to practise their skills and understanding of living a healthy lifestyle. Relationships between staff and pupils are excellent and pupils are exceptionally well cared for and supported. Pupils understand that good listening helps them to make progress in their work. Pupils' behaviour and attitudes are good and they are very happy and confident in their learning. Parents are overwhelmingly supportive of the school. One wrote, 'I am delighted to say how happy I am with my son's progress and the care, concern and dedication of all the staff'. There have been good improvements since the last inspection. The learning and teaching in the Foundation Stage is good and all pupils have increased opportunities to use information and communication technology to support their learning. Leadership and management are having a positive impact upon the school's provision which is

leading to improved chances for pupils to achieve and make continued good progress. The capacity to improve even further is good.

What the school should do to improve further

- Improve curricular planning; making sure it meets the needs of all pupils, including those pupils with ASD and more complex learning difficulties.
- Ensure that in all lessons tasks reflect the curricular planning and closely match the needs of all pupils.

Achievement and standards

Grade: 2

Given their starting points and abilities, all pupils make good progress. Pupils in the Foundation Stage make good progress in their self-help skills and their ability to communicate and are well prepared for their next stage in learning. Data collected through effective monitoring and recording is very carefully analysed and clearly demonstrates where pupils' strengths lie and where they require additional support. The school has given particular emphasis to the monitoring of pupils' progress. This has enabled staff to effectively evaluate pupils' progress and identify what needs to be done to raise their achievement. The achievement of those pupils with ASD and complex difficulties is mostly good, but could be better. There is a need for further curriculum development and a consistent delivery of challenging and appropriate activities that meet their particular learning needs. There is no difference in the achievement or rates of progress of different minority ethnic groups or those who are at the early stages of learning English. Staff know pupils very well, personal targets are matched to their abilities, and good teaching, support and excellent care ensure good progress. Parents are pleased with the progress their children make. One parent wrote, 'I am delighted with the education that my son is receiving, he has made wonderful progress since he joined last year'

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good because of the assemblies, good quality personal, social, health and citizenship education, and arranged special events which celebrate the richness of the wide variety of cultures. Favourable comments from parents support the evidence that pupils quickly gain in confidence and enjoy coming to school. Pupils behave well and have a good awareness of how to keep healthy and stay safe. Attendance is good and reflects the enthusiastic attitudes of pupils to their learning. Pupils have a good sense of living in a community and show empathy and support for each other. A number of pupils struggle to manage their own behaviour, but they receive sensitive support to help them achieve improvement targets. Pupils thoroughly enjoy and benefit from the numerous community visitors to the school. The 'Blue Sky Vision Day' is an annual special event when pupils, families, staff and governors come together with steel bands, police and the fire service to take

part in a range of enjoyable outdoor activities. Pupils learn independent skills and benefit from visits outside of school including residential stays.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and as a result pupils make good progress. Pupils enjoy their lesson activities which encourage confidence, communication (good listening) and independence. The best teaching is characterised by high expectations and a clear understanding of the levels at which the pupils are working. Teachers are increasingly using pupil assessment data in their lesson planning and in their evaluation of the effectiveness of the curriculum. It is recognised that some teaching needs to be planned more carefully to ensure the learning needs of all pupils are fully met, including those pupils with ASD. Teachers have the opportunity to observe each others' practice and this is leading to an improvement in the overall quality. There is a positive reward and celebration ethos in lessons where learning is made fun and ongoing prompting and support makes it clear to pupils how they may improve. A pupil said, 'I know that good listening helps me to do good work'. Relationships between adults and pupils are a strength and this enables the effective management of pupil behaviour.

Curriculum and other activities

Grade: 2

The curriculum is good and offers a broad range of experiences that support good personal and academic development. Independent learning and communication skills are emphasised and in the Foundation Stage pupils learn self-help skills that prepare them well for the next stage of learning. The time spent on meeting both care and academic needs is carefully balanced and, as a result, pupils learn how to be healthy and stay safe. A wide range of additional 'real-life' experiences are offered, such as using money in shops and restaurants. In addition, a good range of social and cultural events and visits, for example art projects and museum trips, enhance and support pupils' learning. The school recognises the need to extend teachers' ability to plan and deliver the curriculum to ensure it meets the needs of all pupils including those with ASD and complex learning difficulties.

Care, guidance and support

Grade: 1

The combination of excellent procedures and practice by staff keeps pupils safe and secure while helping them to learn. Arrangements for safeguarding pupils are good, with clear procedures that are understood by all staff. The monitoring and assessment of pupils' progress is effective and the school provides clear guidance that helps pupils to make good progress with their personal development, self-help and communication skills. Pupils' personal dignity is respected at all times and relationships between staff

and pupils are excellent. There is very good partnership work with other support agencies which ensure pupils' needs are well met. The partnership with parents is excellent and communication between the school and home is strength. The Parent Forum enables them to have a say in school development and there is great praise from parents for the supportive home visits made by the school's portage staff.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a motivating and supportive leadership style and an excellent understanding of how the school should improve. Together with the senior leadership team there is an excellent understanding of how to monitor, evaluate, review and improve the school's performance to meet challenging targets. All managers are sharply focused in their work, which leads to the promotion of very high quality care and education. Roles and responsibilities are clear and there are high expectations of all staff. Management responsibilities have been shared more widely and ensure that the monitoring of provision is effectively carried out. Learning and teaching are regularly monitored and teachers appreciate the opportunities they get for further professional development. Teachers and support staff work effectively as a team, their work is valued and, consequently, staff morale is high. The school recognises that improvement strategies and best practice in teaching and learning are not consistent across the school. The school consults and works very well with external support agencies, such as social services and health and, consequently, the best possible support is effectively co-ordinated to meet the needs of the pupils. Governors are involved effectively in school self-evaluation and take a full part in strategic management.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me feel so welcome whilst visiting your school and a special thanks to those pupils who spoke to me in the library and told me all about the school. It was pleasing to see how much you enjoy coming to school and working in your lessons and how you all get on with each other so well. I agree with you and your parents, Manor School is a good school. Importantly, the school knows what it has to do to make things even better for you. I particularly liked the following:

- all staff care and support you exceptionally well
- staff know you very well and help you to improve your behaviour, which is mainly good
- you make good personal progress, particularly with your communication and self-help skills
- you are learning skills that will be helpful when you move to senior school and you know how to keep safe and lead a healthy lifestyle
- your parents/carers are really happy with what the school does for you and there is excellent communication between the school and your home
- the headteacher and all the staff do their best to make sure you are happy and safe and you are happy to talk to them if you have any problems
- your progress is very well assessed and recorded and you get all the help you need to improve.

The school knows it has to improve by:

- ensuring that all staff do their best to successfully carry out the plans that will improve your learning opportunities.
- ensuring that those of you who have different learning needs have the range of curriculum opportunities that support you making the best progress.

You can help by behaving as well as you can, and by practising your good listening.

Yours sincerely

Mike Smith

Lead Inspector