



Royal School Manchester Self Evaluation Statement

2015- 2016

Where do we want to be in 2020? Seashell Trust Aims and Objectives	
1. Provision of a national centre of excellence for teaching and learning for children and young people with low-incidence SEN with a specialist Early Years facility	
2. National resource Centre for training educational and support staff working in the field of with low incidence SEN	
3. Outstanding Support offered to other Schools through the acquisition of National Teaching School Status and skilled support from a Specialist Leader of Education	
4. Curriculum Development Centre for teaching and learning and the development of learning environments for C&YP	
5. The development of specialist resources and methodologies to support and facilitate the teaching and learning of C&YP with low incidence SEN	
6. The development of research programmes to inform and support evidence based practice alongside a wealth of specialist experience and expertise	
Last Ofsted Inspection: October 2012	
What does the school need to do to improve further?	School Improvement and development since previous inspection:
<p>Refine the approaches to assessing achievement, particularly as pupils move to a new class group, by:</p> <p>Making sure that staff work together to check one another's assessments of pupils' attainment and progress,</p> <p>Providing opportunities for staff to compare their assessments with those of staff in similar schools,</p> <p>Using the information gained to plan activities to ease pupils' move to a new group or class.</p>	<p>Improved assessment process</p> <p>Internal termly P- level moderation meetings and termly Moderation with local special schools</p> <p>Next step evaluation files</p> <p>IEP/ transition document and Independent travel plans</p> <p>Primary curriculum</p> <p>Development of the library and reading resources</p> <p>Opportunities for career progression and development within the trust.</p> <p>Performance management culture</p> <p>Staff development and training – Intervenors, ASC trained staff, Teachers with mandatory qualifications in VI, HI,MSI.</p>

	<p>Development of the creative arts</p> <p>Links with local schools</p> <p>Monitoring/reporting of behavioural incidents</p> <p>Student achievement, Duke of Edinburgh, one student ran 26 miles over time to fundraise for DofE.</p> <ul style="list-style-type: none"> • Working towards TSS joining with Teaching School Alliance evidence includes: • Published articles, SEN magazines, DBI International, BATOD. • Presentations at National and International conferences • Audiologist delivering termly lectures at Manchester University • Awarded a significant grant (Youth Music) to fund a national music programme to promote the use of a Gamelan with students with severe and complex needs in collaboration with MMU. • Musician in residence won an award for technology – research into music technology and communication. • Working with PZ Cussons on a world leading innovation project • Working towards Rights Respecting Schools award. • Completed a safeguarding peer review with local special school.
--	--

The context of the school

‘For the children, young people and adults in our care to be safe, happy and to achieve the best possible life outcomes so that they are valued and valuable members of their communities’

The Royal School Manchester is a national resource, a residential, co-educational, non-maintained provision. All pupils admitted have Statements of Special Educational Need or Education Health and Care plans. Children and young people are referred to us from local authorities/social workers and directly by families.

Prospective pupils are assessed prior to entry to ensure they meet admission criteria.

The social and economic backgrounds of pupils within School are mixed. The incidence of black and ethnic minority families is low: 17% of the school population at 01.09.15.

The School takes pupils from across the United Kingdom, representing 24 Local Authorities which makes up the School’s notional catchment area.

A higher proportion of referrals are being received from the NW region with 81% of the school population coming from this area in September 2015. Children and young people attend as day pupils, several of whom access some short-break (respite) provision or as residential pupils. This includes weekly and termly boarding as well as 52 week placements to meet both individual and family needs.

The School’s primary aim is to raise achievement and facilitate the progress of pupils through appropriate and effective communication systems thus enable them to make choices and decisions about their lifestyles and improve life outcomes. School offers an extended curriculum, including after school clubs, focused on the development of daily

living skills including key skills, delivered through individualised programmes. The severe, complex and diverse needs of the pupils, necessitates individually planned programmes of study and learning to take account of the distinct learning needs and styles of the students.

All pupils have severe and complex learning difficulties and/or disabilities with pupils working below the standard of the National Curriculum tests. Consequently, pupil's attainment, when judged against National Standards, will appear disappointing. We believe that pupils' achievement is high in respect of their progress against their starting points. Individualised learning programmes ensure skills and knowledge for pupils are prioritised and resources provided to maximise their teaching and learning opportunities.

OUTCOMES

RSM is Outstanding because:

- Individual priorities are identified to ensure engagement and progress of all learners
- Consolidation and transference of skills across settings are strengths
- Progress from students starting points is good or better: evidence from IEP achievement, annual review reports, P Level data and parent feedback
- The impact of successful multi-disciplinary working is significant and makes student achievement outstanding overall.
- Functional key skills.
- Highly individualised approach secures progression of every student and progress over time.
- Throughout each key stage across the curriculum and in English and Maths pupils make substantial and sustained progress.
- Preparation for next stage– work experience, independence.

Data from 2014/2015 – P-levels CASPA analysis of data.

Key Stage	Above Expected Progress	Expected Progress
1	100%	
2	31.25%	68.75%
3	4.5%	95.5%
4	3.8%	96.2%
5 (16+)	38.9%	61.1%
Students in receipt of PP	7.1%	92.9%

What RSM needs to do to improve further:

- The staffing ratio is commonly 1:1 to facilitate pupil's full access to the curriculum. *High levels of support can lead to over dependency:*
- Foster an increased expectation of higher achievement to increase independence for all students
- Raise standards by continuing to improve assessment processes.
- Further develop ways of supporting students to contribute to school life
- Work experience makes best use of community opportunities and meets the preferences and interests of students
- Therapy is consistent with identified student needs and evidence of improved educational outcomes for therapy measured effectively
- Further support access to learning and the development of communication skills through ICT
- Review accreditation to ensure students are challenged in Literacy and numeracy.

IEP achievement February 2016

overall	Male	Female	Autism	MSI	PMLD	SLD	Complex	White British	Ethnic Minority Heritage	Pupil Premium Discretionary Bursary
79%	79%	84%	81%	83%	37%	85%	78%	79%	83%	76%

- Work towards achieving the Arts Mark Award. In July 2015 a specialist art teacher was appointed. The school is on the path to obtain Arts Mark status (An award by Arts Council England), create links with local art institutions and enhance outreach and collaboration opportunities, coordinate school wide art projects.

- Pupil Premium The amount received for the period September 2014 to 31 August 2015 was £6434.00. 100% of students receiving pupil premium made expected progress in P-level attainment in comparison with other pupils of similar SEN category in receipt of pupil premium. The amount received for the period September 2015 to December 2015 is £8883.00, there are 7 pupils receiving pupil premium. A multidisciplinary decision is taken to determine how this is spent for each student. Items purchased support the development of independence, communication and physical skills.
- **EFA PE and Sports Premium:** The school received £5,500 2014-2015; A sum of £5,000 has been received for 2015 -2016.
- In 2014/2015 96% of students Key stage 3 and above achieved accreditation through ASDAN.
- Duke of Edinburgh award: Twelve school students achieved their bronze awards in 2014 with a further cohort to continue to silver in 2015/16 and a new cohort starting the bronze award.
- The musician in residence incorporates technology in to the music curriculum to increase students motivation and reach potential. This innovative work is breaking new ground in interactive technologies and music and we are excited about the outcomes for the students.

Quality of teaching

RSM is Outstanding because:

- Great strength is the planning for individual needs.
- Liaison between home and school enable parents/carers to build on achievements.
- Team work a strength.
- Staff development and training
- OTL is robust and includes managerial and peer observation, learning walks and drop ins.
- Improvement plans are put in place following OTL
- Strategies to engage learners are based on individual needs and are often inspirational

What RSM needs to do to improve further:

- Liaison between house/school to enable carers to build on achievements.
- Ensure high expectations to ensure student potential is achieved.
- Ensure key skills are functional
- Further promote mirror modelling to develop student independence

<ul style="list-style-type: none"> • Teachers and support staff have very high expectations for students • Students make very good progress from their starting points. • 80% lessons observed October 2015, March 2016 – judged good or better Following re-observation 100% judged good or better. <p>Summaries from outstanding lessons -</p> <ul style="list-style-type: none"> • Students learning and demonstrating progress in valuable skills that will benefit them in the future. Evident in recording and through observation of the group. • Team demonstrated an excellent attitude, had a very caring and respectful approach. • Well-planned lessons with relevant and challenging targets. • Students learning, engaged, challenged and developing communication skills. • Staff skills and knowledge of students evident. Staff showed excellent skills at managing the students learning and ensuring they stayed on task. • Excellent pace of session and smooth transitions. • Behaviour managed very effectively • Progress made by the students over time excellent. • Wide range of age appropriate experiences given to students including educational trips and visits 	<ul style="list-style-type: none"> • Develop a culture of self-evaluation and reflection amongst teaching staff. <p>Where teaching fell below standards - 20% lessons observed - areas for improvement were identified as:</p> <ul style="list-style-type: none"> • Lesson content and language used too complex • Poor decisions in staff deployment and utilisation of staff numbers. • Independence was not successfully promoted and students over-supported in sessions. • Level of challenge could have been increased. • Achievements not shared with the students.
--	---

Behaviour and Safety

<p>RSM is Outstanding because:</p>	<p>What RSM needs to do to improve further:</p>
<ul style="list-style-type: none"> • The Trust displays its core values of Respect, Trust, Integrity, Aspiration and Collaboration around the site. British Values are promoted through staff behaviours, the curriculum, assemblies, student council, theme days and events. • Person centred ethos embedded throughout the school. • The physical development of all students is an integral part of the curriculum and a wide range of therapies, facilities and physical opportunities are accessible for all students. Physical outcomes for some students exceed expectation. • Positive Behaviour Management Coordinator who leads on training and support across the Trust • Positive Behaviour Management Training Programme (BILD approved) • Database to record, monitor and allow the analysis of behaviour incidents • Students find it very challenging to express their views due to their very complex communication difficulties, Staff support students to express their views through sign, symbols, photos and pictures. 	<ul style="list-style-type: none"> • Improve staff recruitment processes and capacity within the staff team to reduce agency support. • Review and Improve medical systems and protocols in school. • Some resources have been identified and are to be tried through PHSE / ICT / other lessons and across the curriculum. This needs further development. • The school has an Acceptable Users Policy which is well known but it only covers pupils – Training to be delivered regarding AUP in May 2016. – will link with e-safety policy training. • Further develop training staff training and approaches to positive behaviour management.

<ul style="list-style-type: none"> • Students are always supported ensuring a high level of protection from harm. • Students are supported to learn to keep themselves safe in all situations including e-safety. • Important to me bag's' • individual support plans • Safeguarding is considered paramount across the Trust with robust policies and procedures in place shared with all staff – safeguarding audit, e-safety training. Safeguarding training is current and reviewed regularly with refreshers and updates for all staff • Awareness training on radicalisation and extremist behaviour, child sexual exploitation, e-safety, domestic violence, sexual exploitation, female genital mutilation and forced marriage • All staff have received a copy of the Prevent Duty, June 2015 and Keeping Children Safe in Education July 2015. • Safeguarding policy, Do the Right Thing Policy, Anti-Bullying Policy, Equality & Diversity policy • A plan is in place for Directors, Governors, Senior Leaders, staff and volunteers will complete online training to develop their awareness of the Prevent Duty and relevant processes. This will ensure everyone understands the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable • named DSOs (Designated Safeguarding Officers) • named governor with responsibility for safeguarding • Multi Agency Safeguarding Board which meets termly • Complaints Procedure • Moving & Handling training, Pool safety training • Individual risk assessments and Individual fire evacuation risk assessments for all pupils • Fire Marshals in School • The school website has internet safety links to support and inform parents and carers. Parents and carers know who to contact if they are worried about e-safety issues. • Over the year to date attendance is 91%. Absence is related to fluctuations in students health. 	<ul style="list-style-type: none"> • Further develop a culture of self-reflection and self-evaluation within the staff teams.
Leadership and Management	
RSM is Outstanding because:	What RSM needs to do to improve further:
<ul style="list-style-type: none"> • Leaders and managers continue to pursue excellence by driving forward improvements ensuring we provide the best possible educational outcomes for students • The school is aware of where there are areas for improvement and addresses them in a timely manner 	<ul style="list-style-type: none"> • Governors complete self-evaluation and develop governor action plan • Strategies and interventions to support students are consistent across school and care.

- | | |
|--|--|
| <ul style="list-style-type: none">• Leaders and managers have high expectations of the students and staff and provide focused professional development and support for all• Staff enthusiasm for and commitment to CPD• A performance management culture is in place for all staff in the organization.• The school engages effectively with parents• Data for student attainment, incidents of challenging behaviour, destination upon leaving, work experience, parents views etc is collected, analysed and supports the progress of improvement plans.• Quality assurance systems are in place at all times and standards are constantly under review. We have Investors in People and Positive about Disabled People status. Parents are encouraged to participate in activities both formal and informal and are supported by the family link worker.• Leaders and managers have rigorously addressed areas for improvement and worked towards best practice across all areas since the previous inspection.• Safeguarding is critical across the Trust with a rolling programme of training for all staff. The Directors of Education, Care and the Registered Managers are all DSO's. The Trust operates an independent Safeguarding Board, consisting of internal and external professionals including Directors and the Local Authority leads for Safeguarding that meets termly.• A safeguarding audit has recently been carried out with a local special school.• Training and support for governors which enables them to offer both support and challenge to school managers. Governors are better informed and more involved in school activities and participate in learning walks. | <ul style="list-style-type: none">• Medical services are person centred and integrated in to the school.• Improve the staffing structure, roles and responsibilities to increase time allocated to middle managers to support the head of school to undertake strategic development• Continue to work with HR to improve the recruitment processes to ensure vacancies are kept to a minimum and additional capacity ensures cover during absences and in the event of staff resignations. |
|--|--|