

Royal School Manchester Self Evaluation Statement

2016- 2017

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

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 20% of the school population at 01.09.16. The School takes pupils from across the United Kingdom, representing 26 Local Authorities which makes up the School’s notional catchment area.

A higher proportion of referrals are being received from the NW region with 70% of the school population coming from this area in September 2016. 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 and communication difficulties and/or disabilities. 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.

Previous 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>Transition tracker for first term transitioning to a new class group.</p> <p>IEP/ transition document and Independent travel plans</p> <p>Developed a 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 – Intervenor, ASC trained staff, Increased number of 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"> <li>• Working towards TSS joining with Teaching School Alliance November 2016 evidence includes:</li> <li>• Published articles, SEN magazines, DBI International, BATOD.</li> <li>• Presentations at National and International conferences</li> <li>• Audiologist delivering termly lectures at Manchester University</li> <li>• 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. Completion of the Youth Music funded Gamelan project – extended training of the RSM staff in order that they can continue to develop and refine use of the gamelan. Written programme of work which will be used to deliver a series of workshops carried out for staff.</li> <li>• Musician in residence won an award for technology – research into music technology and communication. Developing low-cost customised music technology, in order to encourage the students at Royal School Manchester to interact with their surroundings and to improve their lives.</li> <li>• Working with PZ Cussons on a world leading innovation project</li> <li>• Working towards Rights Respecting Schools award.</li> <li>• Completed a safeguarding peer review with local special school. Future development to be rolled out to other schools. Ofsted rated the peer review effective safeguarding practice - Recent support work with another local special school has brought a further level of challenge and the sharing of expertise.</li> <li>• Piloting the MSI outcome measures as part of the NatSIP Grant programme, with SENSE.</li> <li>• The North West Intervenor network meetings and training programmes are now hosted and supported by Seashell Trust</li> </ul>

**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 pupils make substantial and sustained progress.
- Preparation for next stage– transition , work experience, independence,
- Work experience makes best use of community opportunities and meets the preferences and interests of students- July 2016 all targets had been achieved, 50% Yr 13 students had off-site work placements and 80% of Year 14 students had accessed off- site work experience. Placements and community partners include: Café Unity, Argos Travel, Astra Zeneca, Manchester Museum, Whitworth Gallery a local charity shop and the local farm. Students have also been visiting the Whitworth Gallery and this year 2016-2017 some students will be given work experience placements at the gallery. Strong links have been established with the Whitworth gallery leading to the appointment of a new school Governor
- Post 16 students visited Manchester museum to participate in Culture Shots. The aim was to encourage people of all ages and circumstances to participate in art and cultural activities and find out how culture can enhance health and well-being. Students displayed their art work and ran a workshop in the museum foyer.
- Completion of the Youth Music funded Gamelan project – extended training of the RSM staff in order that they can continue to develop and refine use of the gamelan. Written programme of work- series of workshops carried out for staff.
- Technology – research into music technology and communication. Developing low-cost customised music technology, in order to encourage the students at Royal School Manchester to interact with their surroundings and to improve their lives.
- Therapy is consistent with identified student needs and improves educational outcomes.
- 100% of parents who completed and returned annual satisfaction questionnaires were satisfied with the schools service and the progress their child is making:

**Comments from parents:**

“In the few months since H has started at Seashells I have noticed progress in several areas particularly in speech & language and physical progress”.

“Our son is 8 and attends Seashell and is profoundly affected by his autism. Since his move from mainstream schooling, Seashell has transformed his life in the two years he has attended, and that of our family.

“We know that D has really made a difference this year and it is incredible that what started out as a way of achieving the silver D of E - has inspired so many and will help his entire peer group at school.”

“We are extremely pleased with the overall support that Seashell provides for J (as shown in his P Level progress) and it is obvious to us that you manage a highly motivated and skilled team.”

“We continue to be delighted with all aspects of E’s educational provision at Royal School Manchester. We have complete confidence in the ability of the staff to recognise E’s individual needs and to deliver a programme that fully meets those needs.

**Data from 2015/2016 – P-levels CASPA analysis of data.**

Key Stage Overall average	Above Expected Progress	Expected Progress
1	33%	67%
2	14%	86%
3		100%
4		100%
5 (16+)	43%	57%
Pupils 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
- Aim to reduce support levels and support pupils making exceptional progress to transition back to LA provision.
- 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
- Accreditation links to students destination goals to ensure relevance and sufficient challenge.
- Further support access to learning and the development of communication skills through ICT
- Work towards achieving the Arts Mark Award. Create links with local art institutions and enhance outreach and collaboration opportunities, coordinate school wide art projects.
- Research provides evidence based practices to improve outcomes.
- Parents would like more support regarding future transitions.

IEP achievement 2016

overall	Male	Female	Autism	MSI	PMLD	SLD	Complex	White British	Ethnic Minority Heritage	Pupil Premium Discretionary Bursary
Feb 2016 79%	79%	84%	81%	83%	37%	85%	78%	79%	83%	76%
July 2016 77%	77%	75%	80%	77%	39%	83%	87%	77%	76%	80%

- In the PMLD cohort 2 students have complex health needs and longer term target setting can be difficult due to changes in their physical state and function. The focus is always to maintain progress made but also to set targets that challenge students and may be achievable if health remains stable for a period of time.
- **Pupil Premium** The amount received for the period **September 2014 to 31 August 2015** was £6434.00. Data from Caspa comparison of progress versus expectation showed 100% of students receiving pupil premium made expected progress in P-level attainment during this period.
- The amount received for the period **September 2015 to July 2016 was £18,099.17**. Data from Caspa comparison of progress versus expectation showed 92% of students receiving pupil premium (12/13 pupils) made expected progress in P-level attainment during this period and 8% (1 pupil) made above expected progress. Students receiving pupil premium achieved 80% of their individual education targets for the period Feb 2016 to July 2016.
- A multidisciplinary decision is taken to determine how pupil premium 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 received for 2015 -2016.** Funding used for staff training Jabadao – early movement play –has been a great success and is now being incorporated in to the curriculum and is fully supported and developed by therapists and teachers. Weekly delivery of little sports coaching. – **97.5%** of students made expected or better progress in P Levels – PE. The little sports coaching staff provided engaging sessions for students and inspiration for staff as to how to present sports day and similar events. Two LSA’s now rebound trained and able to deliver sessions to students. LSA’s have delivered planned sessions and have also been able to deliver sessions when Physio Assistant/OT have been absent ensuring students access their allocated time on the trampoline.
- **In 2014/2015** 96% of students Key stage 3 and above achieved accreditation through ASDAN.
- **In 2015/2016** 100% of students completing a full academic year in Key stage 3 and above achieved accreditation through ASDAN, with 19% achieving two modules.
- 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. In 2015/2016 seven pupils gained their Silver Duke of Edinburgh awards following a 2 night residential at Conover Hall and six pupils gained their Bronze awards.
- 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	
<p><b>RSM is Outstanding because:</b></p> <ul style="list-style-type: none"> <li>• Great strength is the planning for individual needs.</li> <li>• Liaison between home and school enable parents/carers to build on achievements.</li> <li>• Team work a strength.</li> <li>• Staff development and training</li> <li>• OTL is robust and includes managerial and peer observation, learning walks and drop ins.</li> <li>• Improvement plans are put in place following OTL</li> <li>• Strategies to engage learners are based on individual needs and are often inspirational</li> <li>• Teachers and support staff have very high expectations for students</li> <li>• Students make very good progress from their starting points.</li> <li>• High level of teaching expertise amongst teaching staff in specialist areas MSI, Autism, hearing and visual impairment is a strength.</li> <li>• Specialist input for multi-sensory impaired learners is a strength – 3 qualified MSI teachers, 10 qualified Intervenors, 1 full time habilitation support worker.</li> </ul> <p>• <b>80% lessons observed October 2015 – judged good or better. Following re-observation 90%</b></p> <p>• <b>80% March 2016 – judged good or better</b></p> <p>• <b>Following re-observation in March 100% judged good or better.</b></p> <p><b>Summaries from outstanding lessons –</b></p> <ul style="list-style-type: none"> <li>• Students learning and demonstrating progress in valuable skills that will benefit them in the future. Evident in recording and through observation of the group.</li> <li>• Team demonstrated an excellent attitude, had a very caring and respectful approach.</li> <li>• Well-planned lessons with relevant and challenging targets.</li> <li>• Students learning, engaged, challenged and developing communication skills.</li> <li>• Staff skills and knowledge of students evident. Staff showed excellent skills at managing the students learning and ensuring they stayed on task.</li> <li>• Excellent pace of session and smooth transitions.</li> <li>• Behaviour managed very effectively</li> <li>• Progress made by the students over time excellent.</li> <li>• Wide range of age appropriate experiences given to students including educational trips and visits</li> </ul>	<p><b>What RSM needs to do to improve further:</b></p> <ul style="list-style-type: none"> <li>• Liaison between house/school to enable carers to build on achievements.</li> <li>• Ensure high expectations to ensure student potential is achieved.</li> <li>• Ensure key skills are functional</li> <li>• Further promote mirror modelling to develop student independence</li> <li>• Develop a culture of self-evaluation and reflection amongst teaching staff.</li> <li>• 2/14 teachers fell below the expected standard of teaching, following re-observation they were judged to be good. Action plans for improvement and mentors assigned. Autism training identified as a need for one teacher.</li> <li>• Increase support for teachers prior to OTL to ensure early and effective intervention where teachers are under performing.</li> </ul> <p><b>Where teaching fell below standards - 20% lessons observed - areas for improvement were identified as:</b></p> <ul style="list-style-type: none"> <li>• Lesson content and language used too complex</li> <li>• Poor decisions in staff deployment and utilisation of staff numbers.</li> <li>• Independence was not successfully promoted and students over-supported in sessions.</li> <li>• Level of challenge could have been increased.</li> <li>• Achievements not shared with the students.</li> </ul>

Behaviour and Safety	
<p><b>RSM is Outstanding because:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Person centred ethos embedded throughout the school.</li> <li>• 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.</li> <li>• Positive Behaviour Management Coordinator who leads on training and support across the Trust</li> <li>• Positive Behaviour Management Training Programme (BILD approved)</li> <li>• Database to record, monitor and allow the analysis of behaviour incidents</li> <li>• 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.</li> <li>• Students are always supported ensuring a high level of protection from harm.</li> <li>• Students are supported to learn to keep themselves safe in all situations including e-safety.</li> <li>• Important to me bag's'</li> <li>• individual support plans</li> <li>• 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</li> <li>• All staff have received a copy of the Prevent Duty, June 2015 and Keeping Children Safe in Education July 2015.</li> <li>• <b>Learning Walk May 2016 Do staff know how we are addressing British values?</b> Evidence – Yes through curriculum, respecting likes &amp; dislikes, core values. How is it evident that we promote British values around School? Awareness of seasons and different cultures * Identification of each YP (person centred) (pen pictures) * Promotion of anti-bullying * Open communication * All-inclusive curriculum. Is the British value and Prevent Duty information in the students' 'Next Step' file? *yes – person centred * School council – views of students incorporated.</li> <li>• Safeguarding policy, Do the Right Thing Policy, Anti-Bullying Policy, Equality &amp; Diversity policy. The school has an Acceptable Users Policy.</li> <li>• 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</li> <li>• named DSOs (Designated Safeguarding Officers)</li> <li>• named governor with responsibility for safeguarding</li> <li>• Multi Agency Safeguarding Board which meets termly</li> <li>• Complaints Procedure</li> <li>• Moving &amp; Handling training, Pool safety training</li> <li>• Individual risk assessments and Individual fire evacuation risk assessments for all pupils</li> <li>• Fire Marshals in School</li> <li>• 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.</li> <li>• Over the year 2015-2016 attendance average 91%. Absence is related to fluctuations in students health.</li> </ul>	<p><b>What RSM needs to do to improve further:</b></p> <ul style="list-style-type: none"> <li>• Review and Improve medical systems and protocols in school.</li> <li>• Some resources for supporting students to understand on line safety have been identified and are to be tried through PHSE / ICT / other lessons and across the curriculum. This needs further development. Develop resources for Prevent for students with complex needs.</li> <li>• Assess Prevent duty in terms of the curriculum (what more can we do for learners to keep them safe).</li> <li>• Continue to develop staff and governor awareness of safeguarding and Prevent duty through on -going training and awareness sessions</li> <li>• Ensure SMSC curriculum is relevant to individuals and promotes functional and essential learning experiences.</li> <li>• Further develop staff training and approaches to positive behaviour management.</li> <li>• Further develop a culture of self-reflection and self- evaluation within the staff teams.</li> <li>• Further develop pupil participation in future planning and target setting, learner voice and decision making.</li> <li>• Further develop curriculum to support Duke of Edinburgh Bronze, Silver and Gold Awards.</li> <li>• Ensure transition tracker informs transitions effectively.</li> <li>• Ensure travel plans evidence students increasing independence in transitions and travel.</li> </ul>

Leadership and Management	
<p><b>RSM is Outstanding because:</b></p> <ul style="list-style-type: none"> <li>• Leaders and managers continue to pursue excellence by driving forward improvements ensuring we provide the best possible educational outcomes for students</li> <li>• The school is aware of where there are areas for improvement and addresses them in a timely manner – September 2016 - Improved the staffing structure, roles and responsibilities to support further school development.</li> <li>• Medical services are person centred and integrated in to the school.</li> <li>• Leaders and managers have high expectations of the students and staff and provide focused professional development and support for all</li> <li>• Staff enthusiasm for and commitment to CPD</li> <li>• A performance management culture is in place for all staff in the organization.</li> <li>• The school engages effectively with parents</li> <li>• 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.</li> <li>• 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.</li> <li>• Leaders and managers have rigorously addressed areas for improvement and worked towards best practice across all areas since the previous inspection.</li> <li>• 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.</li> <li>• A safeguarding audit has recently been carried out with a local special school. We have developed strong relationships with a maintained special needs primary school in the local area and carried out a safeguarding peer review. RSM and the school agreed actions following an initial audit and completed the cycle with a review of progress made against identified actions. The partner school has since been subject to Ofsted inspection, with a successful outcome and the peer review was rated as effective safeguarding practice "which brought a further level of challenge and sharing of expertise". In March 2017 senior managers from this school will be supporting OTL at RSM and RSM managers will reciprocate which will ensure a more robust monitoring of teaching &amp; learning at RSM.</li> <li>• 2 local special schools join pupils at RSM for Gamelan sessions</li> <li>• Staff from another special school have received support from RSM regarding their Autism provision A year 5 pupil is attending a local mainstream primary for PE lessons. Staff also provide disability awareness training and autism awareness to staff and children at the school.</li> <li>• 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.</li> </ul>	<p><b>What RSM needs to do to improve further:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop Governors skills through training opportunities.</li> <li>• Ensure skills best fit the governor sub-committee groups.</li> <li>• Strategies and interventions to support students are consistent across school and care.</li> <li>• 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.</li> <li>• Monitor staff well -being more effectively</li> <li>• Develop a parent portal on Sharepoint.</li> <li>• Streamline the admission and assessment processes.</li> <li>• Continue to develop managers skills through training and mentoring.</li> <li>• Ensure effective monitoring systems of Health action plans and staff training for medical needs.</li> <li>• Continue to develop the appraisal system ensuring continuous cycle of improvement and staff development leading to improved outcomes for students</li> <li>• Develop staff expertise in EYFS</li> <li>• Work as members of the teaching school alliance towards the achievement of teaching school status.</li> <li>• Develop strong relationships with 2 other special schools.</li> <li>• Introduce more rigour in to OTL</li> <li>• Achieve Arts Mark Platinum award.</li> <li>• Achieve Rights Respecting Schools Award.</li> </ul>