

Royal School Manchester Self Evaluation Statement

2017-2018

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 15% of the school population from 01.09.18. 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 85% of the school population coming from this area from September 2018. 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: September 2016	
What does the school need to do to improve further?	School Improvement and development since previous inspection 2016/2017
<p>Leaders and those responsible for governance should:</p> <p>More systematically seek the views of staff, pupils, parents and local authorities to inform their view of how well the school is doing.</p> <p>Make sure that the next steps in pupils learning is assiduously followed up.</p>	<p>RSM is now a Teaching School and National Support School</p> <p>Offer ITT placements for SEND.</p> <p>Improved assessment processes</p> <p>Improved careers education and services for young people</p> <p>Improved recording and evaluation processes</p> <p>Introduced active support to improve consistent strategies across education and care to develop the skills of children and young people to live more independent lives.</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, Increased number of teachers with mandatory qualifications in VI, HI, MSI.</p> <p>Development of the creative arts and outdoor learning provision</p> <p>Links with local schools and local authorities – both supporting school improvements through participation in learning walks and OTL.</p> <p>Stakeholders views sought at annual review, through questionnaires to staff, parents and local authorities.</p> <p>Monitoring/reporting of safeguarding</p> <p>Published articles, SEN magazines, DBI International, BATOD.</p> <p>Presentations at National and International conferences</p> <p>Rights Respecting Schools award statement of commitment completed.</p> <p>The North West Intervenor network meetings and training programmes are hosted and supported by Seashell Trust.</p>
OUTCOMES	
RSM is Outstanding because:	What RSM needs to do to improve further:
<ul style="list-style-type: none"> Individual priorities are identified to ensure engagement and progress of all learners 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. 	<p>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:</p> <p>Foster an increased expectation of higher achievement to increase independence for all students</p> <ul style="list-style-type: none"> Each week Teachers evidence where pupils are achieving with less than 1:1 or 2:1 support. Teachers evidence pupils' full access to the timetable and/or reasons why sessions have not been attended and what pupils did as an alternative session.

- 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.
- Placements and community partners include: Café Unity, Astra Zeneca, Manchester Museum, Whitworth Gallery a local charity shop and the local farm.
- 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.
- 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:

“Finding Seashell was truly a saviour; something we are grateful for every day. More recently underlying health issues became serious for J and again we were forced to take measures in order to secure his needs. Seashell were extremely professional during this period and again we are grateful for their support. He is now making such superb progress not only emotionally to deal with his health needs he has just recently started to tolerate wearing headphones we are amazed with his maturity!”

“M is a very challenging and complex young man, however Seashell have built a strong team around him, led by his fantastic teacher. The team ensure M is safe and happy during the school day and that he is challenged with learning new skills in a relaxed and controlled way. M resists change, however the team have worked hard to ensure his school day is as varied and rewarding as possible, - without causing him undue stress. This approach has resulted in him trying many new activities this year and he has produced some beautiful artwork, something I never dreamed would be possible.”

“My son has been at Seashell school since year 7, he’s currently in year 13. He has received outstanding care and education during that time, with school programmes tailored precisely to his individual needs and delivered by dedicated, experienced and very skilled staff. Progress and attainment are monitored closely, all relevant plans regularly reviewed and updated and we, as parents and step-parents, are kept fully informed both of day-to-day events and the bigger picture. He has made progress beyond all expectation, particularly in terms of his independence skills and ability to interact with others. A crucial factor in these achievements has been the close sharing of information and expectations between school and residence; this takes the form of daily verbal and physical handovers as well as regular multi-disciplinary meetings. Seashell Trust has always welcomed parents and other family members visiting, and we feel fortunate that our young person has been able to spend such critical years there.”

- EFA sports funding used for continuation of staff training for Jabadao – early movement play. This has been a great success and is now being incorporated in to the curriculum and is fully supported and developed by therapists and teachers.

- Annual review format is amended to ensure student progress and support levels are open and transparent.
- Opportunity at review to report on pupil progress or regression and amend support and therapy input to better meet pupils’ needs.

Raise standards by continuing to improve assessment processes: Action plan for statutory assessment in cognition to replace P-levels.

Further develop ways of supporting students to contribute to school life

Improve the careers structure and processes to ensure students and families receive appropriate information and opportunities about future options.

- Work experience makes best use of community opportunities and meets the preferences and interests of students
- Accreditation links to students/ parents/carers 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 Platinum Award. Continue to 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.

Data evidences priority area for further development.

Develop learning environments to include outdoor learning provision for pupils who engage better in outdoor learning opportunities.

In February 2018 the average of 58% medium term targets were achieved by pupils receiving pupil premium.

A multidisciplinary decision is taken to determine how pupil premium is spent for each student.

Medium term goal achievement 2018

over all	Male	Female	Autism	MSI	PMLD	SLD	Complex	White British	Ethnic Minority Heritage	Pupil Premium
Feb 2018 66%	65%	70%	64%	64%	44%	75%	85%	63%	75%	58%
July 2018 77%	77%	76%	76%	81%	40%	78%	90%	75%	83%	75%

75%of end of key stage goals were achieved in July 2018. The target was for 80% to be achieved. 4 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.

IEP’s were reviewed and moderated. Whilst the evaluation showed that staff have a very good understanding of each student and the judgements they are making, the data set is concerning.

Governors examined the evaluation sheets that staff are using. It was agreed that:

- There are now 10 staff (teachers and TA's) trained in delivering rebound. This training will continue to be offered to staff each year.
- TA'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. Wood bank park track hire - Students have the opportunity to develop skills in a community space much larger than school can offer. The track is enclosed which promotes independence in a safe environment. Students are able to walk or cycle round the track and take part in javelin, hammer throw and shot putt activities.
- Dance tutor supports teaching staff to deliver a session for up to 10 children with a range of SLD including wheelchair dancing.
- Purchasing a bowling set to promote group games and turn taking.
- Circus ology- provided learning opportunities beyond teaching staff's abilities.

ASDAN results 2016/2017 were:

- **100% of students completed and passed at least one ASDAN module Key Stage 3 and above.**

ASDAN 2017-2018

- **100% of students completed and passed at least one module Key stage 3 & above.**
- **2017/2018 Duke of Edinburgh award:** Four school students achieved their bronze awards in concluding the award with a one night expedition at Linnet Clough scout camp. Four students completed their silver awards and concluded with a two night expedition at Linnet Clough scout camp.

Data from 2017/2018 – P-levels CASPA analysis of data.

Key Stage Overall average	Above Expected Progress	Expected Progress	Below Expected progress
2	10%	50%	40%
3	-	100%	-
4	-	100%	-
5 (16+)	-	100%	-
Pupils in receipt of PP	-	79%	21%

P- Level data analysis shows that 79% of pupils receiving pupil premium made expected progress.

Over all curriculum areas 86% of pupils made expected progress.

86% made expected progress in Language and Literacy.

88% made expected progress in maths and 6% made above expected progress

In Personal and Social Development 79% made expected progress and 15% made above expected progress.

Science – 10% made above expected progress, 75% made expected progress.

Post 16 students - language and literacy 100% of students made expected progress.

In maths 95% of post 16 students made expected progress

- School should restrict the number of targets that are set to 10
- School should set clear cut off dates for data collection
- Consider how lessons are evaluated qualitatively (given that this may not need to be done on the current evaluation sheet because the data may not be useful in its current form), to help teachers plan effectively. This will help the school to continually review the relevance of provision.
- Consider capturing when children have mastered something within the daily assessment, rather than showing the number of opportunities that were provided.
- Put targets onto key fobs so that everyone is aware of them
- Prioritise long term goals to ensure the journey is meaningful

Pupil Premium The amount received for the period **September 2017 to July 2018 was £11,545**

Items purchased support the development of independence, communication and physical skills. Caspa comparison of progress versus expectation shows 21% of pupils receiving pupil premium made less than expected progress, pupils' achievement of IEP targets shows an improvement from 58% achievement in February to 75% in July however, still falls below the expected outcome of 80%.

EFA sports fund: There were 11 Key stage 2 pupil eligible for this fund. Caspa comparison of progress versus expectation shows that Key stage 2 - 70% made expected progress 30% (3 pupils) fell below expected progress and none of this group exceeded expectations. Use of sports fund to be reviewed to improve outcomes.

Reasons why 3 pupils fell below expected progress:

2 pupils remained at the same level as last year and made one pivot progress (from 6c to 6b - but this wasn't enough to keep on the same trajectory as the pupil was on with their previous results)

P- Level data analysis shows that over all curriculum areas 12% of pupils made below expected progress.

6% made below expected progress in maths.

In Personal and Social Development 6% made below expected progress.

Science -15% below expected progress.

5% of post 16 pupils fell below expectations in maths.

Where students were falling below expected progress according to CASPA data analysis of P-levels this was due to:

Some of the students who were identified as falling below expectations in subjects overall were from a single class group whose teacher felt previous assessments had been overgenerous and had identified skills that the student hadn't generalised to a range of settings. This affected the results for language and literacy and maths. Other students identified were those in key stage 1 and 2. The P level assessment didn't show that they had made any progress in areas such as science and ICT, nor had they regressed in these areas.

Moderation processes require more rigour and improved assessment and recording processes are in place from September 2018 and will better evidence pupil progress.

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. Local authority representatives and managers from local SEN primary school also participate in OTL and learning walks.
- Improvement plans are put in place following OTL
- Strategies to engage learners are based on individual needs and are often inspirational
- Teachers and support staff have very high expectations for students
- Students make very good progress from their starting points.
- High level of teaching expertise amongst teaching staff in specialist areas MSI, Autism, hearing and visual impairment is a strength.
- Specialist input for multi-sensory impaired learners is a strength – 4 qualified MSI teachers, 10 qualified Intervenors, 1 full time habilitation support worker.

Observations of Teaching and Learning 2017 - 2018

Month/year	Grade 1 outstanding	Grade 2 Good	Grade 3 Requires improvement	Grade 4 Inadequate	Number of formal observations	Number of additional formative observations	Re-observation
2017 Autumn	17%	83%			12	4	0
2018 Spring	8%	77%		16%	13	3	2
2018 Summer	12.5%	81%	6.5%		16		1

All lessons observed in the Autumn term 2017 were good or better. In the Spring term 2018 two lessons fell below the expected good or better. One was a new teacher who was in the first half term of the post. The second lesson that was below standard was an unqualified teacher who requires further training and mentoring, this teacher has now resigned. In the Summer term one lesson fell below the expected good or better, this teacher had a personal issue that was impacting on her teaching, she too has now resigned.

Summaries from outstanding lessons –

This was an outstanding lesson as the students were clearly learning and progress was evident throughout the session. The session was well structured, pace was excellent and students were anticipating the next activity. Staff demonstrated excellent communication skills and understanding of the students' needs.

This was an outstanding lesson. All the students were engaged and involved in their learning and were highly motivated by the purposeful tasks they were doing. Staff demonstrated excellent communication and interaction skills and clearly knew the students very well. A range of environments were used well for learning and were highly appropriate to each student.

This was a good lesson with some outstanding elements, particularly teacher's skilled and intuitive communication with distressed student. The session was well planned and organised, good staff deployment supported the management of the group and enabled learning to take place.

What RSM needs to do to improve further:

Liaison between house/school to enable carers to build on achievements – Level 3 champion role for liaison.

Ensure high expectations to ensure student potential is achieved.

- Next steps in pupils learning is assiduously followed up by teaching and support staff.
- Students make better progress in lessons evident in their records of achievement and attainment levels
- Further promote mirror modelling to develop student independence

Ensure key skills are functional

- Develop MSI curriculum to better meet the needs of MSI learners across school.

Develop a culture of self-evaluation and reflection amongst teaching staff.

Improve the OTL process by:

- Introducing more rigour by inviting other school and local authorities to participate in OTL.
- Peer observations incorporated in to termly OTL – 3 shorter observations each year.
- Introduce new process for OTL including peer observations with manager.
- One OTL per term 20 mins observation
- 100% of teaching is good or better - Teachers and managers agree the standards required for teaching to be outstanding.
- Teachers ensure practice meets these standards.
- From September 2017 3 x observations to include teacher & manager.
- More robust observations to include other schools and LA representatives.
- New teachers to receive a mentor and regular training on individual programmes and RSM curriculum
- Training for teachers and HLTA's on setting destination goals

Where teaching fell below standards - areas for improvement were identified as:

More support to develop conversations with MSI pupils using Hand under Hand approaches to exploring and communication

Waiting time for each student- managing this so there is no waiting.

Appropriate positioning. Staff positioning in relation to students.

Developing visual and tactile skills – incorporated into session.

More evidence of developing independence skills for students.

Behaviour and Safety	
RSM is Outstanding because:	What RSM needs to do to improve further:
<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. • Plan for EFA sports grant fund to further develop staff skills and expertise in PE • Positive Behaviour Management Coordinator who leads on training and support • 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. • 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 Prevent duty and channel training. • All staff have up to date training on Keeping Children Safe in Education statutory guidance. • British values Addressed through curriculum, respecting likes & 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. • Safeguarding policy, Do the Right Thing Policy, Anti-Bullying Policy, Equality & Diversity policy. The school has an Acceptable Users Policy. • A rolling training programme for Directors, Governors, Senior Leaders, staff and volunteers to 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 • 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 2017-2018 student attendance average was 88.75%. Absence is related to fluctuations in students health.5 pupils attendance fell well below 85% all were due to complex and urgent medical procedures. • Reviewed medical systems and protocols – school nursing team based in school – 1 nurse + 4 HCA's 	<ul style="list-style-type: none"> • 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. • Assess Prevent duty in terms of the curriculum (what more can we do for learners to keep them safe). • Continue to develop staff and governor awareness of safeguarding and Prevent duty through on-going training and awareness sessions • Ensure SMSC curriculum is relevant to individuals and promotes functional and essential learning experiences. • Further develop staff training and approaches to positive behaviour management. • Further develop a culture of self-reflection and self- evaluation within the staff teams. • Further develop pupil participation in future planning and target setting, learner voice and decision making. • Further develop curriculum to support Duke of Edinburgh Bronze, Silver Awards. • Ensure transition tracker informs transitions effectively. • Develop and embed outdoor learning opportunities across the curriculum. - Range of resources built and set-up in the forest school to enhance outdoor learning opportunities. • All classes to use the forest school for outdoor learning in a range of subjects, positively impacting the progress and attainment. • Establish a safe lock down procedure for the school

Leadership and Management	
<p>RSM is Outstanding because:</p> <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 – September 2016 - Improved the staffing structure, roles and responsibilities to support further school development. • Medical services are person centred and integrated in to the school. • 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. 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 & learning at RSM. • 2 local special schools join pupils at RSM for Gamelan sessions • 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. 	<p>What RSM needs to do to improve further:</p> <p>Systematically seek the views of other stakeholders including staff, pupils and local authorities to inform the view of how well the school is doing:</p> <ul style="list-style-type: none"> • Parent views – monitored by school administration, • Local authority views requested by school admin at time of review advice being submitted. • Staff views sought through survey and input in to school development planning. • Continue to develop Governors skills through training opportunities. • Ensure skills best fit the governor sub-committee groups. • Strategies and interventions to support students are consistent across school and care. • 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. • Monitor staff well -being more effectively <p>Further develop a parent/pupil blog on Sharepoint.</p> <ul style="list-style-type: none"> • Parents access the trusts Facebook page • Staff ensure information for social media is passed to the marketing team to ensure parents are kept updated . • Streamline the admission and assessment processes. • Continue to develop managers' skills through training and mentoring. • Ensure effective monitoring systems of Health action plans and staff training for medical needs. • Continue to develop the appraisal system ensuring continuous cycle of improvement and staff development leading to improved outcomes for students <p>Develop staff expertise.</p> <ul style="list-style-type: none"> • Rolling programme of individual programme and mirror modelling, intensive interaction and life is a curriculum. • Support the ITT programme for the MTSA. • Develop strong relationships with 2 other special schools. • Introduce more rigour in to OTL • Achieve Arts Mark Platinum award to support the achievement of teaching school status. • Achieve Rights Respecting Schools Award.