

Graham Reeves Ltd

for

The Isle of Man Department of Education, Sport and Culture

External Validation of the School Self-Review and Evaluation

Manor Park School

Introduction

Each school on the Isle of Man is expected to conduct a School Self-Review and Evaluation (SSRE) using an approach devised by the Department of Education, Sport and Culture (DESC) in consultation with the schools. Graham Reeves Ltd has been commissioned by the Department to carry out an external validation of each school's SSRE. The validation of the Manor Park SSRE included a visit to the school on Wednesday 20th June 2018. The visit was made by Howard Marshall. He worked alongside Riss Forrester, headteacher, and Caroline Savin, representing the DESC's Education Improvement Service.

Context

Manor Park Primary School is situated at the heart of Pulrose and Spring Valley in Douglas. The catchment area consists entirely of local authority housing. Almost all pupils live in the catchment area.

There are 96 pupils on roll. They are organised into four mixed-age classes.

There are six full-time equivalent teachers, including the headteacher. In addition, there are four members of the classroom support staff and a Child and Family Support Worker.

There has been considerable staff turnover over recent years. This has had an adverse effect on the school. The staffing situation is now much more stable.

36 per cent of pupils are on the register of special educational needs. This is higher than the Island average. 52 per cent of pupils receive free school meals. This is considerably higher than the Island average. No pupils are learning English as an Additional Language.

Focus of the Validation

The validation of the SSRE covered the full range of the school's judgements but focused on three specific aspects. These were

- **Personal Development**
- **Achievement Against Prior Attainment**
- **Teaching for Learning**

Personal Development

The school judges this aspect as 'effective'. It was chosen for consideration in order to confirm that:

- Growth mindset language and positive attitudes in classrooms demonstrate that pupils are willing to take risks and challenge themselves
- The majority of pupils have a strong sense of well-being, and develop in an age appropriate way both socially and emotionally
- The very large majority of pupils enjoy reading
- The school deals with bullying effectively
- Personal Development can be judged as 'Effective' overall

Achievement Against Prior Attainment

The school judges this aspect as 'very effective'. It was chosen for consideration in order to confirm that:

- Progress in the Foundation Stage is 'Inspirational'
- Achievement against prior attainment is 'very effective' in Key Stage 1
- Achievement against prior attainment is 'effective' in Key Stage 2
- In all classes pupils demonstrate progress in their learning
- Achievement against Prior Attainment can be judged as 'very effective' overall

Teaching for Learning

The school judges this aspect as 'effective'. It was chosen for consideration in order to confirm that:

- The language of growth mindset is evident in all classroom displays
- In some classes pupils take responsibility for and are given opportunities to make decisions about their own learning
- All teachers provide effective 'next steps' in their written feedback
- 6R learning logs encourage pupils to examine and reflect on success and next steps
- All teachers have a very effective command of subjects and courses and areas of learning with some examples of inspirational teaching
- Teaching for Learning can be judged as 'effective' overall

The Validation Activities

To check and confirm the judgments in the SSRE the validation team:

- toured the school
- observed lessons
- observed playtime and lunchtime
- looked at a number of documents
- talked with a group of teachers
- talked with a group of pupils
- talked with a group of parents

Findings

Summary

The school knows itself well. It is in a good position to plan for further improvement.

Personal Development

A recent survey indicated that all pupils are happy at Manor Park. The school has developed well over recent years and many initiatives that have been introduced are becoming embedded. For example, the introduction of growth mindset language has led the pupils to be more positive about their learning and to regard challenge as important to their progress. Our discussions with pupils and teachers, as well as classroom visits, indicate this is at a developing level. Pupils informed us that they would go to 'plan B' if they were not making progress with their first strategy.

Partly as the result of a new personal, social and health education (PSHE) programme the majority of pupils have a strong sense of well-being and are developing well both socially and emotionally. The recent pupil survey was extremely positive about all areas of their personal development. Our discussions with pupils, parents and teachers supported the survey outcomes. There are few bullying issues, and these are dealt with very effectively by the school.

The validation team concurs with the school's judgment that Personal Development should be judged as 'effective' overall.

Achievement Against Prior Attainment

The school has robust systems for tracking pupil learning. This tracking shows that over 65% of pupils make 5 jumps or more in all 17 of the Early Learning Goals. In some areas all children are making expected or better progress. This is correctly judged as 'inspirational'. In Key Stage 1 over 80% of pupils make 3 or more sub levels progress in writing, reading and mathematics. This is 'very effective'. In Key Stage 2 achievement against prior attainment is 'effective'. Most pupils make 6 or more sub-levels progress in all of the core subjects. The progress made in mathematics is particularly impressive. The school's current tracking also shows that the progress is mainly at expected levels or above for this academic year, particularly in Years 1 to 4.

From the learning walks, lesson observations and assessment tracking, the school has strong evidence that pupils have a love of learning and make very good progress in lessons. The validation team's conversations with pupils, parents and teachers, and classroom observations, confirm these judgments.

The validation team concurs with the school's judgment that Achievement Against prior Attainment should be judged as 'very effective' overall.

Teaching for Learning

There is a good range of evidence to support the school's judgment in this aspect of the SSRE. Because many of the initiatives to improve the quality of teaching for learning are still to be embedded the judgment is correct. Once the developments are embedded and consistent across the school this aspect will be 'very effective'. The language of growth

mindset is evident in all classroom displays. Teachers are encouraging pupils to take responsibility to make decisions about their learning. The 'Chili Challenge' is working well with children choosing the level of their learning and recognising that learning is more likely to happen for them if they are in the 'stretch' zone rather than the 'comfort zone'. The quality of written feedback is an area that is being developed in the school. In books there is evidence that teachers are providing effective 'next steps' in their feedback and they are using 'pink to think' as a way to encourage the pupils to move forward in their learning. The '6R' learning logs are being used to encourage the pupils to reflect on their learning and what they need to do next. Each of the 6Rs is timetabled for a half term so that the pupils look at each 'learning muscle' in some detail. The school's learning observations and performance management indicate that all teachers have a very effective command of their teaching with some examples of inspirational teaching for learning.

The validation team concurs with the school's judgment that Teaching for Learning should be judged as 'effective' overall. It is likely to move to being 'very effective' in the near future.

Other Areas Considered

As well as the three specific aspects of the SSRE on which it focused, the validation team also considered other judgments and examples set out in the SSRE. It concurs with many of these, including:

- The validation team agreed that the learning environment was purposeful and calm
- There were several learning displays showing the progress made by pupils
- Leadership enthuses and inspires colleagues to do their best and share responsibility for school improvement
- Attainment isn't yet effective. Given the progress being made by pupils, attainment is likely to be judged effective across the school within two years
- There are effective communication systems in place
- The school is developing its partnerships with local schools and agencies to the benefit of the pupils
- Policies and procedures for child protection are in place and all staff understand and implement the procedures
- All staff believe there is a shared vision for the school which relates to the key aims of the school
- The additional R - respect - is known and used by the pupils in their learning
- Transition between phases of learning is very effective

In addition, the validation team is pleased to note that the school is held in very high regard by pupils, parents and staff and that behaviour is very good. When asked if there was anything else to say about the school, one parent said, 'Well done, Manor Park'

Conclusion

The SSRE is a clear document that demonstrates that the school knows itself well. With a few additions from the evaluative evidence it has the SSRE would be an exemplar of good practice. The SSRE clearly informs the school improvement plan, which would benefit from being more specific about the intended impact of some activities.

The school knows itself well. It is in a good position to plan for further improvement.

Howard Marshall
June 2018