

Manor Park Primary School

Manor Park Primary School recently took part in an external validation of its school self-review and evaluation process which involved confirming the judgments the school made about itself across certain areas. Overall it was found that the school knows itself well and is in a good position to plan for further improvement.

Three aspects were looked at in detail:

- Personal Development
- Achievement against prior attainment
- Teaching for Learning

Personal development

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.

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. Discussions with pupils, parents and teachers supported the survey outcomes. There was evidence that there are few bullying issues, and when incidents are reported they 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 in Reception 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 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

Many of the initiatives to improve the quality of teaching for learning are still to be embedded and therefore the judgment of 'effective' is correct. Once the developments are embedded and consistent across the school this aspect will be 'very effective'. Teachers are encouraging pupils to take responsibility to make decisions about their learning. Children choose the level of their learning and recognise that learning is more likely to happen for them if they are in the 'stretch' zone rather than the 'comfort zone'. In books there is evidence that teachers are providing effective 'next steps' in their feedback to move learning forward. The '6R' learning logs are being used to encourage the pupils to reflect on their

learning and what they need to do next. 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

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.

Mrs Riss Forrester

Headteacher

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