

Manor Park School

Manor Park School recently received an external validation which involved confirming the judgments it has made about itself across certain areas. For the purpose of this validation process, three aspects were looked at in detail:

- Achievement against prior attainment
- Learning and teaching
- Care

Achievement against prior attainment

The validation team agreed with the school's judgment that achievement against prior attainment is an area that 'requires action'.

The school's performance data showed that end of Key Stage 2 results indicate that progress is improving in most areas. The school's data also indicated that standards of achievement are rising generally but this data is not held in a format that means that the school is able to support its judgment. Progress is not consistent across the school and is poor in core subjects in Key Stage 1. The school has documentary evidence that children make progress in lessons and this needs to be reflected in school data.

Learning and teaching

The validation team agreed with the school's judgment that learning and teaching is 'satisfactory'.

Expectations of teachers at Manor Park are generally high and this is impacting on rising standards. There are good elements of teaching and learning, although some inconsistencies remain. The school has evidence to support its judgment that teaching across the school is normally differentiated to meet the needs of pupils. Teachers are expected to assess prior learning as part of the planning process to ensure pupils are extended and gaps in learning avoided, though this is inconsistent. Pupils are encouraged to reflect on their learning and this impacts on future provision.

Care

The validation team agreed the school's judgment that care is 'good'.

The school effectively addresses the issues of protection and safety of pupils and has thorough and extensive key policies in place to ensure pupils are safe at school, at home and in the community. Teachers monitor pupil behaviour carefully and incidents of poor behaviour are dealt with promptly. Induction procedures are in place for all children and clear procedures have been established to ensure there is a smooth transition between classes and phases. The school works very well with a number of different agencies and is often chosen for schemes due to the positive relationships the school has fostered with outside agencies. This is a significant strength.

Other areas considered

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

- The school recognises pupils' strengths in their development towards the 'six Rs' of the Island's 'Essentials for Learning' curriculum.
- A 'seventh R' has been introduced, developing the idea of respect.
- Clear safeguarding procedures and policy are in place.
- Most pupils feel that the teachers keep them safe in school.
- Most pupils enjoy being in school and think their work is interesting and fun.
- Although there has been a reduction in extreme behaviours, the school now needs to focus on tackling low level disruption.
- The school is now much better organised and environments are far more stimulating and geared towards promoting independent learning.
- Informal consultation with parents often takes place.
- Parents feel welcome in the school.

There were also some judgments with which the validation team did not fully concur (the use of 'working walls', pupils' awareness of targets, aspects of assessment).

Conclusion

The school knows itself fairly well. The school needs to ensure it has verifiable evidence to support statements included in its self-review and evaluation as it is updated.

Mrs Riss Forrester
Headteacher
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