

Manor School



Manor School

Self-Evaluation Form (2024-25)

Updated: April 2025

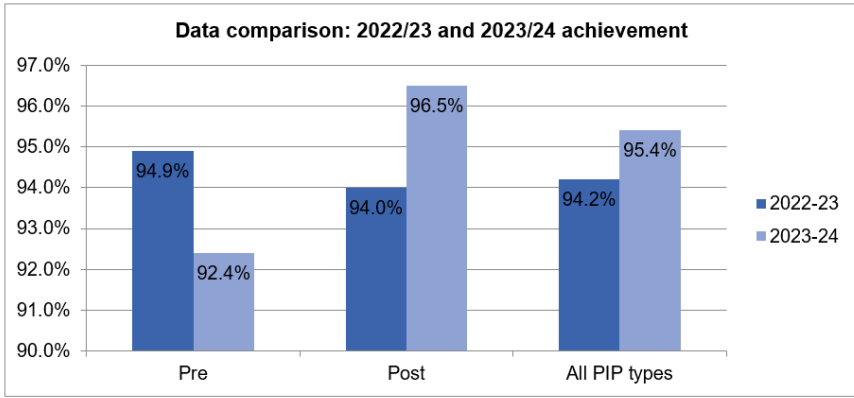
Using the updated inspection handbook (16th September 2024), this document provides contextual information and summarises the school's strengths and areas for development in relation to the following key areas: Quality of Education, Behaviour & Attitudes, Personal Development and Leadership & Management. The document signposts relevant evidence and is a reflective tool; the purpose of which is to continually enhance the quality of education provided.

School Context:

- Location and Sites:** Manor School is a special school located in the London Borough of Brent. As of September 2024, the school is situated across two sites: The Manor School Early Years Centre (MSEYC) on Bridge Road (NW10 3BX) and the primary site on Chamberlayne Road (NW10 3NT). Wembley Manor now has its own DfE number and is no longer formally part of Manor School.
- Pupil Admission Number (PAN):** Manor School's official PAN this academic year is 196 pupils, however, there are currently 204 pupils on roll. Pupils are distributed across the two sites as follows: MSEYC with 24 pupils and Manor Primary with 180 pupils. The overwhelming majority of pupils on roll are Brent residents; however, we have 14 pupils who live in other LAs.
- Pupil Needs and Provisions:** Every pupil at Manor School has an Education, Health and Care Plan (EHCP), and most (approximately 85%) of our pupils have a diagnosis of autism. The school caters to pupils with a wide range of learning needs, and we have three clearly defined provision pathways: Rosemary, Lavender, and Thyme Provisions. All pupils on roll have a learning difficulty, and most achieve significantly below age-related expectations.
- Curriculum Focus:** Besides developing academic skills, there is a firm focus on the development of functional communication, life skills, and social skills. The curriculum is well-sequenced, with a specific focus on supporting pupils to develop knowledge, skills and key vocabulary over time so that they know more, remember more, and can do more. The school's Curriculum Handbook can be found [here](#). It provides considerable detail regarding curriculum intent, implementation, and impact.
- Monitoring Systems:** Robust monitoring systems are in place to ensure that the quality of education pupils receive is consistently of the highest quality. Regular monitoring of attainment data and progress towards personalised targets and EHCP outcomes ensures that those who are at risk of not achieving their termly targets receive timely interventions. School and Trust leaders carry out frequent monitoring activities; external partners such as the school's School Improvement Specialist and Challenge Partners help to ensure that standards remain high.
- Support Services:** Manor School is part of The Rise Partnership Trust (RPT), and pupils benefit from having access to an exceptional in-house Multi-Agency Support Team (MAST) comprising Speech and Language Therapists, Occupational Therapists, and Inclusion Practitioners. Where a need has been identified, pupils also have access to an Academic Mentor. Staff work in close and effective collaboration with a range of external professionals from CAMHS, Educational Psychology, Social Care, etc.
- Safeguarding:** Leaders, including governors (Local Advisory Board Members and Trustees), have ensured that all safeguarding arrangements are robust and fit for purpose. Records are detailed and of high quality. Leaders have established a culture of safety across both sites, and an "it could happen here" philosophy helps safeguard all pupils. Staff are well-equipped to meet the complex social, emotional, sensory, and medical needs of pupils due to receiving high-quality, specialist training. According to the Annual Parent Survey in July 2024, 98.3% of parents believe that the school provides a safe and nurturing environment for their children.
- Reputation and Partnerships:** Manor School is an outstanding school and is known to be a centre of excellence both locally and further afield. Manor School was crowned "School of the Year 2019" at the inaugural National School Awards and has continued on a successful trajectory since. The school works in close partnership with several local mainstream and special schools. For example, the school currently provides support to 11 local mainstream schools that have recently established additionally resourced provisions (ARPs). The school also collaborates with Brent, Harrow, and Hertfordshire special schools (BHHAG) and schools that are part of the Pan-London Autism Schools Network (PLASN). As an RPT school, Manor School is heavily involved in supporting the recently established "Shared Horizons" Challenge Partners Hub.
- Self-Assessment:** In line with the School Inspection Handbook for September 2024, Manor School self-assesses as being 'outstanding' in each of the following areas: QoE, B&A, PD, L&M and EYFS. The handbook has been used to support self-assessment despite the fact that Manor School's next inspection will be 'ungraded.'

Latest Ofsted Inspections	Jan 2020 (Outstanding) July 2016 (Outstanding)	Latest Challenge Partners Reviews	February 2025 March 2024 (Leading)	Latest School Improvement Specialist Visits	July 2024 May 2024
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Contextual Info and KPIs Quantitative:

<p>Pupil Attendance:</p> <ul style="list-style-type: none"> • Academic Year 2022-23: 90.7% • Academic Year 2023-24: 93.0% • Academic Year 2024-25: 92.0% (as of 04.04.2025) 	<p>Safeguarding Register 2024-25 (as of 04.04.2025):</p> <p><i>Confidential – not displayed on website version</i></p>												
<p>Free School Meals / Pupil Premium:</p> <ul style="list-style-type: none"> • Academic Year 2022-23: 41.1% / 44.4% • Academic Year 2023-24: 39.7% / 42.2% • Academic Year 2024-25: 40.7% / 41.2% 	<p>English as an additional language:</p> <ul style="list-style-type: none"> • EAL: 99 pupils or 48.5% • Number of 'other' languages given as first language: 34 • Other main languages <ul style="list-style-type: none"> ○ Somalian: 10.3% ○ Arabic: 4.4% ○ Gujarati: 4.4% ○ Romanian: 2.9% 												
<p>Gender</p> <ul style="list-style-type: none"> • Boys: 158 or 77.5% • Girls: 46 or 22.5% 	<p>Pupils by year group</p> <p>Reception: 25 Yr1: 26 Yr2: 32 Yr3: 36 Yr4: 25 Yr5: 36 Yr6: 24</p>												
<p>Progress Data (2023-24)</p>  <table border="1"> <caption>Data comparison: 2022/23 and 2023/24 achievement</caption> <thead> <tr> <th>Category</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>94.9%</td> <td>92.4%</td> </tr> <tr> <td>Post</td> <td>94.0%</td> <td>96.5%</td> </tr> <tr> <td>All PIP types</td> <td>94.2%</td> <td>95.4%</td> </tr> </tbody> </table>	Category	2022-23	2023-24	Pre	94.9%	92.4%	Post	94.0%	96.5%	All PIP types	94.2%	95.4%	<p>Annual Parent Survey (2023-24) Data (59 respondents):</p> <ul style="list-style-type: none"> • My child is happy at this school: 100% agree • My child makes progress at this school: 100% agree • The school supports children to develop independence: 100% agree • The school supports my child's wider personal development: 100% agree • The school supports pupil behaviour in a positive way: 100% agree • There is a good range of subjects available to my child: 100% agree • I would recommend this school to another parent: 100% agree • My child can take part in clubs and activities at this school: 83.3% agree, 8.3% don't know and 8.3% disagree
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KPIs Qualitative 2023-24:

School Improvement Partner (2023-24) Highlights:

- *"Leaders are rightfully proud of the work they have done to create the 'Manor Promise,' a year-by-year programme of enrichment activities that staff and pupils have developed. It prepares pupils for life in the wider community and beyond Manor School"*
- *Staff feel valued and well-supported at Manor School, with survey results showing that workload is manageable and that staff feel consulted. Leaders' commitment to supporting their team is evident in initiatives like regular 'lunch and learn' sessions for sharing best practices"*
- *"Manor School plays a vital role across Brent schools in building capacity to meet the needs of pupils with autistic spectrum conditions, fostering an environment and culture where all children can thrive"*
- *"Lesson observations reflect a positive and proactive learning environment where individual needs are addressed, continuous improvement is evident, and learning is made accessible, engaging, and relevant, with a strong emphasis on communication and independence"*
- *"The school's approach to Augmentative and Alternative Communication (AAC) is thorough, innovative, and sensitive to the needs of its pupils, with initiatives reflecting a deep understanding of the importance of communication in educational settings"*

Parent View Highlights – Derived from Annual Parent Survey July 2024:

- *"The school has been phenomenal in supporting my family. Teachers and staff have gone above and beyond, providing help that I will cherish forever. I am deeply grateful for everyone at Manor School."*
- *"My son's teacher has been incredibly caring, helping him grow in learning and behaviour. His confidence has soared, knowing he can achieve his dream career, even with autism, as long as he works hard."*
- *"I am very pleased with the school's efforts for my daughter's development. They genuinely care about the children, making this school a blessing in our lives. It truly is the best for helping children thrive."*
- *"My son's life has transformed since attending Manor. He has developed numerous skills, and I'm thankful for the staff's dedication and passionate work in his growth and success."*
- *"I appreciate the family sessions for kids to develop friendships outside of class. The teachers, therapy team, and supportive staff have been wonderful. Thank you all for your hard work!"*
- *"My son has made incredible progress in communication and development, positively affecting our home life and enabling us to explore community activities we never thought he could access."*

Challenge Partners (2023-24) Highlights:

- *"The school's relevant curriculum is implemented through personalised targets bespoke to each pupil's EHCP. Class 'floor-books' show the breath-taking range of activities and learning in which all pupils engage and benefit from in their lessons"*
- *"Achievement data, comprising information from a variety of sources, shows the vast extent of pupils' progress. These are recorded as small, focused achievements in pupils' 'Small Steps' records, co-produced by teaching staff and therapists. Achievement in functional skills, such as getting dressed, has improved greatly since staff have broken the final goal into smaller steps"*
- *"The calm, positive climate for learning provides a secure environment for pupils. Pupils develop confidence and independence, knowing what they are doing and why"*
- *"Leaders are outward-looking, using their skills and experience to support other schools. Officers in the local authority deploy leaders to support work with pupils with SEND in local mainstream schools. Staff in other schools appreciate this hugely, as one said, 'an absolutely fantastic session. Very clear and engaging, keep going with the amazing support for our school'"*
- *"Pupil Voice is highly valued, helping pupils develop their roles as active citizens in modern Britain. Pupil representatives help evaluate the school improvement plan, write to the headteacher to request resources such as new scooters for the playground, and meet with local councillors to suggest changes beyond the school"*

Staff Welbee Survey (2023-24) Highlights:

- **Our staff are not pressured to work long hours.**
Ranked in the top 10% of all benchmark schools and in the top 10% of all organisations.
- **Our staff do not have unachievable deadlines.**
Ranked in the top 10% of all benchmark schools and in the top 10% of all organisations.
- **Our staff are given more supportive feedback on the work they do.**
Ranked in the top 10% of all benchmark schools and in the top 10% of all organisations.
- **Our staff have greater support from their colleagues if their work becomes difficult.**
Ranked in the top 10% of all benchmark schools and in the top 10% of all organisations.
- **Our staff are clear about what is expected of them at work.**
Ranked in the top 10% of all benchmark schools and in the top 10% of all organisations.
- **Our staff have sufficient opportunities to question leaders about change.**
Ranked in the top 10% of all benchmark schools and in the top 30% of all organisations.
- **Our staff are always consulted about changes at work.**
Ranked in the top 20% of all benchmark schools and in the top 10% of all organisations.

KPIs Qualitative 2022-23:

School Improvement Partner (2022-23) Highlights:

- “Teaching is exceptional. Staff benefit from high-quality opportunities for ongoing training. Consequently, they are knowledgeable, skilled and highly effective in their practice.”
- “Teachers’ subject knowledge is strong. Support staff and teachers work very closely together in each classroom, setting tasks for pupils which inspire and engage them to make rapid progress.”
- “Pupils love attending Manor School. They are proud of their school and have been inspired to engage with their learning because of extremely high-quality teaching and the outstanding care and commitment of the staff.”
- “The positive culture of the school is tangible, particularly with respect to behaviour and attitudes. This helps agency staff adapt their approaches as soon as they join the school.”
- “Leaders forensic approach to behaviour support means that the provision is designed so that pupils can thrive. As learning has become more accessible and meaningful for pupils, leaders have seen increased levels of engagement, and pupils developing an intrinsic sense of value and motivation.”

Parent Survey (2022-23) Highlights:

- “Teachers and all staff are always helpful, understanding and also informative when dealing with my child’s needs.”
- “Reception staff are kind and staff members go out of their way to speak to parents and offer support.”
- “I highly recommend this school, my son has developed socially and his interaction with staff members lets me know that he’s safe and happy in school; he has developed good relationships this year.”
- “Fantastic staff! A family approach and focus; my child’s views are always considered and young people are guided to great outcomes. A home away from home!”
- “Manor School cares about their students like they are their family. My daughter has improved a lot with their hard work and care on her progress.”
- “They are special and they deserve all the best for being very professional and supportive to their students and parents. Thank you so much Manor School!”

Challenge Partners (2022-23) Highlights:

- “The clear vision to offer pupils a highly personalised and aspirational curriculum focusing on developing functional communication and preparation for adult life is embedded. It focuses on knowledge, skills and vocabulary in preparation for pupils’ secondary journey; strategically planning for Manor School returning to solely primary.”
- “The three questions ‘Why this?’, ‘Why now?’, and ‘What’s next?’, support planning and pedagogy ensuring the curriculum is appropriate and personalised. This is evidenced through the provision pathways.”
- “Senior leaders embody the school motto ‘Love, Learn, Laugh’. It infuses the day to-day experiences of everyone in the school.”
- “A rich professional development offer ensures staff have the skills to support pupil learning. Through coaching, this is differentiated, and person centred.”

Staff Welbee Survey (2022-23) Highlights:

- Staff are not pressured to work long hours or have unachievable deadlines.
- Staff have control over their own work speed and the way they work.
- Staff can rely on managers to talk through problems, and receive supportive feedback.
- Staff are supported and respected by colleagues.
- Staff are not subject to bullying or harassment.
- Staff are clear about their roles and organisational goals.
- Staff are consulted about change and able to discuss how changes may work in practice.

School Improvement Plan Objectives 2024-25:



Manor School – School Improvement Priorities at a Glance (2024- 25)

Quality of Education

- **Reading:** Advance reading fluency through the revised "Everyone a Reader" initiative, prioritising consistent reading habits across school and home environments.
- **Curriculum:** Enhance curriculum delivery by leveraging peer-support and expert collaboration to further develop teachers' expertise and inspire pupil engagement.

Behaviour & Attitudes

- **Positive Behaviour Support:** Further develop CPD and processes that ensure PBS and trauma informed practices (such as Thrive) are implemented in a consistent, multi-disciplinary and holistic way.
- **Communication:** Embed effective strategies to ensure that all staff, including new and temporary colleagues, are confident to meet pupils' diverse communication needs. Optimise all learning environments in line with the principle of "Capable Environments."

Personal Development

- **Neuro-inclusivity:** Expand personal development opportunities for pupils by deepening partnerships with parents and community service providers to foster greater neuro-inclusivity.
- **Rights Respecting Schools:** Reach for 'Gold' by integrating elements of the Rights Respecting framework into every aspect of school life, advancing global citizenship education, and creating an even more inclusive environment for all.

Leadership & Management

- **Artificial Intelligence:** Integrate AI-powered tools in order to reduce workload, streamline key processes and improve the quality of teaching and learning.
- **People Strategy:** Aligning with the Trust's People Strategy, enhance continuous learning, leadership development, and career advancement pathways, ensuring access to resources and support for professional growth across roles.

Trust

- **Eco Schools:** Implement innovative practices and foster a culture of environmental responsibility, empowering pupils and staff to make eco-conscious decisions that benefit the school community and wider world.
- **Equality, Diversity & Inclusion:** Enhance the school's commitment to EDI by embedding a comprehensive strategy addressing the needs of all pupils and staff, with the aim of achieving the Silver Equalities Award.