



10<sup>th</sup> May 2018

Mrs Joolz Scarlett  
Head Teacher  
Manor Green School  
Elizabeth Hawkes Way  
Maidenhead  
Berkshire  
SL6 3EQ

### **Flagship Review Date: 30<sup>th</sup> April 2018**

#### **Summary Comment**

This report follows my visit to the school on 30<sup>th</sup> April and my discussions with:-

- IQM Co-ordinator.
- Head Teacher.
- Ian Peters (Introduction of Care Targets to ACE plan).
- Helen Hannam (Outreach Successes).

The school has decided not to continue as an IQM Flagship School for the next twelve months and therefore this review will look at progress made against targets set in 2017 together with confirming the “Inclusive Schools” status. The school will remain a designated Flagship school until the end of the current academic year (August 2018) and will then return to Inclusive School status, to be reassessed in 3 years.

The senior leadership team has embedded the changes which were planned last year. Specific areas include:-

1. Classroom Monitor is now fully operational enabling staff to have a day to day view of student progress together with a strategic view for SLT. The school maintains a clear and accurate focus on evaluating individual needs through personalised learning with an emphasis on skills required to prepare students for life after school.
2. Succession planning and capacity remains firmly in the view of SLT. The newly formed cluster groups and appointed cluster leaders (September 2017) offer “strategic leadership” and consistency to the staff groups. The school intends to review the effectiveness of roles and impact on student independence.
3. The school continues to recognise the need to provide and create opportunities for students as they make the transition from school to the world of work. The school’s

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#### **Award Offices**

#### **Inclusion Quality Mark Award**

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

#### **Contact**

**Tel. 028 7127 7857**

**Fax. 028 7127 7856**

[info@iqmaward.com](mailto:info@iqmaward.com)

[www.iqmaward.com](http://www.iqmaward.com)

#### **Company Registration No.**

07748285

Inclusion Quality Mark (U.K.) Ltd

Company Registered Address:

Grove House

Lutyens Close

Chineham

Hampshire

RG24 8AG

4. staff apprenticeship scheme and supported employment schemes take a lead role in this work.
5. Outreach Service working in partnership with CYPDS and Psychology and Well Being to promote change and strengthen the inclusion of children and young people with SEND in mainstream settings.

The school provided me with their detailed “Outreach Service” documentation which gives a clear and comprehensive guide to the aims of the service and how they deliver the service to schools:-

- a) To aid pupils with EHCPs in fully accessing both the curriculum and social/personal aspects of school life.
- b) To provide training for schools in order for them to build capacity to meet pupils’ needs.
- c) To provide support to schools in the Royal Borough of Berkshire to meet the needs of pupils with EHCPs within a mainstream, inclusive setting giving advice, training and assessment.
- d) To help provide a smooth transition for children with EHCPs from pre-school to school and from primary into secondary.

Following the development of provision on site for medically vulnerable children and also those primary aged youngsters excluded from school, Manor Green is now tendering as the authority’s designated Pupil Referral Unit provision, which will cease the requirement for excluded pupils to attend provision in Slough. The outcome of the tendering process should be known by the end of the summer term.

During my discussions with staff I was asked to record any schools/interventions /resources which the school might like to explore/contact.

In respect of the PRU development and also the “Ways into Work” programme and excellent ASD provision I would suggest making contact with:-

- Goldwyn School, Kent.
- Churchill Park School, Kings Lynn.
- Riverbank Academy, Coventry.
- The Village School, Grove Park, London.
- Newfield School, Blackburn (on site new build ASD school opening September 2018).

The school is also making great strides forward in the recording of pupils’ progress together with involving parents with the learning journeys of their children. Embedding video clips into their bespoke tracking systems is proving invaluable. The school might like to investigate the App: “Evidence for Learning”\*.

\* [www. evidenceforlearning.net](http://www.evidenceforlearning.net)

“Evidence for Learning has transformed how hundreds of SEND schools, colleges and provisions are able to evidence, assess, review and plan for meeting the unique needs of their SEND learners, especially in light of the Rochford Review.

Evidence for Learning has also transformed how parents/carers, external stakeholders and the learners themselves are engaged and involved in the entire learning process and journey. Not only can photos, videos and notes be easily and securely shared by the school, but parents/carers can capture and submit their own photos, videos and notes to reflect the learner’s development and experiences at home. Valuable collaboration.”

Despite the school’s decision to relinquish their IQM Flagship status, there is no reduction to their absolute determination to provide the most effective and inclusive teaching and learning environment for all students. This also includes collaboration with other schools and external providers. Plans, which are already in place, have been allocated key staff members and clear timeframes. These include:-

1. Revitalise the outside play areas.
2. Fundraise for new equipment.
3. Revise the current curriculum ensuring relevance to all students, planning topic/project-based work to maximise opportunities for students to achieve progress towards long term employment and independent living goals.
4. Provision of laptops and iPads for classroom use.
5. Review all paperwork sent out to parents ensuring relevance and understanding.
6. Introduce \*SCERTS for specialist provision classes.
7. Choice Theory model.
8. NHS CYPIT toolkit (Early Years Toolkit provides information for parents and carers of younger children in Berkshire.)

\* SCERTS: Social Communication/Emotional Regulation/Transactional Support.

Manor Green School is a welcoming and energetic environment. The staff work tirelessly to continually improve the learning and social experience for all students. Their approach is highly individual with a clear focus on the “life journey” of all students. Continuing professional development ensures the highest levels of expertise amongst all staff and excellent communication with parents and carers develops a truly inclusive environment.

It was a pleasure to experience the care and professionalism of staff in the school and I am confident of their continued successes and their capacity to maintain all the planned actions for the coming academic year.

I sincerely hope that Manor Green maintains their link with Inclusion Quality Mark and I have no hesitation in confirming their status as an inclusive school.

**Assessor: Dave Stott**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd