

Local Authority Autumn School Improvement Partner Annual Review 2020

Name of School The Grove

Headteacher: Penny Derries

Chair of Governors: Bob Curry

School Improvement Partner: Ann Muxworthy

Date of meeting: 15 September 2020, 15 December 20

| Part 1 | Most recent Ofsted Inspection Judgement (Dec. 2019) | Current School Self Evaluation | Emerging LA Evaluation |
|---------------------------|--|--------------------------------|------------------------|
| Overall effectiveness | 1 | 1 | 1 |
| Quality of Education | 1 | 1 | 1 |
| Behaviour and Attitudes | 1 | 1 | 1 |
| Personal Development | 1 | 1 | 1 |
| Leadership and Management | 1 | 1 | 1 |
| Early Years / Sixth Form | 1 | 1 | 1 |

Education and Skills

Contextual Information

- Intake for September was 46.5 and the 0.5 is a nursery place.

Successes of the year:

- Continuation of the support offered by the school to other schools in the partnership (evidence on spread sheet)
- Completion of the previous School Development plan with all objectives achieved (evident in the School Development plan and in the Ofsted ready files)
- All school leavers being found suitable next steps (evidence that all pupils are in a provision and we have another year without a pupil being NEET)
- All staff have achieved their appraisal targets within the year (evidence in the appraisal target file)
- School has achieved the Quality Mark for Achievement for all (evidence is the certificate)
- School has achieved the Gold Equalities award (evidence is the certificate and file)
- School has been judged as Outstanding by Ofsted (evidence Ofsted report)
- School has remained open throughout the pandemic; we have provided full time education for the children to achieve their targets throughout this time.
- All staff have been at work throughout the Pandemic.
- We have continued to ensure that assessment and moderation takes place.
- Home learning was provided to any pupil that has been unable to attend school.

| | | | |
|-------------------------|-----------------------|----------------------------------|--|
| Type of school | Special School | Current number on roll | 200 |
| % of SEND pupils | 100% | % of disadvantaged pupils | 25% Pupil Premium students - 11 Free Meals students - 11 |

Summary of the school's strengths that impacted on the quality of education 2019-2020

Overview

The period between the recent Ofsted and March has maintained its momentum on curriculum broadly because leadership is well established and maintained. There are also well maintained high quality systems that have strong communication. The ethos is strong and aiming for the best provision possible which is embraced across the school. There are also many aspects of quality practice seen across the school.

a) To March 2020:

- School has achieved the Quality Mark for Achievement for all (evidence is the certificate)
- School has achieved the Gold Equalities award (evidence is the certificate and file)
- School has been judged as Outstanding by Ofsted (evidence Ofsted report)
- Maintained high level of Quality of education across school
- Health and safety and IT have had a strong focus and diligently addressed to ensure compliance and resourcing meets requirements for the school
- Strong middle leaders who have a passion for their subjects
- Excellent partnership with therapy to deliver individual programmes

b) From March 2020:

- Continuation of the support offered by the school to other schools in the partnership (evidence on spreadsheet)
- Maths now strong across school with new leadership from the headteacher
- Completion of the previous School Development plan with all objectives achieved (evident in the School Development plan and in the Ofsted ready files)
- All school leavers being found suitable next steps (evidence that all pupils are in a provision and they have another year without a pupil being NEET)
- All staff have achieved their appraisal targets within the year (evidence in the appraisal target file)

COVID picture

A new plan for school reopening on the 30th November determined a change in practice in relation to bubbles. Previously the whole school was a bubble and this was working. Since the start of the Pandemic the school remained open and they offered the most supportive and normal experience for pupils. Since April school has been open full time for many pupils, and in that time they have only had to close for 4 days before the October week and now for fortnight in December.

Education and Skills

Immediate priorities for the whole school 20/21

Throughout the Pandemic the school constantly reviewed the government guidelines, Public health advice and advice from the County Council and made changes as and when they were needed. Now they have reassessed current practice, taken on board concerns raised by parents and come up with a new class plan.

Unfortunately, these new changes in December will have an impact on the curriculum that can be offered. They can now only use the Sensory Room two days in the week and only to limited classes to enable enough time between each use for deep cleaning. They had hoped to start using hydrotherapy but due to limited space to change children they are at present unsure if they can provide this. Learning that happens across school, in the main yard, library space and main hall as well as learning opportunities shared between classes and staff will need to stop for the foreseeable future. As they are now going to be separate bubbles, they will need to ensure that there is a safe staffing level in each bubble, which will vary depending on the class group.

Current Priorities

- Maintaining the SDP and focusing on its priorities of:
 - PHSE development across school
 - Pupil management of independent learning
 - Outdoor learning
 - Environmental awareness
 - Staff workload

School commentary on the take-up of the school's offer for Key Worker and Vulnerable pupils (including SEND pupils) prior to June 1st/15th

- 19% back in to school and gradually built up from there

School commentary on the take-up of the school's offer for Key Worker, Vulnerable (including SEND pupils) and pupils in priority year groups from June 1st/15th

- Attendance was all took up that was on offer through this period

School commentary on the take-up of the school's home learning package/programme/opportunities for pupils and details how it can be restarted if required

- Personalised work packs were sent to all pupils. There was a good uptake of about 85% of pupils

Education and Skills

Has the Headteacher/Governing body ensured that:

| | |
|--|-----|
| Single Central Register is compliant (including barred list checks column)? | Yes |
| All Governors have read 'Keeping Children Safe in Education' (September 2020) | Yes |
| All staff (including volunteers) have read at least Part 1 of ' Keeping Children Safe in Education ' (September 2020) | Yes |
| Website is compliant with the most recent statutory guidance? (Maintained schools guidance here , Academies/free schools guidance here) | Yes |
| Parent view feedback has been reviewed | Yes |
| Ofsted 'requested' documents are in place? (for visits from January 2021) | Yes |

Part 2: Analysis and evaluation of the impact of the curriculum on the Quality of Education:

School analysis and evaluation of the impact of the curriculum on the Quality of Education

| September 2019 - March 2020 | March 2020 - July 2020 |
|--|--|
| <ul style="list-style-type: none"> The Curriculum is based on each child. MAPP supports individual learning intentions. The sensory curriculum is a key aspect of curriculum and integral to school philosophy. Whole class assessment is in place and down time has lots of activities in the log book. | <p>Transition – leavers in summer brought back in first tranch and 2 had longer transition to October as leavers There were no NEET leavers, all students progressed into a package</p> <p>Transition was the priority this term. Arrangements made for leavers to ensure smooth transition and no NEET situations. All positive from school planning.</p> |

Education and Skills

- Psychologist has provided staff training on children and how they communicate their behaviours – cross, angry.
- Physiotherapist has advised on learning intentions. Targets are discussed with staff and therapist, for example, for sitting and switches.
- Learning intentions completed for pupils that show good individual progression.
- Engagement is outstanding in learning and all are very happy.
- Quality of school day and the timetable supports enjoyment, for example, hydro twice a week, mini bus outings and physio every day.
- Awe and wonder is achieved through topics changing each term, for example, Alnwick gardens, pony to beach, Kielder on a boat, sitting in daffodils, waterfalls and own business on Friday making scones for staff for trips.
- Safety is paramount. All pupils know safety passwords and safety is taught one lesson a week across school.
- 3 new staff and introduced to teacher talk where staff are very aware of what is needed. Some pupils need 5 peg feeds and medicine twice a day, 8 need changing. It is important staff teams are aware of tight routines and all are engaged in relevant support.

Continued into September 2020 Priorities

- Looked carefully in Maple class on learning and targets to ensure they are appropriate and capture the progression needed
- School checked MAPP and 6th form targets to ensure they were tight
- In the PMLD group there was a focus on E-safety how it can be delivered
- Checks on whether Log books were of quality and advice given on how to record and moderation and annotation and quality marking
- Outdoor learning is supported by resources taken out, for example, to the sensory hut.
- Leadership focus on IT has achieved :
 - Children can use Youtube with staff supervision.
 - Licences for software are current and available for remote learning.
 - A lot of vigilance and monitoring in place by lead in IT.
 - Photos on website checking confidentiality.
 - GDPR last year and school have brought it up to date with new software. Leader can go into all staff computers.
- Data for governors is up-to-date for each governor meeting.

Bespoke curriculum

- Walking frame case study and purchase for PE progress with walkers for pupils
- Use of swing and pupils' clap to movement of the swing
- One pupil moved on to an auditory scanning book to further communication.

Health and safety

- Reporting current and monitored.

Education and Skills

Learning

- Independent learning tasks are built in to teaching and all are challenging and purposeful
- Staff are confident in knowing individuals so all staff know what they are looking for to ensure maximum progress
- Staff are diligent in classrooms and staff always clear up. Had no issue to intervene in the care of the environment.

- Fire course training, legionnaires check of taps, boiler, lots to do and have worked through the checks.
- Driving minibuss was a grey area on what was needed to ensure compliance. Leader checked competency and MIDASs training. Now booked in for September. The leader has produced a detailed health and safety file and a matrix on who has done what and when. Renewed certificates as well in place.
- Yearly walk with governors to ensure health and safety is completed.
- First aid training has been checked.

Maths

- Leavers are all leaving with external OCR maths qualification.
- Functional skills and practical maths for 5 leavers and 2 leaving with entry level 1 and 3 entry level 2 qualifications. Pupils were given their certificates in an assembly.

Year 11 are following entry level 1 supported by skilled teaching in maths

School commentary on any additional key priorities specifically for school 2020/21:

- In September the next priority is outdoor sessions and ensure more access.
- More collaborative work across special schools
- School to school support across Northumberland
- Lesson observations across school
- Staff workload

Education and Skills

Part 3: Leadership

How do school leaders monitor the impact of the curriculum on the quality of education? Can all leaders articulate how monitoring leads to further development?

| School commentary and evidence of the quality of monitoring September 2019 to March 2020 | School commentary on the strategies developed to monitor the impact of the learning provided in school and the support provided for home learning |
|---|--|
| <ul style="list-style-type: none">• Subject leadership discussions with SIP• Lesson observations and one target per person | <ul style="list-style-type: none">• Monitoring and evaluation schedule• Governors monitoring• Subject and class teachers to do staff monitoring to ensure learning and delivery is high. |

Do reports to Governors ensure they are well informed about the quality of education in each year group, key stage and in a range of subjects?

Governors receive regular headteacher reports and communications relevant to the school.

- Regular contact with the Chair of governors and reflection on COVID issues in relation to school. Chair informed on any letters to parents or possible closures.

Does the school self-evaluation include the impact of the curriculum on the quality of education and reflect an accurate self-assessment? Are the priorities for curriculum development identified?

- A well-planned SEF where school are evaluating its areas of focus. This is a reflective school where all activities are planned in detail. The distributed leadership means staff drive forward the curriculum in their areas of expertise. They provide valuable feedback to the headteacher, governors and SIP.

How has the school's development plan been adapted to reflect the impact of COVID-19 and has the school set precise, measurable and timescale driven targets?

- There is a school development plan with time scaled priorities and understanding of impact needed. Priorities are above and the school traffic lights whether priorities are met or on track. Maintaining focus on outdoor learning and independent learning.
- In September the next priority is outdoor sessions and ensure more access.
- More collaborative work across special schools
- School to school support across Northumberland
- Lesson observations across school
- Staff workload

How have leaders ensured reasonable endeavours have been made for pupils with EHCPs since March 2020?

- All pupils have been individually risk assessed – Information available for the LA.
- All pupils have pupil pathways which show their individual targets and related directly to their EHCPs
- Individual work packs were produced and bespoke learning plans for all pupils and will be developed further on January training day next year

How are leaders monitoring and managing staff workload? This should also include how the well-being of staff is managed and supported

- All staff have regular meetings with leaders
- School calendar shows deadlines and events
- Staff well-being discussions are conducted. Staff wellbeing and workload is a school priority.

Additional information provided by the school demonstrating the demands on leadership and management e.g health and safety adaptations, recruitment, premises and financial matters

- See COVID – 19 risk assessments and reasonable endeavours
- See Headteacher feedback to staff and letters to parents

Education and Skills

A summary of any positive changes to the management and organisation of the school developed in response to COVID and to be retained indefinitely

- Review of bubbles to further reduce risk and review of curriculum across school with new bubble arrangements.
- Behaviour in school is positive
- Staff support to each other to maintain wellbeing
- Care and use of resources with pupils
- Heightened awareness of cleanliness

Part 4: Feedback

Feedback from the Headteacher on the impact of the SIP in support and challenge:

During the lockdown period Ann arranged regular phone calls, gave advice and shared documentation.

Requests for further school support: None

- SIP to support SLT accountability / capacity meetings

Agreed date of next SIP visit:TBA

The Spring SIP visit will concentrate on the intent and implementation of the Quality of Education, and the effectiveness of Leadership and Management.

Please agree activities from the following which focus on intent, implementation and leadership:

- SIP to support SLT accountability

Education and Skills

Education and Skills