

Summer Term SIP Report 2019

The Grove School

Headteacher: Penny Derries

Chair of Governors: Bob Curry

School Improvement Partner: Ann Muxworthy

Date of Visit: 17th June 2019

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
The Overall Effectiveness of the School	1	1	1
Effectiveness of Leadership and Management	1	1	1
Quality of Teaching, Learning and Assessment	1	1	1
Personal Development, Behaviour and Welfare	1	1	1
Outcomes	1	1	1
Sixth Form	1	1	1

Date of Previous Ofsted Inspection: 14 July 2015

School Update

- The headteacher stated their school number will be met in September with an intake a number of 46.5. There are 5 leavers.
- The headteacher is considering whether the school could expand in the future to two schools to meet needs within the Berwick area.

A summary of the progress made in the autumn and spring terms 2018 - 2019

- The new school development plan has been written, with input from the governing body and SLT.
- The school has relooked at the post 16 planning and put an element of this in the new school development plan. A meeting has been made for September 2019 to go through this with parents. Transition plans have been reviewed and SLT are clear with what we should be putting in them.
- Leaders are looking at ways to be involved in Berwick, sourcing local goods and seeing how we can work with local providers as well as how we can extend outdoor learning which is in the SDP.
- PHSE is in the school development plan. Leaders are looking at the curriculum and how they plan for changes that are occurring through government and how this looks for the school.

Whole school targets 2018-19

- L&M -To embed the use of MAPP across school
- Outcomes - Raise writing achievement by 4% on B-squared
- PDBW – Develop the mental health and well-being of our school community
- Teaching - Improve outcomes through the use of technology, in particular writing.

MAPP is embedded across school, staff are confident with the use of IT. Parents have said that they are pleased with the progress that is being made. Pupils using MAPP have made at least expected progress in their targets.

Writing has improved with at least 4% progress being made by 100% of pupils and 94% making above 20% of progress. This is outstanding progress from starting points. Mental Health has been targeted this year and they have made progress in finding ways to observe and detect pupils with mental health needs. Targeted programmes are designed to support these pupils.

Technology has been used to support writing with examples of this in pupils' jotters.

Noticeable gaps in performance of different groups?

The use of MAPP in school has enabled teachers to ensure that individual pupil planning is right for each pupil. This ensures the curriculum meets the needs of each pupil ensuring that they make progress.

Is the school on track to reach targets?

All areas on the school development plan are at least amber and many are green.

Discussions with Middle leaders

1 PMLD

- MAPP – had to consider whether 6th form targets were tight. Therefore, looked carefully in Maple class on learning and targets and their match to individual pupils. Log books and how to record were also checked.
- For September the leader's next priority is outdoor sessions for PMLD and how to develop this curriculum. The MAPP assessment will be matched to individual learning. The curriculum will ensure that pupils will access outdoor learning 3 x week. Outdoor learning is supported by resources taken out and there is use of the sensory hut. The leader has raised funding for walking frames and independent learning tasks are built in. All activities will be challenging and purposeful.
- Staff are confident in knowing individuals. The leader is ensuring staff know all pupils well in the group so that they know how they can support individual programmes for the whole group in depth. The intention is that this ensures maximum progress.
- Curriculum is based on child and MAPP ensures individual learning intentions. It is a sensory curriculum. In downtime there are lots of activities in pupil log book.
- Psychologist has provided staff training. This has helped staff better understand the communication from their pupils. 'Are they cross and angry' for example. Physiotherapist, occupational and speech therapists support advice on learning intentions. Targets for sitting, using switches are shared so that staff understand progression. The leader states teaching is outstanding observed in the quality of engagement in learning. All are very happy and all from the assessments show they are making progress.
- Pupils have a high quality to their school day. They get hydro twice a week, mini bus activities outside of school and physiotherapy every day. All of which is less evident in other similar schools where curriculum's are different and staff haven't time for what this group receive. Staff are very aware of what is needed. In the group 5 have peg feeds and medicine twice a day, 8 need changing. There are tight routines to ensure this all happens smoothly.
- The topic changes each term and there are many visits to ensure receive a breadth of experiences such as – Alnwick gardens – pony to the beach and sea walk, Kielder on a boat, sitting among daffodils – waterfalls. The staff and pupils do a business activity on the Friday making scones for staff to pay for trips. The group have access to the mini bus all day on Tuesday.

2 Assessment

- The leader is collecting end of term B-squared data to transfer to next classes.
- Data provided for governors is up to date for each governor meeting.

Area to consider

- Case study PMLD on individual pupil progress e.g the use of walkers outside, swing – claps to move swing -use of the auditory scanning book.

3 Health and Safety (H&S)

- The leader for H&S has updated his Fire safety training, legionnaires awareness and has worked through improvements and checks that can be made in school. He has also ensured there is First aid training.
- He responds quickly to reports of things that may cause risk to health and safety. Things are then quickly addressed.
- There is an annual walk with the governor responsible for H&S. His role is to ensure health and safety is monitored well by all governors.
- Ensuring all above board and legal – reactive.
- Staff are diligent in health and safety in their classrooms – they clear up. There have been no issues to intervene. Driving the mini bus is a grey area on guidance. Leader has checked driving competency and organised MiDAS trained. This is booked in for September. A file is kept with relevant information and a matrix of who has what qualification and when it is renewed and certificates as well.

5 Maths

Leavers are all leaving with external OCR maths qualification. Five leavers – two of which have entry level 1 and three with entry level 2 qualification . Teacher gave out certificates at assembly.

A summary of further improvements to be made in the remainder of the academic year

Type of school	LD	Current number on roll	45
Age range of pupils	2-19	% of disadvantaged pupils	20%
% of pupils on the SEN register	45	Number of pupils with an EHCP	45

Has the Headteacher/Governing body ensured that:

Single Central Register is compliant (including barred list checks column)?	Yes
All staff have read 'Keeping Children Safe in Education' part 1 , Sept 18	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent View feedback has been reviewed? Letter out to remind them.	Yes
Ofsted 'requested' documents are in place (see page 20 Ofsted Handbook)?	Yes

Part 2: Evaluation of Safeguarding and Personal Development, Behaviour and Welfare:

Safeguarding

The effectiveness of safeguarding is evidenced in spreadsheets and robust school records.

Specific progress on and impact of safeguarding in the autumn and spring terms includes...

- All pupils know safety passwords. Safety is covered one lesson a week across school.
- GDPR last year a focus and brought it up to date. The school are using new software which allows the leader to monitor staff computers.
- Pupils can Log on safely but pupils can't log on to Youtube only staff can do this.
- Licences for software are all current.
- Lot of vigilance and monitoring in place from leader on e-safety.
- Checks with staff on photos on website. Confidentiality is covered and permissions are adhered to. – Staff and children can say they don't want to be on website.

Behaviour and Attendance

Overall the behaviour and attendance of pupils is outstanding.

This is evidenced in the reduced number of incidence reports because behaviour management is strong. School uses incident logs and data reports. There are no exclusions.

Attendance is high at 95.4% for a special school with pupils learning difficulties and medical needs.

Leader evaluation – the following descriptors were selected as met by the school.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- In school, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Personal Development and Welfare

The quality of Personal Development and Welfare is outstanding.

The headteacher and her leaders provide strong direction in PDBW and have set high standards for staff. This is evidenced in the positive attitudes observed in lessons and the strong relationships with staff.

Specific progress on and impact of personal development and welfare in the autumn and spring terms includes the strong focus on mental health across the school.

Further areas for improvement in personal development and welfare during the remainder of the academic year include:

- ensuring pupil reports continue to provide quality feedback to parents on the progress pupils make in their personal development, behaviour and welfare.

SIP's overall judgement for Personal Development, Behaviour and Welfare is outstanding because:

- The curriculum is well considered and planned for learners. It provides learners with experiences that develop their social, emotional and personal needs extremely well.
- Pupils through the curriculum can access realistic and highly engaging opportunities that prepare them for work and to develop their resilience, confidence and independence.
- Pupils have a broad range of well planned activities and experiences that help them understand life in modern Britain by helping them to become active citizens who can contribute positively to society.

Part 3: Support and Challenge

Feedback from Headteacher on the impact of the support/challenge from the SIP:

Thank you for support and would like at date next term for staff and governor training updates and observations of teaching to support self-evaluation.

