

Local Authority School Improvement Partner Report – Spring 2022

The Grove

| | |
|------------------------------------|------------------|
| Headteacher: | Penny Derries |
| Chair of Governors: | Bob Curry |
| School Improvement Partner: | Ann Muxworthy |
| Date of meeting: | 10 February 2022 |

| Part 1 | Most recent Ofsted Inspection Judgement | Current School Self Evaluation | Emerging LA Evaluation |
|------------------------------|---|--------------------------------|------------------------|
| Overall effectiveness | <i>Outstanding Dec 2019</i> | Outstanding | Outstanding |
| Quality of Education | <i>Outstanding Dec 2019</i> | Outstanding | Outstanding |
| Behaviour and Attitudes | <i>Outstanding Dec 2019</i> | Outstanding | Outstanding |
| Personal Development | <i>Outstanding Dec 2019</i> | Outstanding | Outstanding |
| Leadership and Management | <i>Outstanding Dec 2019</i> | Outstanding | Outstanding |
| | <i>Outstanding Dec 2019</i> | Outstanding | Outstanding |

Contextual Information

| Type of school | LD-SLD/PMLD | | Current number on roll | 48 | |
|-----------------------------|-------------|---|------------------------------------|----|-----|
| Number and % of SEND pupils | 100 | % | Number & % of disadvantaged pupils | 25 | 52% |

Has the Headteacher/Governing Board ensured that:



| | |
|--|-----|
| Statutory safeguarding protocols/checks in place ' Keeping Children Safe in Education ' | Yes |
| Website compliant with the most recent statutory guidance (maintained schools) (academies/free schools) Needs some areas like governance completed | Yes |
| Pupil Premium Strategy Statement is available on the website and uses the appropriate template (Using pupil premium: guidance for school leaders) | Yes |
| SEND Information Report available on the website (Special educational needs and disability (SEND): detailed information) | Yes |
| Parent view reviewed/school parent survey carried out | Yes |
| Ofsted 'requested' documents (<i>para 78</i>) in place | Yes |

The focus of this visit will be the implementation (teaching, learning and assessment) of the quality of education. This could include:

- Lesson visits
- Pupil voice activities
- Work scrutiny
- Discussion with leaders

Part 2

Quality of Education

Leader discussions

RE

- Leaders have been focusing on developing the RE and SMSC curriculums. The leader has researched programmes that would best suit the school context. The Equals curriculum was selected as supporting the new scheme. The leader has produced a plan for RE on how each term will have coverage for the scheme. Careful consideration was given to which religious celebrations would be covered and in which term.

- The school action plan has the aim for all pupils to develop skills including thinking, evaluating and empathy through the R.E curriculum.
- A lot of consideration has been given to resources so that pupils with sensory needs and communication needs can have meaningful learning. The leader has been preparing lesson plans that consider different needs. She has also thought about the key learning and questions that consider the knowledge and understanding she wants from the subjects.
- Key vocabulary has also been thought about as the school have pupils with a range of communication and learning difficulties. This will allow staff to deliver the vocabulary appropriately to a pupil's individual communication need.
- Evidence of learning has also been considered so that staff are clear what is needed as evidence of learning. Leaders want staff to gather written and photographic evidence and collate in the R.E file.
- The RE policy will be updated May 2022.

SMSC

- The school development plan wants 'To ensure that each pupil accesses a varied SMSC curriculum.' SMSC has had a policy update and new information added to the policy. The school policy says that there are many opportunities for SMSC. Class discussions and circle time gives pupils opportunities to talk about personal experiences and feelings and express and clarify their own ideas and beliefs. School offer opportunities for pupils speak about difficult events, e.g bullying or death. Pupils can share thoughts and feelings with other people and explore relationships they have with others.
- SMSC considers their needs and others needs and behaviour. The policy aims to help pupils gain the skills and attitudes that enable them to develop socially, morally, spiritually and culturally, that is, empathy, respect, open mindedness, sensitivity, critical awareness. Many curriculum areas complement and develop an understanding of SMSC.
- The leader wants to find evidence across school that the policy and practices for SMSC are embedded. She has been gathering evidence for this to hold in the SMSC file.

Humanities

- The leader has thought about specific skills for geography she wants pupils to learn, such as, Map reading skills. She intends to liaise with each class and consider the level she will liaise and support teachers with their planning. Her intention is to match levels of pupil learning with the key learning she is looking for. She is colour-coding a tracker book which captures their learning to support assessment. She discussed how she has checked that sequencing is correct in her schemes of work and shared an example on map making.
- For History, the leader wants pupils to experience it using familiar contexts and resources in the Northumberland area. She has considered ideas such as celebration. The Jubilee is a celebration of living history of the queen's reign. Teaching will cover the 90 years since she was born and key historical events over this period of time. This will demonstrate over 90 years how life has changed as it is a difficult concept for pupils with complex

learning difficulties. She will use a drop down day using photos and activities across the school where pupils will walk through time. She knows staff are creative and feels the pupils will have high engagement in their learning with much being remembered from the event.

Design and technology

- One of the main considerations is that the subject covers meaningful knowledge and skills for the school context. The school as a community is interested in being Green for the environment. The leader has spoken to pupils and staff about being Green and has considered developing outside areas of school and looking at topics such as 'A house for the future'
- The leader has given a questionnaire to staff on DT areas to see what they know and what they are looking for in DT.
- She is ambitious and wants 3d model making, skilled teaching of food technology and a high regard to safe practices.
- She is currently auditing What are classes doing – Where are their gaps? For example why is sewing not done by some classes? It is access to sewing machines with a switch – How can they access it?
- The leader wants to ensure that for DT there are individual targets for learning so that staff focus on the key learning for each activity.
- Her approach is to do a project each term as this will support time for practice of skills and pupils better understanding the context for the learning.
- She wants DT work on the website and displayed in the hall and for staff to see how it supports Preparation for adulthood.
- The question Is Food technology sequenced? What do we want our young children to learn and what do they learn by Year 12.

Outdoor learning

- The leader is considering how she can improve the school yard. She is particularly interested in using recycled products and will be consulting with staff, pupils and parents on possible ideas through questionnaires and discussions.
- The leader is working on a Kite making project because it has a good link to Design technology.
- There is a challenge for the outside area as it's is so restricted, however, it is important to use what school has to support well-being and good mental health.
- Another activity will be the 'Growing potato challenge' Teachers will have opportunities to teach other subjects, such as. the size of the potato so pupils apply their maths skills. The pack is now ready to use.
- Another activity will be the 'Outside beach clean' as it supports being in the local community and understanding of how we need to protect the environment.
- Nature walk using the Woodland trust gives pupils another type of environment and good opportunities for science.
- The leader will be introducing Bird tables so that pupils can care for wildlife and learn how to feed them. This activity that can be followed through at home.

- She wants to plant peapods, outdoor strawberries , herbs, and create a community herb garden. Pupils will be planting daffodils and sunflower seeds into planters.
- She is planning how she will action her plans and how she will resource her ideas.
- She has made an action on how assessment supports outdoor learning for pupils. Assessment will be considered through use of Equals and other subject specific assessment used in school.
- Next term she wants the beach and planting like potatoes. She also will use a pupil questionnaire to use their ideas.

Modern Foreign Language

- The leader wants pupils to experience different languages as they learn about different cultures and countries, Italian, Portuguese, Mandarin for example.
- The language needs to be about different aspects of life and supports social language. She wants labelling to be accurate and pupils to build their language through good naming and pronunciation. She wants them to experience asking for a drink and being asked their name. She wants them to experience greetings and read the languages.

PE

- The leader discussed ball skills as an example of how the curriculum is sequenced.
- She is using a questionnaire to find out staff views on MFL. She will use this information to find out the level of staff skills for PE and future CPD.
- Resources, lesson plans and modelling sessions will be supported by the leader.
- Planning for behaviour has been considered so that strategies match the needs of the pupils.
- She is building in challenges and gave an example of Ball skills.
- The school is looking at Bsquared targets for PE currently.
- There is a need to consider a central store for resources.
- Movement is an important area for all pupils and particular programmes informed by physios. The leader wants to meet with lead practioners to discuss.
- Access to an external swimming pool is essential and has not recently been possible. The leader is exploring how she can get pupils back to the local pool. A 25 metre checklist has been produced..
- Progress and impact are areas for development'
- Sports premium grant money is on website.

Emerging questions from spring visit

- All of the leaders have their individual plans and activities they are focusing on.

Behaviours and Attitudes

Evidence to support the school's self-evaluation (please consider all pupil groups)

- The school is strong in this area and attendance is at former levels.

Emerging questions from spring visit

- Ensuring outdoor learning can increase opportunities for wellbeing and high quality engagement.

Personal Development

Evidence to support the school's self-evaluation (please consider all pupil groups)

- The school has themed activities like Remembrance Day to support SMSC and personal development.
- Pupils have opportunities to develop skills of working as a team such as baking cakes to sell. They planned, delivered and took payments gaining valuable life skills that supports their personal development.

Emerging questions from spring visit

- Embed RSE curriculum.

Leadership and Management

- There is a lot of evidence from this visit that leadership is at all levels across the school. Staff take responsibility for subjects and other key areas in the school development plan.
- Leaders have ensured school has stayed open throughout the pandemic and have communicated well with parents.
- The school has not yet progressed a future new build with the LA,
- Governors give regular support to school and will be have increasing opportunities to visit school.

Emerging questions from spring visit

- Continue to work with leaders on how they are developing new curriculum initiatives.

Areas for improvement (linked to the school development plan)

Objective 1: Through continuing professional development staff will enhance the teaching and learning delivered throughout school.

Objective 2: to further enhance the choice of literacy materials within school to reflect the diversity of the pupils' needs and cultures, ensuring that this is reflected in the teaching of reading.

Objective 3: to enable staff and pupils to develop their resilience through structured support and enhanced policy development.

Objective 4: to enhance and further develop the use of moderation to ensure impact on teaching and outcomes for pupils.

Objective 5: to ensure that all subject leads are enhancing the impact of the new curriculum planning on pupil outcomes.

Objective 6: to enhance our EHCP review process to ensure that all stakeholders know about the changes that we have made and how this reflects our new curriculum and theme plans.

Part 3

Other information to note

Capacity of school remains an issue on this site.

Feedback from the Headteacher

- The headteacher is pleased with how the staff work as a team and share responsibilities for developments within the school. This gives the school increasing capacity.

Requests to the LA for further support

- Maintain the dialogue on the future of the school.

Appendix:

Some key notes from the Schools and Early Education Inspection update 9th September 2021: <https://www.gov.uk/government/publications/schools-and-early-education-inspection-update-academic-year-2021-to-2022/schools-and-early-education-inspection-update-september-2021#changes-to-the-school-inspection-handbooks-guidance-and-inspection-instruments-from-september-2021>





Delivering on behalf of

