

Spring Term SIP Report 2020

The Grove School

Headteacher: Penny Derries
Chair of Governors: Bob Curry
School Improvement Partner: Ann Muxworthy
Dates of Visit: 23 March 2020

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	1	1	1
Behaviour and attitudes	1	1	1
Sixth Form	1	1	1
Early Years	1	1	1

Date of Previous Ofsted Inspection: 3-4 December 2019

A summary of the progress made in the autumn and spring terms 2019-20

The Ofsted report reflects the school well. The school had a very positive inspection and leadership of the school was recognised as high quality. There was some excellent teaching observed particularly in PMLD. The integrated approach with therapy and applying individualised programmes were impressive.

Curriculum has a clear rationale and this was evident in the planning and quality of provision. However, the leadership in mathematics was not strong at the time of inspection. The headteacher is addressing this and is now leading on this subject to improve the quality to reach the same standards as other subjects.

Strengths

- Strong ethos - Pupils' development, well-being and happiness are at the centre of everything the school does.
- High ambition for pupils. Evident in targets and plans.
- Teachers have strong knowledge and understanding of pupils' needs. This supports effective planning.
- Pupils have individual timetables that utilise therapies and addresses needs.

- Reading, writing and number have a clear focus and are taught very well.
- Staff are skilled in communication. They use Makaton and other symbol and communication systems to support pupils. They are informed by other specialists. They observe and assess extremely well where children are at in their communication.
- Understanding individual pupil communication is supported extremely well in how staff recognise and respond to individual behaviours and their feelings. Teachers are then able to put things in place that supports pupils well.
- Relationships are strong. They are based on trust, security and warm relationships.
- There is no bullying or issues around behaviour. This is because the school is built on strong positive relationships and pupils respecting each other.
- Teaching staff work well with parents and agencies.
- There is a well-coordinated approach to PHSE. Leaders have a clear plan and objectives to develop pupils' personal development and ensure they have a good coverage of topics within PHSE.
- In the sixth form students have travel training, money management and have lessons that promote independent living and how to cook for themselves. Staff plan well for pupils' next steps after school. All pupils are prepared for the next stage beyond school with some going to college and some into social care provision.

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

- Improve the quality of leadership for mathematics to further improve outcomes

Type of school	LD	Current number on roll	43 (47.5 predicted for Sept.)
Age range of pupils	2-19	% of disadvantaged pupils	
% of pupils on the SEN register	100	Number of pupils with an EHCP	All

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 next academic new round	Yes
Website is compliant with the most recent statutory guidance? Changing website – going to county and refresh layout.	Yes
Parent View feedback has been reviewed? Parent survey completed	Yes
Ofsted 'requested' documents are in place (see page 20 Ofsted Handbook)?	Mainly though SIP and SDP are draft.

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

Safeguarding

The effectiveness of safeguarding was effective at the most recent inspection. All files were well prepared and ready for inspection.

- Ofsted –. There is a clear culture of safeguarding. Staff are well trained in this area and receive regular updates to keep them well informed. They know what to do if they have any concerns about individual pupils.
- Staff are aware of the additional physical and emotional needs of pupils. Planning is considerate of those needs and in place.

Behaviour and Attitudes

Overall the behaviour and attendance of pupils is outstanding.

The ethos and practices of experienced staff ensure pupil management is effective.

Personal Development

Staff are considerate when it comes to intimate needs. They help pupils to move safely around the building. Governors play an active role in making sure that policies and procedures are effective.

SIP's overall judgement for Personal Development, Behaviour and Attitudes

Outstanding practices and effective leadership. Shared view of practice and staff committed to the wellbeing of children. Training and staff development considerate of pupils' personal development. Headteacher models through her practice her high expectations. She stays hands on with the classroom and has been teaching post Ofsted to maintain high standards.

School and staff held in high regard by external teams. Partnership working respected by others beyond school.

Part 3: Support and Challenge

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

The SIP is in regular contact following up on actions to support school improvement and the school's post Ofsted action plan.

Currently this will be through phone calls and/or online meetings.

Requests for further support:

(Refer to the [Northumberland Education Professional Development Training Directory \(2018\)](#) and [School Support Packages Menu](#) only add "none" if the Headteacher does not request further support)