

#Local Authority School Improvement Partner Report: 2023 - 2024

The Grove			
Headteacher	Penny Derries		
Chair of Governors	Mr G Murray		
School Improvement Partner	Ann Muxworthy		
Dates of meetings	Autumn:19 th October 2023	Spring:	Summer:
Focus	Personal development	31 st January 2024, 27 th February 24	

Part 1										
Most recent Ofsted inspection judgement: <i>Outstanding Dec 2019</i>						Section: 8/ Ungraded				
Only complete these sections if the school has been inspected under section 5 since September 2019										
Overall Effectiveness	1	Quality of Education		Behaviours and Attitudes		Personal Development		Leadership and Management		Sixth form
The school currently regards its strengths to be:										
<ul style="list-style-type: none"> Quality of education is strong because the curriculum is well matched to pupil needs and delivered by high quality teaching. There is a strong culture in the school. Leaders are all on the same page and staff and pupils are happy. Leadership is disseminated well across school supported by the strong leadership of a very experienced headteacher. Systems are well established. Personal development is intrinsic and aspirational for pupils. Communication and reading have a high priority in school. A strong ethos across the school that is positive, friendly, nurturing and supports pupils feeling safe. There is an excellent awareness of the needs of their pupils. 										

- The school has responded well to the needs of four pupils who were not making expected progress in their previous class group. A new class has been developed, with a focus on social and emotional development to ensure the curriculum is right for them.
- The school has ensured that there are enough funds in the budget to enable the employment of a new teacher.
- The school is planning for further development of the outdoors, this will enable staff to use this space for focused learning activities throughout the year and in any weather.
- The school has ensured that the assessment model that is in place meets the needs of every child, including the new class group and that it clearly references the Engagement Model.
- The Spring school visits identified the following strengths:
 - Current monitoring of progress information such as books, journals and EHCP targets are keeping leaders informed on the progress pupils are making. Annotations in assessment are evaluative.
 - Training to staff on assessment by the headteacher is ensuring consistency in practices being maintained and quality achieved.
 - Routines are well established when transferring between activities and/or managing pupil behaviours and care needs.
 - Pupils were engaging well in their lessons because adults were communicating well with them and tasks engaged them.
 - Staff planning files have pupil IEPs and targets, curriculum theme overviews and assessment information. They are available and current. Timetables are displayed and accessible for the team.
 - Staff communication on pupil learning is evident in lessons with staff sharing learning. Some excellent examples of this were seen in the PMLD and Oak classes.
 - Good engagement was observed in the class of young complex pupils with the majority autistic.

The school currently regards the areas for development to be:

- To enhance the planning for Early Years to support the integration of new pupils into the class group.
- To ensure that the new class group is outstanding and that the curriculum offer is progressive, clear and assessed accurately showing progress over time with a focus on personal development outcomes.
- Maintaining a focus on assessment and its quality.

Contextual Information					
Current number on roll	51		% and number of SEND pupils	National ¹ : 12.6%	100 %
% and number of disadvantaged pupils	%	25	% and number of EHCPs	National ² : 4%	100%
Current attendance	92.8%		Brief comment on attendance:	High.	
% and number of persistent absentees	0%				
Length of the school day	6 hours		DfE expectation is that all schools offer at least 32.5 hours per week from September 2023 – guidance here		

Reminders for the Headteacher:

The SIP and headteacher discussed the following statutory duties and recommendations:

- Have Governors read [Keeping Children Safe in Education](#) (updated September 2023)? **Yes**
- Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2023)? **Yes**
- Are your objectives within the school Accessibility Plan challenging and reflective of the main accessibility challenges your school faces? **Yes**
- Are current equality objectives SMART? **Yes**
- Can all staff and governors articulate what the current equality objectives are and how close the school is to achieving them? **Yes**
- Has the new [RE Agreed Syllabus](#) been taught from September (if applicable)? **Yes**
- Is the school website compliant with the most recent statutory guidance? ([maintained schools](#)) ([academies/free schools](#)) **Yes**
- Has [Parent view feedback](#) been reviewed? **Yes**
- Are [Ofsted 'requested' documents](#) (paragraph 96) in place? **Yes**

Part 2

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

² <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Quality of Education

- Quality of education is strong because the curriculum is well matched to pupil needs and delivered by high quality teaching.
- Communication and reading have a high priority in school. Staff show expertise covering signing, switching and phonics.
- Monitoring has been updated to ensure there is a more uniform understanding of assessment bringing better consistency on how well pupils are doing from their starting points. Teachers are confident to talk about the learning of their pupils.
- Teaching continually improves as staff research and use CPD to meet the diverse needs of their pupils. Lesson observations continue and include subject specific observations to ensure that training in reading, maths and other subjects has impacted on progress over time.
- Teaching of PMLD pupils is of high quality. Staff consistently apply the appropriate strategies for the pupils both supporting curriculum and therapy. Good routines that pupils understand. Transition is seamless and individual programmes are carefully designed so that pupils can develop and practice skills. The leader is very well organised and leads the team confidently. Assessment informs planning extremely well. Physiotherapists report the therapies delivered by school are leading to excellent progress in pupils' physical, medical and care needs.
- Speech and language specialist reports that programmes are being followed consistently across school enabling the pupils to make progress from their baseline.
- Observations by the SIP in Oak and Beech showed checking of previous learning and high expectations for pupils to explain their learning. Excellent engagement and very good questioning.
- Willow is exceptional in their detailed planning for individuals and excellent teamwork.
- All classes across the school have teachers using planning well and assessment. Assessment is linked to IEPs and shows progress overtime. 'I can' statements support assessment and evidence which also supports the IEPs. Maths and English assessment is supported using B-squared. There is a timetable for moderation meetings. Moderation includes middle leaders to ensure that they are clear in their understanding of progress and there is a consistent use of language to describe progress over time, this includes the development of annotations.
- Cherry class is now up and running, Boxall profiles have been completed for each child and this will enable staff to track the progress of the pupils' personal development. The class team has been observed by the headteacher and SIP. Pupils were observed as making progress against their targets through care in planning and interactions with them.
- In the school development plan, impacts on pupil outcomes, the methodology of 6 targets to be completed over a year ensures that there is focus and that staff complete tasks.
- Reading remains a strong focus. Reading records are kept for those pupils' learning phonics and developing early reading. Staff receive good advice from the speech therapist on how to develop early reading.

- Book scrutiny shows the following curriculum strengths:
 - Annotation in books is noting the learning of individuals against the learning intentions. Teacher response to pupil learning evident, such as addressing sequencing through practice of ordering number up to 20.
 - References to phonics and targets for reading
 - In maths progression is evident in books and estimation used.
 - Handwriting shows progression over time – writing smaller and more readable.
 - In humanities good evidence of pupils’ writing.
 - Geography covered using Berwick and familiar landmarks. Curriculum evidence of the scheme of work appropriate to pupil abilities and local knowledge.
 - PSHE covers ‘Zones of regulation’ and emotions.
 - Letter formations are checked and moving learning on from mark making to copying words.
 - Activities are paper based in books with teacher annotation. This pupil can confidently identify body parts and can name the five senses. MALT mathematics assessment for learning in book. Progress in reading assessment with pupil assessed as 4 years 11 months in maths and lower in English as 4 years 4 months.
 - IEP targets in book and next steps posed for the pupil.
- Evidence of resources used to support manipulation and understanding of number using Numicom.
- Youngest group in school have a broad range of activities and are following the EYFS model. The group has pupils with autism and there is a focus for teaching on engagement and communication. Pupils were engaging well with the sand tray. A pupil book shows the pupil is becoming more confident in using a communication book. Use of a Teacch box is helping the pupil verbalise number e.g 1 duck.
- The class with profound multiple difficulties has evidence of revisiting learning from March 2022. A pupil has moved on switching and choosing using both hands.
- Subject lead files are available with details on their monitoring of subjects.

Emerging questions

- How can the SLT team best support the further development of Cherry Class?
- How do leaders ensure that outcomes for pupils are consistent and demonstrate at least expected levels of progress as measured by The Grove Schools assessment framework in writing?

- How school feels EHCPs matter? Building on what happens in school regularly, add relevance to Assessment policy?
- School is strong at communication – How can this be reflected in the curriculum overview?
- Lots of high-quality evidence of learning captured. All leaders continue monitoring that teacher annotations are meaningful for impact.
- Cherry /sycamore class timetables, numeracy needs to be labelled on these timetables for the inspection?

Behaviours and Attitudes

- The school continues to be a positive place with excellent relationships, supported by the school's ethos and values.
- Zones of regulation are embedded across school within the class groups for whom it is appropriate.
- Pupils are supported well with their transition to different class groups or onto their next steps.
- Behaviour and attitudes are positive. There have been no violent incident forms completed over the past term, the behaviour of the pupils is observed as being consistently good. When a child is struggling staff have the skills to support them to turn the behaviour around and have a positive outcome.
- Attendance is high at 92.8%.
- Parents have been encouraged to complete the parent view online, ensuring they address any issues that may arise in relation to behaviour.

Emerging questions

- How do staff evaluate effectively and understand sensory processing for pupils with food issues and how well are they promoting good mental health outdoors?
- Ensuring class leads from different classes attend triage meetings to share ideas and expertise around supporting behaviours.
- Ensuring that there is a structured mechanism for the measurement of the impact on behaviours and social development of the nurture group, for example through the use of the Boxall profile.
- Can teachers expect more from pupils' writing of the most able in school?

Personal Development

Evidence to support the school's self-evaluation

- Evidence of strong relationships between staff and pupils creating a strong ethos across the school.

- PSHE, SMSC and personal development are at the core of the curriculum as shown on the school's curriculum on the page plan. Pupils working on MAPP targets have this reflected in their individual targets as do other pupils through the 'I can' targets.
- Personal development remains at the centre of school planning and ethos. It is essential to support pupils' communication and independent living skills.
- SMSC is planned for within the new theme plans, and a new lead is now in place to develop the planning of activities further.
- There are planned careers and next steps events for post 14 and post 16 pupils.
- ASDAN is embedded in the curriculum planning to acknowledge the new learning and skills pupils are making towards their personal development.
- Wider curriculum /enrichment covered well in books and timetables.

Emerging questions

- How can they further enrich children's learning through play using resources and ideas for play on the electronic bank?

Leadership and Management

Evidence to support the school's self-evaluation

- There is a new staff member who has settled well in to school. She will be supported with the development of action plans.
- Leaders want action plans to be concise and ensure that strategic development of subjects continues to happen.
- The headteacher will work with other leaders on strategies for staff development and to visit other schools to see curriculum in progress.
- The priority 'A review of the new curriculum making any changes needed' has happened and includes the development of mini-themes and also the change of colours used on the plan.
- Safeguarding supervision is now in place.
- Moderation meetings are including middle leaders to support them to further develop their understanding of the assessment process.

Safeguarding

- The Safeguarding file showed no racist incidents.
- Safeguarding Child Protection list is in place and status of children e.g CIN recorded can this list be updated to 24?
- There is a training record available which includes training for Safeguarding.

Pupil premium (PP)

- Use of pupil premium was discussed on how it is supporting those pupils identified for PP.

SDP

- Play outdoors
- Augmented/ alternative communication
- Nurture group
- Behaviour and attitudes and triage
- L&M school environment – adaptations and school capital investment to form new areas of school.
- Evaluation of actions in SDP regularly updated.

Self evaluation

- Context is in the SEF detail – no changes to the disabilities and needs of the pupils since the last inspection.

Emerging questions

- Have leaders addressed any areas that are highlighted by the parent, staff and pupil questionnaires?
- Can leaders develop an overview of the curriculum for the new Cherry class to show the intentions for this new provision?
- Can all records and information be checked and updated to 2024 including minutes?
- Why not add the ECP overview to safeguarding information to show how it is woven through?

Early Years

Evidence to support the school's self-evaluation

- The early years group has no pupils of reception age. However, pupils are working at the foundation stage. New systems are being put in place to support outcomes and progress over time.
- Engagement has increased for the pupils because the strategies used are appropriate.

Emerging questions

- How do they ensure they are capturing progress over time?

Post 14-Sixth Form

Evidence to support the school's self-evaluation

- The class teacher ensures activities have a relevant context that pupils can engage with. The new ASDAN courses have been sourced for different learning needs and styles.
- Post 16 meetings have taken place.
- Plans are in place to try and ensure pupils have a wider range of work experience.

Emerging questions

- How do MAPP targets support work on puberty and how do they capture evidence of understanding?

Part 3

Other information to note

- A review has taken place by the headteacher of The Dales School, this report is very positive about the teaching and learning in school.
- Leaders are confident for their next inspection. They remain very focused on school improvement.

Feedback from the Headteacher

- Thank you to the SIP for the ongoing support through Ofsted updates and working across the staff team.

Requests to the LA for further support

- SIP challenge to leaders next term on the quality of education and school priorities. Sampling of some pupils on quality of education.



Delivering on behalf of

