

Local Authority School Improvement Partner Report: 2022 - 2023

The Grove			
Headteacher	Penny Derries		
Chair of Governors	Bob Curry		
School Improvement Partner	Ann Muxworthy		
Dates of meetings	Autumn:13 September 2022	Spring: 19 January 2023	Summer:
Focus	Personal development	SEF/SDP and leadership	

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	1	Behaviours and Attitudes	1	Personal Development	1	Leadership and Management	1	Sixth form	1
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. ● Leadership is disseminated 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 has a high priority in school. ● A strong ethos across the school that is positive, friendly, nurturing with high expectations of staff for their pupils. ● 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. 											

- Teaching continually improves as staff research and use CPD to meet the diverse needs of their pupils.
- Teaching of PMLD pupils is of high quality. Staff consistently apply the appropriate strategies for the pupils both supporting curriculum and therapy. Transition is seamless and individual programmes carefully designed so that pupils can develop and practice skills. The leader is very well organised and leads the team confidently.

The school currently regards the areas for development to be:

- 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.
- Staff will work with other schools to further develop pedagogy and lesson planning for all the complex needs of the pupils in school.
- Maintain the focus on early years and young children with increasingly complex needs and individual strategies.

Contextual Information

Current number on roll	49		% 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	97.3 %		Brief comment on attendance:	High.		
% and number of persistent absentees	0%					
Length of the school day	6 hours		<i>DfE expectation is that all schools offer at least 32.5 hours per week from September 2023 – guidance here</i>			

Reminders for the Headteacher:

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

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

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- Have Governors read [Keeping Children Safe in Education](#) (updated September 2022)? Yes
- Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](#) (updated September 2022)? Yes
- Have all governors and all staff read and understood amendments and additions to Keeping Children Safe in Education following Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) (June 2021)? Yes
- Are your objectives within the 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? Will be able to.
- Have you begun work on implementing the new RE Agreed Syllabus (if applicable)? Yes
- Is the school website compliant with the most recent statutory guidance (updated 5 September 2022)? ([maintained schools](#)) ([academies/free schools](#))? Yes
- Has [Parent view feedback](#) been reviewed? Yes
- Are [Ofsted 'requested' documents](#) (paragraph 96) in place? Yes

Part 2

Quality of Education

Evidence to support the school's self-evaluation

The school development plan has led to further improvements in the quality of education. Reading and literacy has been a focus. A wide range of books are available for pupils to read and they offer a wider choice. Staff are using books well in their planning and to support curriculum themes.

Teachers are encouraging pupils to read books. In the recent visit a secondary group were discussing the Horrid Henry story. They talked about the characters of Tommy and Henry. It was clear that the group had remembered a lot about the story. The teacher checked well what they had remembered from the book they read yesterday. She checked the author and title which a pupil said was Brainy Brian. The pupil said that is 'alliteration' and another said Moody Margaret. Evident that pupils recalled the stories well and were able to explain a figure of speech like alliteration. In another group pupils were discussing 'What they want to read next and that they would get a prize for reading as many books as they can.

There has been some detailed work on this terms theme 'Water'. It is carefully sequenced for key knowledge and skills. The scheme ensures staff will link literacy, communication, numeracy and PSHE. Key vocabulary has also been considered to ensure pupils understand and can explain their learning.

The use of assessment is good. Moderation is in place to ensure staff look competently at learning and follow up on next steps from the discussions into their planning.

Subject leads are ensuring that all the subject documents are used to inform their planning. They are also checking that resourcing is appropriate to different age groups and ability levels.

The PMLD group have exceptional teaching informed by practices advised on by external professionals. Their assessment of individual learning is of high quality and used effectively to develop next steps.

Spring 2023

The promotion of reading has further improved. The continued focus on reading and literacy has meant that the school have a wide range of literacy/reading materials. Choice of books has had to consider reading level and age appropriateness as well as supporting diversity.

Staff have also considered which books and literacy materials match the school themes over the 3-year plan and these were introduced into lessons. The approach to reading/literacy means staff talk about the books and give pupils time for discussing the reading materials.

Headteacher comment, the following have been completed from the school development plan:

1 CPD for staff through

- Staff appraisals to inform CPD planning
- School Improvement Partner support
- In house training
- Partnership working and sharing of expertise
- Working in partnership with other special schools

2 Further curriculum development with new assessment policy being written

- Staff training and CPD within their subjects
- Lesson observations and planning

Support from SIP to subject leaders development and the development of the use of action plans

3 Governors and workload

- All Governors have clear roles and responsibilities
- Staff feel able to discuss **workload issues**
- Workload is being addressed through the further development of the curriculum and through the new assessment policy
- Staff are supported with extra time to complete work in the school day if this is needed
- New report formats are to be developed to reduce workload.

Emerging questions

- Ensure staff will receive training on assessment and tracking linked to the developed curriculum.
- Evaluate the quality of the use of reading materials.

Behaviours and Attitudes

- Training has been planned for staff on how to develop the qualities needed for pupils to be resilient. This is to support staff in their planning of lessons that focus on the qualities that the children need. Staff are ensuring they model these behaviours.
- The school continues to be a positive place with excellent relationships.
- Zones of regulation are used well to help pupils understand and manage their behaviours.
- Pupils are helped to transition to different activities. Timetables work and strong routines. Staff intend that pupils will become more independent and self-reliant as they gain confidence through familiar strategies and approaches. An example was clearing up a table when finished and putting things back in their place.
- In the school development plan leaders are working with parent/carers and staff on developing knowledge and understanding of how to support pupils' with restricted diets associated with ASD, ADHD or Sensory Processing Disorder to widen their tolerance for different food. They want staff to provide opportunities for pupils to engage in the 'Food Programme' and improve lunches and snack breaks so that they are both nutritional and attractive for pupils.

- Further focus on physical activity is encourage, motivate and celebrate individual achievements. Increase also use of outdoor areas to promote positive mental health.

Emerging questions

- Parents workshops to be planned to communicate what school are doing and how this could be transitioned to home. Parents will have the opportunity to share their findings after attending training.
- Evaluating effectiveness of staff understanding of supporting sensory processing and pupils with food issues and how well they are promoting good mental health outdoors.

Personal Development

Evidence to support the school's self-evaluation

This evaluation is based on a visit to each class by the School Improvement Partner (SIP) to look at personal development (PD). There was also discussion with teachers after the classroom visits on their understanding of personal development. The staff met to share a Powerpoint from the SIP on Personal Development (PD). This has made them reflect on how PD is supported by SMSC, RSE, PHSE, Careers, Wider Curriculum and Citizenship.

The following are the strengths that were identified:

- Theme plans contain PSHE and to ensure that it is taught in the theme. Learning intentions are mapped for personal development.
- Observations in lessons showed books used well such as 'The Bear Hunt' which was also linked to use of switches.
- Programmes and therapies are well designed to develop sensory and physical skills. They also promote greater independence.
- MAPP (*MAPP assessment is an ipsative assessment system and used nationally [published by Equals]*) is used well to design leaning intentions for PD.
- IEPs and pupil files show learning intentions linked to personal development.
- Practice of skills is very apparent with those pupils that are building their communication skills. Every opportunity is used for signing and at the beginning of each day 'Good morning' is signed.
- Training for staff through intention days provides a focus on what staff should be looking for in learning.

- Staff showed excellent assessment knowledge as they worked with pupils in the PMLD group.
- Specific activities support PD, such as, soft play, games, swimming at a public pool and outdoor learning. Lego therapy is also used for some pupils.
- Relationships with staff are good and support good engagement and support to pupils.
- In a lesson, pupils were helped to understand about the meaning of funerals when discussing the Queen's funeral. A lot about feelings came through the discussions – missing people, sadness.
- Teachers ensure that parents understand the priorities for personnel development and how they can repeat activities practised at school. An example would be a symbol for toileting.
- Pupils are developing life skills extremely well. In a lesson, pupils were not only learning knife skills but how to use different equipment in a kitchen to prepare food.
- A very good lesson was observed on law and order where pupils discussed arrests and why and punishment for crime. Pupils were very clear there were consequences to breaking the law.

- The following have been a focus for continued development of PD:

Staff have been allocated areas they are researching for alternative strategies that can be used to enhance teaching and learning. Some will support a sensory curriculum, other use of outdoor areas and approaches that develop, interactions.

Staff training shares the knowledge of the alternative strategies they research and leaders look at them applied in lessons.

- Once staff have mastered these new approaches it is expected they can offer support within and beyond the school. Leaders feel they have much expertise to offer mainstream schools including best practice.

The school leader on the outside areas has already made differences to the play areas of the school with consideration to areas to engage pupils.

- Pupils actively support the wellbeing of others. This is seen through:

Learning walks

Community based learning

In school work experience

Circle Time

PHSE lessons
Chain Bridge project
John Muir awards and the work with Allanton Village Hall

Emerging questions

- Leaders are adjusting some MAPP targets to capture learning that supports personnel development.
- Share in school, in the first instance, new strategies and approaches that support personnel development to spread/broaden expertise.

Leadership and Management

Evidence to support the school's self-evaluation

- The headteacher ensures systems, policies and curriculum are maintained and developed extremely well.
- Leadership across subjects is becoming more secure. Leaders are driving their priorities well.
- Governors participate well in school and are current in their safeguarding training.
- The website gives a good overview of the curriculum and has relevant up to date policies.
- Parent communication is strong and they have a very positive view of the school.
- Leaders have introduced QR codes to load up evidence of learning. This is being successfully implemented in school. This and the following are used for monitoring the impact of the curriculum: lesson observations, lesson plans, theme plans, staff and pupil feedback, jotters and learning logs, pupils IEPs, moderation files, data tracking sheets and governors visit forms. As you walk around school there is evidence of QR codes in classrooms. There has been staff training on how moderation fits with the planning cycle and an agreed language for assessment that will be used in logbooks, jotters and report writing for example. Leaders are developing a moderation form to use and all leaders will attend moderation meetings.
- The three-year plan is shared by leaders and the schemes of work with the SIP. The most recent were Water, The world I live in and Changing and Growing Relationships. These plans have been developed using the following documents: The Pre-Key stage standards, The Early Years foundation stage profile, The National Curriculum Key stage 1 and 2 documents and the Preparation for Adulthood across the age ranges for children and young people with SEND. The knowledge is in blue and skills are shown in green

Emerging questions

- Continue the discussions with subject leaders on their priorities and how they have further developed the curriculum.
- Fully establish the improved moderation system.
- Leaders want to ensure their recent work on EHCP process is fully embedded.

Early Years

- The early years group has pupils from reception into key stage 1. There are some children with autism that need higher levels of support to get engagement.
- Ican statements and Bsquared start in early years and follow the child through school so that assessment is building on previous learning and shows progress overtime. This also supports transition through classes. School have also considered the EYFS documents.
- All pupils were observed on task at the SIP visit, however, with a broad range of learning, communication and social needs this class has to be heavily staffed to support learning.

Emerging questions

- There was literacy and phonics taking place on the short visit but not as clear on the promotion of reading through books. Next time explore use of books with the teachers.
- The young children in school have complex needs with some with social communication needs. There is an improved outdoor area that supports outdoor learning, This is a continually changing class as the SEND needs vary each year. Programmes are individualised with a strong focus for all on communication skills. This is because some pupils can be non-verbal, verbal though limited in language, have social issues and /or having difficulty actively listening. Communication strategies have to be built from the early years to support engagement, knowledge and skills.

Sixth Form

- The sixth form curriculum is a functional curriculum that supports pathways to adulthood. It is personalised to where pupils are in their learning. Post 14 pupils begin the curriculum pathway to adulthood. This builds the skills and practice the pupils need by the time they leave school.
- There is a new post 16 timetable which accommodates well ASDAN and functional skills qualifications.
- The school ensures pupils are well prepared for transition to college including ensuring they have the qualifications they need. Opportunities and projects are designed so that pupils practice skills for work.

- The sixth form team were very encouraging in the lesson, their expectations were high for pupils to do activities for themselves. Pupils gathered resources for tasks and shared things with others. They had to share the right number of things and understand the order of things they needed to do. There were few prompts and the tasks were carried out successfully.
- Post school progression carefully planned. Transition plans in place.
- A further developed Curriculum that ensures the pupils have a broad and inspirational curriculum.
- No pupils who go NEET.
- Working as part of the pilot work for Post sixteen provision in Northumberland pilot scheme.

Emerging questions

- Explore new opportunities for work experience so that there is a range of opportunities that meet individual needs.

Part 3

Other information to note

- The headteacher may be off school for a short time before Christmas. The team will be able to cover this well as they work well as a team.
- The headteacher has been off and the school leadership has worked well as a team.

Feedback from the Headteacher

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

Requests to the LA for further support

- Early November dates HTPM agreed. Early SIP date next term.
- Subject leader discussions in summer term. Check on 90 minute discussion for Ofsted.



Delivering on behalf of

