

## THE GROVE BERWICK

Headteacher: Penny Derries

Chair of Governors: Bob Curry

School Improvement Partner: Ann Muxworthy

Date of Visit: 15<sup>th</sup> March 21 & HT discussion calls with updates over the term

### A summary of the progress made since the autumn term and the school's successes

#### Progress against Ofsted areas – information from updated Self-evaluation March 2021 and discussions

**Leaders high expectations of pupils in school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils.**

Activities in place:

- Behaviour management plans for pupils in place
- Use of MAPA principles across school more embedded
- Staff training on MAPA delivered
- Support of Clinical Psychologist
- Support of Occupational Therapist in writing behaviour plans

**Leaders focus on the education provided by the school.**

Activities in place:

- Detailed pupil tracking continuous maintenance
- Headteachers report to governors
- Data analysis report produced
- Assessment plan on a page and curriculum planning intentions Sept 2018

**Continuing professional development for all staff is aligned to the curriculum.**

Activities in place:

- Professional development plan
- Planning cycle in school in place
- Appraisal targets match priorities
- Impact of Professional Development on outcomes as shown on the plan

**Leaders create a cohesive and consistent approach to effective teaching across school.**

Activities in place:

- All Governors have clear roles and responsibilities
- Challenging questions are recorded in meetings
- Lesson observations/new lesson observation sheets provide areas for development
- The way that leaders take into account the workload and wellbeing of the staff.
- Identified area of the school development plan
- School leaders and governors have been planning for workload reduction
- Governors report updates them on staff workload

## Staff questionnaires

### Next steps:

All lesson observations will be consistent in the criteria used to make judgements and will be moderated across the staff involved

Review teacher workload and how this can be reduced to ensure that staff can focus on tasks that impact on Teaching and Learning.

To implement a new curriculum policy that will reflect the latest RSE/PHSE policy guidelines.

To develop the use of outdoor learning as a means to motivate those pupils who find traditional lessons more challenging, ensuring that all areas of the curriculum are covered outdoors.

### Leadership meeting with SIP (brief notes)

- IT - Cross curricular use of IPADS and use of online learning. Resources have been considered and use of MAKATON. School are using Eyegaze. Staff have had lots of ideas and some of these can be found on school website to support home learning.
- Therapy – Spring term not able to access in school.
- PE – Using a walking programme on Friday afternoon. Promoting healthy eating and an active break time. PE is evidenced from class timetables.
- French – looking to embed in classrooms through use of cookery and videos.
- SMSC – collecting evidence on traditions. Armistice day, religions and Burns night.
- RE – putting evidence into files as cant have assemblies.
- Phonics – RWI in place and training given to class leads. Staff exploring resources and looking at assessment. Resources purchased for Nursery handbooks 1 and 2. Every class has a set of cards and further story books available.  
Some parents have RWI at home.  
Aim to achieve a consistent approach across school.
- Humanities – Resources used and not used sorted and agreed what we want and will look at CPD.
- Outdoor learning – an action plan in place. Promoting this with parents and looking to adopt trees.
- PHSE up and running from last year.
- Business and enterprise – has an action plan. Has done whole school training . have community links with M&S. Class job group where pupils are paid for job and spend in tuck shop.
- DT – want ideas from staff on developing this.
- Science and maths schemes both rewritten and Headteacher leading on maths now

#### How is the school managing school and remote learning?

The school has had the majority of pupils in school throughout COVID. The very small number who were not in had bespoke packages for remote learning agreed with parents. This was not a big area for the school because most of the pupils were in and continued their programmes as usual.

#### What feedback have you received from parents about the provision for home learning?

Leaders seek to engage parents and the community thoughtfully and positively-

Parent contributions to IEP's is established and maintained throughout COVID.

Parent questionnaires are used routinely for views.

Open door policy which has been maintained through phone calls during COVID.

#### How is the work planned to address the gaps in learning in the autumn term progressing?

There has been a very small number of pupils not in school and this was because of individual pupil circumstances. As most of the pupils were in school they continued their individualised programmes. It has been important to get engagement again with therapy as programmes at home for therapy have been more limiting.

Some pupils have also de-regulated and have needed support to address this. Some have needed a re-establishing of specific programmes that support communication and social skills.

#### What monitoring are you able to carry out under the current circumstances?

Lesson planning is available for home and school learning.

Teachers share with the headteacher individual pupil progress during lockdown and those in school. Headteacher visits classrooms.

#### How are Governors making an effective contribution to leadership and management?

Governors visits will be re-established though they have been maintained well virtually.

Governors minutes have challenging questions.

#### How effective is safeguarding and the welfare monitoring of the pupils working at home?

**The school has a culture of safeguarding.** Regular calls to parents/carers to ascertain wellbeing and to encourage return for the few pupils.

Other professional discussions relating to individuals and updating advice.

School maintain their 'Cause for concern sheets.'

#### Attendance

Attendance is above 95%, all absences are authorised, due to complex medical needs.

SIP

School visit 27<sup>th</sup> May – curriculum updates and visiting classrooms