

## Local Authority Annual Review - Autumn Term 2018

### The Grove School

Headteacher: Penny Derries  
 Chair of Governors: Bob Curry  
 School Improvement Partner: Ann Muxworthy  
 Date of Visit: 24 October 2018

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
<b>The Overall Effectiveness of the School</b>	1	1	1
Effectiveness of Leadership and Management	1	1	1
Quality of Teaching, Learning and Assessment	1	1	1
Personal Development, Behaviour and Welfare	1	1	1
Outcomes	1	1	1
Sixth Form/Early Years <i>(delete as appropriate)</i>	1 1	1 1	1 1

**Date of Last Ofsted Inspection: 14-15 July 2018**

#### Areas for development

Develop a joined-up approach so that all parties are involved in the planning and delivery of the different speech, language and communication programmes in use in the school, by:  
 ensuring that all staff receive high quality training in this area so that they know exactly how to plan and deliver appropriate activities to ensure that all students make even more rapid and sustained progress with their communication skills across all the different subjects.

#### This school has the following strengths:

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| <ul style="list-style-type: none"> <li>Leadership and management is strong. The headteacher and governors with support from other leaders are leading the school extremely well.</li> <li>The area for improvement from the previous inspection was addressed systematically. As a result, the quality of teaching, learning and assessment has improved and is sustaining outstanding practice.</li> <li>The headteacher drives improvement extremely well. Self-evaluation is a particular strength because leaders know their school through the strong systems and practice in place. Leaders identify appropriate priorities. The school is therefore constantly developing.</li> <li>Governors receive regular thirty minute feedbacks from staff at their governor</li> </ul> | <ul style="list-style-type: none"> <li>Assessment is supported by high quality dialogue between leaders, teachers and support staff. This term the school have completed the baseline for all pupils for the year and targets are set. Staff have reflected on the curriculum and individual needs. Leaders have checked with staff the accuracy of assessment through triage meetings and have ensured targets reflect the pupils' education health care plans.</li> <li>A strong focus on spiritual, moral, social and cultural development allows pupils to discuss issues and have a good understanding of life in modern Britain.</li> <li>Pupils' behaviour is excellent. Classrooms are purposeful and pupils are highly engaged and enjoying their learning. New pupils with challenging behaviours are managed well and soon settle in to</li> </ul> |
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<p>meetings, for example, recently mental health.</p> <ul style="list-style-type: none"> <li>The school's curriculum has a clear philosophy for the needs of the pupils in the school. It has considered well pathways for pupils, enjoyment, enrichment and other skills pupils need for their personal development. Staff are knowledgeable about the curriculum and therefore plan their teaching well for individual pupils. As a result, teaching overall is consistently good and often with memorable moments observed on learning. Pupils work and diary logs show that teaching overtime leads to outstanding progress from starting points.</li> <li>Teaching shows strong evidence of applying strategies proposed by therapists to support communication and physical health. This is particularly effective with pupils with profound multiple learning difficulties who are progressing extremely well.</li> </ul>	<p>classes.</p> <ul style="list-style-type: none"> <li>Attendance is good and exemplifies how well pupils and their parents/carers engage with school.</li> <li>Safeguarding is effective and there is no racism reported.</li> </ul>
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<b>To improve the school needs to:</b>	
<ul style="list-style-type: none"> <li>Focus on Health by: <ul style="list-style-type: none"> <li>Gaining the new Healthy school award supporting the school's effective practice</li> <li>Developing practice for good mental health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review Equalities policy to update current practice.</li> <li>Ensure the curriculum has good promotion of feeling safe. Through maintaining the focus on Neglect and FGM to ensure staff remain diligent.</li> </ul>

**Has the Headteacher/Governing body ensured that:**

Single Central Register is compliant?	Yes
All staff have read 'Keeping Children Safe in Education part 1, Sept 18	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent view feedback has been reviewed?	Yes
Ofsted 'requested' documents are in place (see page 20 Ofsted Handbook)?	Yes

<b>Type of school</b>	Special all age LD	<b>Current number on roll</b>	46
<b>% of SEND pupils</b>	100	<b>% of disadvantaged pupils</b>	23%

**Part 2: Detailed Analysis and Evaluation of the Outcomes Achieved by Pupils:**

**Whole school targets**

<p>The school uses the B-squared assessment system and has a clear rationale for how it is assessing individual progress. The school's data shows :</p> <ul style="list-style-type: none"> <li>There is a 3 year increasing trend of outstanding progress in reading, writing and speaking and</li> </ul>
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listening.

- Use of pupil premium is measured on the progress of pupils' self-esteem and emotional literacy. In 2017-18 the pupil premium group had much higher results than previous years.
- Within their English and Mathematics average as compared to the overall school average results there is a small percentage difference, however the percentages are not significant.
- Overall most of the data for both SLD and PMLD learners is strong in English, however, there are some pupils that fall below the expected level of progress.
- The Maths data shows that the learners are making good to outstanding progress in Maths, no pupils fall below expected.

## Early Years

The Grove School can support pupils from 2 years onwards, if they have an EHCP.

They plan for each pupil individually; this means that they do not have a class that is EYFS only.

Most of the younger and EYFS pupils are supported either in Elm class or in Willow depending on their complexity of need.

The curriculum is planned for each pupil; this process is described in the curriculum planning section of the website.

They use different resources for different pupils, so for some pupils they may use the National Curriculum and for some they will write Learning Intentions with the support of a multi-professional. They assess through observations, using the B-squared assessment tool or through the use of MAPP. They meet the statutory requirement of assessment by completing the EYFS profile at the end of the stage.

## Post 16

### Context

The Grove School supports pupils at Post 16 agreed by the Post 16 Panel. The school has a flow chart that explains and highlights the options for pupils at this stage in their school careers, this is available on their website.

If the pupil remains at The Grove School Post 16, there is information about the curriculum which is individualised in the curriculum section of the website. The ethos of the provision is that pupils are prepared for Adulthood and their next steps.

This can take the following different pathways: -

#### 1 Academic qualifications

ASDAN accredited courses

Functional skills qualifications at a level appropriate to needs

Individualised support with entry requirements for college courses

#### 2 Personal development pathways

MAPP targets for development of life skills

Independent travel training

Planning for future steps

The provision that is offered may be in different classes in school, the pupils are placed in the class

that is most appropriate to their needs and not by chronological age. Post 16 pupils are aware of the fact that they are getting ready to leave school and work in partnership with parents, carers, SEND department, colleges and social workers to plan for their next steps.

Completion of any programmes that have already been started may include ASDAN.

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### **Which pupil outcomes are the key priorities for improvement in 2018-19?**

- Develop staff knowledge of how to enhance listening skills for pupils with complex needs to include training by the Hearing Impairment Team.
- To work with other Specialist provisions on the development of functional writing for those pupils who are assessed using B-squared.

### **SIP's overall judgement for outcomes**

- The school is achieving outstanding outcomes because the curriculum is meaningful and relevant and the teaching consistently strong.
- Work in books and pupils diaries shows strong progress from starting points.
- The school's tracking is robust and triage meetings ensure there are meaningful discussions on progress.

## **Part 3: Leadership**

### **Does the leadership's approach to monitoring and evaluating pupil progress and attainment (including groups of pupils) enable them to succinctly present and articulate the outcomes achieved by pupils in all year groups?**

- The headteacher is confident in her explanation of assessment, tracking and outcomes. She has considered how the school's assessment system meets the Rochford review and has ensured it is closely aligned to the school's curriculum. The school's approach is for personalised targets with measured challenging expectations for progress.

### **Do reports presented to governors ensure that they are well informed about the progress and attainment of pupils (including groups of pupils) in each key stage, in a range of subjects, compared to national averages?**

- The governors are appraised with how leaders and staff gather evidence on progress by the school. The school is not comparing with national averages and therefore governors are made aware of school performance through moderation with other schools and monitoring by leaders.

### **Does the school's self-evaluation include the 2018 outcomes and reflect an accurate self-assessment?**

- Self-evaluation and gathering evidence of impact is evident in school files. All policies are in place and current. The headteacher has a detailed programme of activities planned throughout the year to support developments. There is leadership at all levels with staff across school leading on school developments.

**Does the school's development plan include precise, measurable targets which reflect priorities identified from the school's analysis of 2018 pupil outcomes?**

- It is a clear school development plan that has appropriate priorities to continually drive improvements.
- The headteacher uses the plan well to set staff performance targets and support shared ownership of developments across school.

#### **Part 4: Feedback**

**Feedback from Headteacher on the impact of the SIP in support and challenge:**

We continue to be given excellent support by Ann, she is so aware of the challenges that face special schools and is therefore able to advise and guide us on how to ensure that the school is moving forward. On her recent visit she discussed how to ensure that the progress that we have made in assessment and curriculum is clearly described in our paperwork and on our website. Ann challenges all levels of management and ensures that she meets with these leaders at different times throughout the year. Ann is able to give us excellent support at a strategic level due to her involvement with other authorities. Ann has facilitated excellent discussions with our governing body and has ensured that the dialogue that occurs has developed to a higher level.

**Requests for further school support:**

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

**Agreed next SIP visit date:** TBA