**Local Authority School Improvement Partner Report: 2023 - 2024**

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| **The Grove** | | | |
| **Headteacher** | **Penny Derries** | | |
| **Chair of Governors** | **Mr G Murray** | | |
| **School Improvement Partner** | **Ann Muxworthy** | | |
| **Dates of meetings** | **Autumn:19th October 2023** | **Spring:** | **Summer:** |
| **Focus** | **Personal development** | **31st January 2024, 27th February 24** | **16 April &12 June 2024** |

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| **Part 1** | | | | | | | | | | | |
| **Most recent Ofsted inspection judgement:** *Outstanding Dec 2019* | | | | | | **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:** | | | | | | | | | | | |
| * 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 visit 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 is in the Ofsted window and remains strong in all areas. The headteacher provides strong leadership and is very knowledgeable on curriculum. She ensures the school development plan focuses on areas that will provide further improvements in the school practices. This is followed closely so that each action is achieved. * While the needs in groups each year may change the school is very adept in developing provision that meets individual needs. For example, staff working with a complex group of young children with autism planned well to meet their communication and emotional needs. This is also apparent in the broad curriculum offer school makes across all key stages and all abilities. * This summer visit looked at Safeguarding and it is evident the safeguarding culture in school is strong supported well by 3 DSLs. | | | | | | | | | | | |
| **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. * Developing additional accommodation to support improved use and quality of indoor and outdoor space with easier use of accessing storage. | | | | | | | | | | | |

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| **Contextual Information** | | | | | | |
| **Current number on roll** | 51 | | **% and number of SEND pupils** | National[[1]](#footnote-1): 12.6% | 100 % |  |
| **% and number of disadvantaged pupils** | % | 17% | **% and number of EHCPs** | National[[2]](#footnote-2): 4% | 100% |  |
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| **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*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063520/Minimum_expectation_for_length_of_school_week_-__information_note.pdf) | | | |

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| **Reminders for the Headteacher:** |
| **The SIP and headteacher discussed the following statutory duties and recommendations:**   * Have Governors read [Keeping Children Safe in Education](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.gov.uk.mcas.ms%2Fgovernment%2Fpublications%2Fkeeping-children-safe-in-education--2%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5) *(updated September 2023)?* ***Yes*** * Have all staff (including volunteers) have read at least Part 1 of [Keeping Children Safe in Education](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.gov.uk.mcas.ms%2Fgovernment%2Fpublications%2Fkeeping-children-safe-in-education--2%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5) *(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](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.northumberland.gov.uk.mcas.ms%2FNorthumberlandCountyCouncil%2Fmedia%2FDocument-store%2FSACRE%2FExtract-from-NORTHUMBERLAND-Agreed-Syllabus-2022-2027.pdf%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5) been taught from September (if applicable)?***Yes*** * Is the school website compliant with the most recent statutory guidance? ([maintained schools](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.gov.uk.mcas.ms%2Fguidance%2Fwhat-maintained-schools-must-publish-online%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5)) ([academies/free schools](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.gov.uk.mcas.ms%2Fguidance%2Fwhat-academies-free-schools-and-colleges-should-publish-online%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5))***Yes*** * Has [Parent view feedback](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fmobile.parentview.ofsted.gov.uk.mcas.ms%2Fparent-view-results%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5) been reviewed? ***Yes*** * Are[Ofsted ‘requested‘ documents](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.gov.uk.mcas.ms%2Fgovernment%2Fpublications%2Fschool-inspection-handbook-eif%2Fschool-inspection-handbook-for-september-2023%3FMcasTsid%3D20892&McasCSRF=06202b90c3412e15500714dee411cc9cc51d131902d2920dbbbddb6ae613fee5) (*paragraph 96*) in place? ***Yes*** |

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| **Part 2** |
| **Quality of Education** |
| * 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 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. * PSHE runs through the curriculum, its themes and the school day support personal development well. It presents topics that develop communication skills through conversations that help understanding. It builds pupils confidence so pupils know how to tell staff things and staff can check their understanding of those areas to keep them safe. * The music lead is driving the new music action plan across school well. |
| **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? * Can teachers expect more from pupils’ writing of the most able in school? * Next time – What is the evidence for impact of humanities? This curriculum has run through all its themes over the 3 years. |

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| **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 in the Autumn term at 92.8%. It remains high in the spring and summer terms also. Absence is mainly authorised for health appointments. * 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. * Are there some good examples of the impact of the triage meetings? |

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| **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. * Staff model behaviours through the school day and expectations they have for pupils to be safe. Staff are very aware that some pupils may be quite isolated outside of school because of their needs and safety is therefore taught with some detail and practice. * Communication is effective with pupils because staff are trained well and have built up many years of expertise. There is also a broad range of communication systems and approaches used across school. An example of this is, the excellent communication practices seen with pupils with PMLD who work to specific programmes developed by a multi-professional team. * Independence is promoted extremely well across school with pupils working on their organisation skills, completing tasks on their own and when ready independently travelling. Planning and executing tasks are seen across the topics so that pupils learn skills and build knowledge in how to get to an end result or product. |
| **Emerging questions**   * How can they further enrich children’s learning through play using resources and ideas for play on the electronic bank? * How will the new building improvements enhance further personal development for pupils? |

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| **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. * Subject leader interviews show that they are on task on their individual action plans. All are preparing their files I readiness for Ofsted holding in one place information they would wish to share.   **Safeguarding Spring**   * The Safeguarding file showed no racist incidents this term. * Safeguarding Child Protection list is in place and status of children. * 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.   **Safeguarding Summer**   * There are no racist incidents. * SCR is current in its information on recently appointed staff. Headteacher has done checks on information in the record. * A safeguarding file is available with relevant information on practices for use at Ofsted inspection. * Good evidence that safeguarding is supported through curriculum and embedded practices in school. Three DSLs give the school good capacity. * Safeguarding CP list in place with status. * Training for safeguarding and discussion regularly on pupils at risk. The triage system has a ragging system to ensure those pupils that need regular discussions and actions are monitored. * Governors are up to date with their training. Next training is on knife crime. * The school does have to manage some pupils with extremely challenging behaviour and dysregulation. They do this well, however, on a rare occasion a pupil may be extremely challenging at home and school. School leads on involving parents, the LA and agencies in ways forward to help the pupil which may lead to involvement of social care. Leaders can explain well what they put in place, what they have identified and how they have kept their focus on the care and wellbeing of the pupil. * Safeguarding policy current for 2024 and recent update training from Carole Lecky. There is also a low levels concern policy. * Risk assessments are in place for some pupils and monitored by class teachers. They cover specific concerns like trying to escape the classroom. These are also used in triage meetings. * Practices on administering medication are very stringent and there is nurse support and yearly training. Medication coming to school not in a box with name on, is challenged with parents. Quality conversations on a regular basis to ensure vigilant staff in their practice. * There is a time line kept of every conversation on all concerns to school   **SDP**  **5 areas this year:**   * Play has been a main focus this year to maximise opportunities for health and wellbeing outside. * Augmented/ alternative communication is a focus to ensure practices are updated and understanding of new approaches learnt to be introduced. * A Nature group is being established to increase outdoor opportunities in the area and observe nature. * Behaviour and attitudes and triage embedded in practice. * L&M school environment – adaptations to the building.   **Parents**   * Parent view is very positive. |
| **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 some class timetables be more explicit where core subjects are taught? * What messages are coming from parent surveys? * Have the new updates to SCR been entered? * How well can staff answer questions on recent Safeguarding training? |

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| **Early Years Group** |
| **Evidence to support the school's self-evaluation**   * New pupils have settled well into school. * New systems are being put in place to support outcomes and progress over time. * Pupils more settled and staff have good awareness of pupils’ communication. Engagement in learning good as pupils feel more secure and able to carry out tasks. |
| **Emerging questions**   * How do they ensure they are capturing progress over time? |

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| **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. * Observations show high engagement and participation. Leavers are being prepared for transition to college. Pupils are completing ASDAN and Functional skills work. |
| **Emerging questions**   * How do MAPP targets support work on puberty and how do they capture evidence of understanding? |

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| **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. |
| **Feedback from the Headteacher** |
| * Thank you to the SIP for the ongoing support through Ofsted updates and working across the staff team. * Thank you for this term for the challenge to leadership and discussions around safeguarding. |
| **Requests to the LA for further support** |
| * SIP challenge to leaders next term on the quality of education and school priorities. * Support to Ofsted when school receive the call. |

1. https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england [↑](#footnote-ref-1)
2. https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england [↑](#footnote-ref-2)