

The Grove School
Headteacher's Report to Governors
December 15th - 6th April, Spring Term 2017

Curriculum Enrichment Activities for Children/Young People, Parents and Community Links

Monday 23rd January 2017

School council meeting

Thursday 2nd February 2017

Oak class visit to the Police Station

Wednesday 8th February 2017

Reverend Matthew assembly

Monday 13th February - Friday 17th February

Music project run by Jessie's Fund, with family assembly on the Friday and a visit from the project

Tuesday 14th February

Visit from Berwick Youth Project, introducing the project to the staff and pupils

Friday 3rd March

Katie Storie visiting school, Sky Sports ambassador

Tuesday 14th March

Oak class to visit Shared Interests

Wednesday 22nd March

Oak and Sycamore class to visit the Beehive Youth Project in Berwick

Friday 24th March

Oak and Sycamore class visit to Kirkley Hall

Monday 27th March - Friday 31st March

Residential Holiday for 5 pupils to Fife

Thursday 6th April

Cricket festival with Barndale House School

Friday 7th April

Beech and some of Elm visited Woodhorn Lego Bricks project

Working with Partner schools and settings

Active involvement and contributing support continues with: -

- The Ponteland Partnership Teaching Alliance/ Two school's direct places secured through this partnership
- The Dales Teaching Alliance
- The Berwick Partnership of Schools, including advice and guidance sought by these schools for individual children/students, as listed in the table below

- The Bridges Steering Group Committee at Berwick Middle School
- The Northumberland Association of Special Schools
- Special Educational Needs and Disability Co-ordinators (SEND) both at a local and county level
- Early Years Schools and Settings
- Education Reference Group for Safeguarding, Penny Derries attending
- Education SEND work stream group, Penny Derries attending

Working with Partner Agencies

Active involvement and contributing support continues with: -

- The Integrated Team
- Local Authority Family and Children's Team (FACT) Board
- Health Visitors, Portage and Children's Centre
- Social Services Disabled Children's Team - Respite Care
- Social Services Case Conference Team - Safeguarding
- Social Services Transition Team
- Scottish Borders Educational and Social Services Teams
- Vanessa Easton, Early Help Assessment Co-ordinator

School to School support/community support

Name of school supported	Support given	Staff members giving support	Response to support from the school being supported
St Cuthbert's First School Sept 2017	Enabling child to go out on the school minibus for social integration	Mrs Williams	
As above	Supporting SENCO with completing B-squared document to help with planning	Mrs Derries	This support has enabled us to ensure that planning for the child in question is progressive and accurate
Tweedmouth Middle School Sept 2017	Enabling a child to attend The Grove School to use our Sensory room and Soft play room, for the child's emotional wellbeing	All staff	
As above	Support for the SENCO on different strategies for supporting the same	Mrs Derries and Miss Waugh	The SENCO commented that the child is now smiling at school and is much

	pupil as above		more settled due to the advice that was received
Tweedmouth Middle School Nov 2016	Carrying out training on de-escalation.	Miss Waugh	
Tweedmouth West First School Nov 2016	Training for staff on developing Therapeutic Stories.	Mrs Wood	Feedback from school at SEND Hub meeting was that the training had made an impact for a targeted child.
Ponteland Middle School Teaching Alliance Nov 2016	Support for Schools Direct students	Mrs Derries	Thank you so much for your time, enthusiasm and wisdom today. The trainees had a brilliant day full of information, guidance and advice. It was very valuable. They said it was like a personalised seminar!
14.12.16 St Cuthbert's School	B-Squared support for assessment for a pupil	Mrs Derries	This was very helpful and has enabled us to assess the levels of a pupil that we have been unable to show progress for in the past
Dec 2016 - Ongoing support for Tweedmouth Middle School	Advice on how to support a pupil with complex behaviours	Miss Waugh and Mrs Derries	
Monday 16 th January 2017	Advice to Autism North East on what our provision offers	Mrs Derries	
Wednesday 25 th January 2017	School support of NQT from Prior Park First School on planning for pupils with additional needs	Mrs Derries and all staff	
Thursday and Friday 9 th -10 th March	Training staff on Physical Intervention	Miss Waugh	Staff have commented that the training has been very useful
Tuesday 21 st March	Staff member visiting from NCEA	Mrs Derries	
Thursday 23 rd March	Staff member	Mrs Derries	

	visiting from Hill crest school		
Friday 24 th March	Staff member visiting from The Dales School	All staff	

Partnership Working with Multi-Professionals who have supported specific children this term has included: -

- Dr Penny Garrod, Consultant Paediatrician, on-site clinics
- Dr Operache, Consultant Psychiatrist (Locum), on-site clinics
- Mick Flanders, community nurse on-site, and at child's home
- Sue Emery, speech and language therapist, weekly, on-site/meeting with Samantha Barron, new clinical lead for Speech and Language Team
- Lecky Equipment, regular checks of standing frames/tilt boards and special chairs
- Brendan Dowling, Teachers of the Visually Impaired, termly visit
- Lorraine Danielle, Occupational Therapist
- Liz Ann Davidson, Occupational Therapist
- Fiona Blacklock, Physiotherapist
- Katy Master, Specialist Massage Therapist, weekly

Assessments information

The table in Appendix 1 shows how we track data in school

The table shown in Appendix 1 shows the way in which we can track the progress of individual learners using B-squared, we are able to see that learners can make progression in small steps using the tracking sheets that are also seen in this appendix. We use the information on these tracking sheets to find the percentage of learners who have made Expected, Good and Outstanding progress as measured against our agreed percentage increases in B-squared. We have also referenced graphs that are taken from B-Squared showing pupil's progress in a different format over time, as detailed in the following English and Mathematics subject areas which are calculated from our own tracking data.

English results

Reading	Percentage of learners in 2014	Percentage of learners in 2015	Percentage of learners in 2016
Less than expected progress	0	0	5%
Expected Progress	9%	13%	27%
Good Progress	20%	27%	14%
Outstanding Progress	71%	60%	54%

Writing	Percentage of learners in 2014	Percentage of learners in 2015	Percentage of learners in 2016
Less than expected progress	0	0	8%
Expected Progress	26%	26%	22%
Good Progress	13%	14%	22%
Outstanding Progress	61%	60%	48%

Listening/Speaking	Percentage of learners in 2014	Percentage of learners in 2015	Percentage of learners in 2016
Less than expected progress	6%	6%	6%
Expected Progress	7%	7%	26%
Good Progress	13%	14%	11%
Outstanding Progress	74%	73%	57%

Maths results

Number	Percentage of learners in 2014	Percentage of learners in 2015	Percentage of learners in 2016
Less than expected progress	0	0	0
Expected Progress	9%	9%	30%
Good Progress	9%	10%	10%
Outstanding Progress	82%	81%	60%

Shape, Space and Measure	Percentage of learners in 2014	Percentage of learners in 2015	Percentage of learners in 2016
Less than expected progress	0	0	0
Expected Progress	8%	8%	26%
Good Progress	31%	31%	13%
Outstanding Progress	61%	61%	61%

Pupil Premium results

In September of 2013, we began a project to analyse data that would show how we have used our Pupil Premium money. We have read widely around the subject using this information and the knowledge that we have of these learners to source an assessment which would reflect the impact of the priorities we have identified. We have prioritised the use of some funds to support curriculum areas such as cooking, materials for art technology, social inclusion etc. However, in line with research that shows one of the best uses of these funds is in the support of Meta-cognition (awareness and understanding of one's own thoughts) we plan to further develop our assessment for learning and emotional literacy resources and teaching methodology to ensure that all our target groups of learners, develop their overall emotional scores for some groups and overall self-esteem scores for others. For this data each child has been given a letter to represent them so that their results remain anonymous.

	Learners completing Emotional Literacy baseline score 2013 independently using Emotional Literacy assessment and intervention 7-11yrs	Emotional Score 2014 independently using Emotional Literacy assessment and intervention 7-11yrs	2015 results	2016 results
Child A	85	87	91	No longer pupil premium
Child B	69	72	84	No longer pupil premium
Child C	61	62	68	91
Child D	68	69	70	74
Child E	56	57	66	51
Child F	70	75	80	70
Child K				78

For those learners that could not complete the above assessment independently staff completed their assessments on their behalf through interpreted understanding based upon their depth of knowledge of everyone the results are shown in the table below.

	Overall self-esteem score 2013	Overall self-esteem score 2014	2015	2016
Child G	35	40	55	20
Child H		44	72	50
Child I			34	50
Child J	25	47	78	25

Results of achievement in mathematics and English for group average for Pupil Premium learners and the school averages.

Increase average on B-Squared	English results 2015	English results 2016	Mathematics result 2015	Mathematics result 2016
Pupil premium average	10%	11%	15%	12%
Overall school average	11%	11%	17%	14%

External Moderation

School continues to moderate with our mainstream colleagues and meetings are arranged to moderate Early Years data. We continue to moderate with Barndale House Special School to ensure that our P-Scale results are accurate and that teacher assessments as reflected in the B-squared results are fair and accurate.

Moderation has taken place within school, the Senior Leadership Team has moderated Speaking and Listening agreeing with 95% of the original levels.

Attendance - figures continue to be affected because of: -

- Specialist medical consultant appointments: Neurological, surgical, paediatric, orthopaedic etc. at Edinburgh, Newcastle and Melrose
- Orthotic and specialist dental appointments.

There have been requests agreed for holidays during term time because of the children's extenuating medical, health and social needs, going on holiday at quieter times of the year makes doing so safer and easier on a practical basis

for these children's families. The current attendance figures are: - School year to date - 93.84%, this has improved still further since the previous Headteacher's report.

Behaviour/ Discipline/Exclusion Information

We have no reported incidents of Racism and have sent in a Nil return recording this.

We have no reports of bullying since the last Governors report.

Care Plans - Medical Needs

Care plans continue to be updated with support from Kerry Thompson school nurse. We have now got 6 children with Epilepsy care plans and 1 child with a care plan for choking. All staff that work with these pupils have received training on how to follow the care plans.

We have developed a care plan for another child who has been very unwell recently, we monitor them very carefully and have taken advice on positioning to ensure that they can access learning, whilst being comfortable and safe.

Complaints Information

We have received no formal complaints through official or un-official pathways. We will invite parents to contribute to their child's annual review this enables the parents to bring up any concerns that they may have, we will then work with the parents to ensure that we address these issues.

School Improvement Plan

See attached document.

Staff Continuing Professional Development (CPD) - linked to Appraisal/School Development Plan

Please see attached Continuing Professional Record spread sheet. This spreadsheet has been developed to show the triangulation between, the School Development Plan and professional development and training.

I have completed the mid-cycle Appraisal meetings, all staff are on track to reach the targets and 60% of staff have completed at least one of their targets and 30% of staff have set an additional Personal Development target, these have included targets around time management and the development of inter-personal skills.

Admissions

We started a nursery pupil in January who has settled very well, he will continue as a 15hr nursery placement in September 2017 for another year.

The pupil that who joined us in November has now gained an Educational, Health and Care Plan, we have informed County that we do not feel we can meet this young person's needs in the long term, however at present he will remain with us until an exit strategy can be found.

Post School Planning

Our present group of leavers are hoping for the following provision: -

- One pupil to have a bespoke community package, including Northstar and Border Links
- One pupil to attend Kirkley College to study Animal Husbandry

Scottish Borders pupils

Scottish Borders are developing a new provision for pupils with Complex Needs in Duns. The parents of three pupils have been informed that Scottish Borders will be looking to transition these pupils to the new provision in August. We did not receive any formal letter informing us of this, however the headteacher has spoken to Christian Robertson, Scottish Borders, Special Education Lead for the authority. She informed the headteacher that no final decision had been made. With the agreement of the Governing Body, the school will look for a decision by the end of term at the latest, this will then enable the school and governing body to make plans for September 2017.

This is not a situation that the school wishes to be in, it is very sad for all those involved and we continue to hope that the pupils can stay with us.

Transition Plans

These are being completed with support from all the multi-professionals that are involved in supporting the pupil and with agreement from the parents and young people themselves. We are currently working with Rachel Usher, Transition Worker to develop a transition plan for each pupil.

We will work with Scottish Borders on transition plans if we need to for the pupils that may be transferring to the Borders in August.

Work experiences

We have managed to secure work experience for our learners at Tweedmouth Middle School and at Tesco these placements are ongoing. These generally take place in the summer term and we will ensure that those pupils for which it is appropriate are supported to experience a work placement. We also facilitate work experience in our school, some of our pupils may go and work with younger

pupils, and this means that they are in a familiar setting but are experiencing the demands of a work place.

Staff Absence Data/Staffing Information

We have had a few short-term absences since the previous report, nothing that has been more than a couple of days and nothing that will impact on staff absence in the long term.

Governors audit results

The audit of the governing body showed that we have areas of strength, for example commitment to improving education for pupils, performance management and appraisal of others.

The areas that we continue to need to develop are: -

- Experience of premises and facilities management
- Developing links with local businesses

Staff Appraisal and Salaries

Staff have reviewed their Appraisal targets and I have completed the mid-cycle Appraisal meetings, all staff are on track to reach the targets and 60% of staff have completed at least one of their targets and 30% of staff have set an additional Personal Development target, these have included targets around time management and the development of inter-personal skills.

Discipline/Grievance Issues

There continues to be no such issues to report on.

Buildings

Our decision to replace the roof has paid off over the period since it was completed, we have had periods of heavy rain and have had no leaks at all.

We are beginning to look at how we will sustain the school in the long term. The annex will within the next 3 years become unsafe for the learners coming through school. The learners that we are increasingly supporting in school are more unpredictable and impulsive for this reason the road itself would become too great a risk for moving the pupils to and from the main school. Our proposed solution is to turn the annex into an administration block, including a staff room, Planning and Preparation room, Speech and Language therapist base and large meeting room. The current staff room and my office will be knocked into one large room, which will become a classroom, to replace the learning space that we are losing over the road. The current Planning and Preparation room will become a small office for me, when I need more space I will use the meeting room over the road. We are currently waiting for quotes to see how much these changes

will cost, our intention will be to use the Devolved Formula Capital for this project.

Donations Received

School continues to benefit greatly from the support of our local community which provides the children with many treats and special activities that otherwise would not be possible.

The support of so many individuals and organisations over this past year is overwhelming and greatly appreciated by everyone in our school community for all the additional special activities and resources this kindness provides for the children/young people.

Academy Status

I continue to follow this closely, visiting other schools and updating when appropriate. I will be visiting a recently developed Academy this term, the information that I find out I will add to the spread sheet and share at the next committee meetings.

The Special Schools in Northumberland have been encouraged by the Local Authority to think about becoming a Multi-Academy Trust, this would mean that most of the Special Schools in Northumberland would join under one name and Chief Executive. I feel that this is something to consider, I believe that the headteachers in question have the same moral purpose and all the schools understand the unique way in which we are funded. My main concern is around the geography and how this would be managed and governed, I will keep you all informed.