

Holly Grove Primary School



Record of Self Evaluation and School Improvement Plans

2016

Key Judgements

Leadership and Management	Outstanding
<ul style="list-style-type: none"> Outstanding at previous inspection. After the recent retirement of the Headteacher, from September 2016 the school has a new Headteacher and Deputy Headteacher. Both were established members of the school Senior Management team and have been promoted as part of succession planning. The changes have added further impetus for improvements to strengthen the school's outstanding provision. The number of pupils on roll has grown significantly and as a result a new build was completed in August 2016 to meet the growing numbers and needs of the pupils, ensuring continuing improvements. 	
Safeguarding	Outstanding
<ul style="list-style-type: none"> 100% of parents responding to Annual Parent Questionnaire either agree or strongly agree with the statement 'My child feels safe at Holly Gove School'. Inventory signing in system ensures everyone is aware of who is in school. We have recently purchased CPOMS and all staff are trained in how to access it. This system ensures all DSL's are alerted to any child welfare/safeguarding concerns immediately. 	
Teaching, Learning and Assessment	Outstanding
<ul style="list-style-type: none"> 13% of teaching is at least good with outstanding features and 87% is outstanding in 2016 – 2017. Teachers are skilled in differentiating the curriculum for a wide range of needs, building on prior learning and identifying and sharing next steps in learning Pupil progress meetings identify children who are not meeting good/outstanding progress and Intervention Groups are in place. 	
Personal development, behaviour and welfare	Outstanding
<ul style="list-style-type: none"> 96% of parents strongly agree (80%) or agree (16%) that behaviour at Holly Grove School is good. We achieved 'The Gold Standard Lancashire Behaviour Quality Mark', Behaviour Gold Quality Mark – 3rd June 2015. The assessment demonstrated that pupils and other relevant stakeholders are actively involved in the development and dissemination of the school behaviour policy. 	
Outcomes for children and learners	Outstanding
<ul style="list-style-type: none"> In 87% of lessons progress was judged outstanding 98% of parents feel their child makes progress at Holly Grove (Spring 2016 Questionnaires) Overall in subjects assessed, the majority (93%) of pupils made good or outstanding progress (67% outstanding 2015- 2016 data) 	
Effectiveness of Early Years Provision	Outstanding
<ul style="list-style-type: none"> Our very well equipped EYFS provision is co-located with Reedley Hallows Nursery, catering for 20 nursery and reception age children who have regular opportunities to play and learn with their mainstream peers. Induction and transition processes are in place and parents are effectively involved from the day their child starts school. High quality learning journals, observations and assessments ensure children's progress is effectively monitored and next steps are clear. 	

Overall Effectiveness

Outstanding

Progress with key issues from the previous inspection (May 2014)

Issue	Key actions taken	Impact to date
Leaders should ensure that their data on the progress of different groups of pupils breaks down the information about their achievement in English to clearly show governors the proportions of pupils making expected and more than expected progress in reading and writing.	English subject leader regularly produces data information to clearly show governors the proportions of pupils making expected and more than expected progress in reading and writing.	Governors informed about the proportions of pupils making expected and more than expected progress in reading and writing. Pupils identified for interventions in reading and writing.

2016/17 School Improvement Priorities

Ofsted ref: Leadership and Management

To develop assessment procedures which reflect the curriculum within Holly Grove and meet the individual needs of pupils

Ofsted ref: Teaching, learning and assessment

To further improve the quality of teaching and learning of English and improve standards in writing.

Ofsted ref: Personal development, behaviour and welfare

To improve outcomes for pupils by further developing the quality of interventions to support sensory processing for pupils with complex needs.

Ofsted ref: Outcomes for children and learners

To better prepare more able pupils for the transition to Key Stage 3 by ensuring appropriate challenge in Literacy and Numeracy.

Context of Holly Grove Primary School

The school is a primary School with 96 pupils on roll

Key features of the school

- After the recent retirement of the headteacher, from September 2016 the school has a new headteacher and deputy headteacher. Both were established members of the school Senior Management team and have been promoted as part of succession planning. The changes have added further impetus for improvements to strengthen the school's outstanding provision.
- The number of pupils on roll has grown significantly and as a result a new build was completed in August 2016 to meet the growing numbers and needs of the pupils. This included a purpose built hall, further classroom and office space, a kitchen, a sensory processing room and a rebound therapy room.
- Holly Grove is a school which provides for pupils with a wide range of disabilities and special educational needs. All pupils have a statement of special educational needs/Education Health Care Plan.
- The spring 2017 census indicated that we had 96 pupils on roll 25% of pupils with severe learning difficulties, 2% have moderate learning difficulties, 18% have profound and multiple learning disabilities including complex medical needs, 36% have Autism. A small minority comprises SPLD, SEMH, SLCN, HI, PD and NSA. The percentage of families eligible for FSM is 32%. We have 8 CLA children and 2 adopted from care.
- The proportion of pupils supported through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils of minority ethnic heritage is well above average as is the proportion learning to speak English.
- The school is co-located with a mainstream primary school, a nursery and children's centre and a sixth form college.
- The skills of the staff have continued to increase and the school regularly provides outreach support in the local area and through the School 2 School support system.

Effectiveness of leadership and management

Grade	Outstanding	Good	Requires Improvement	Inadequate
Evaluation	√			

Overall the effectiveness of leadership and management (including governance) of the school is

OUTSTANDING

The leadership of the EYFS is

OUTSTANDING

Main strengths in leadership and management

- There is a clear vision for the school which is embodied within the school's motto "Together we learn together we achieve"
- A highly skilled Headteacher, Deputy Headteacher and SMT provide excellent leadership and management within their departments/areas of responsibilities and at a whole school level - which is evidenced in the school's targets in the School Improvement Plan/Action Plans.
- Both the Headteacher and Deputy Headteacher have received the Specialist Leader in Education award from the NCSL. Both use their skills to support other senior leaders in local schools to meet the needs of pupils with Special Educational Needs and Disabilities as well as supporting teachers to differentiate the curriculum for individual pupils.
- The school is part of the East Lancashire Inclusion Partnership and both the Headteacher and Deputy Headteacher are heavily involved in the Teaching School Alliance. The Deputy Headteacher is a lead tutor (English/Phonics) for PGCE students on the School Direct route and school based Mentor and the Headteacher delivers on the Behaviour for Learning Module.
- Staff morale is very high; the Staff reviews in 2014, 2015, 2016 and 2017 showed that the vast majority strongly agreed with the statement, "I am proud to be a member of Holly Grove School"
- SMT is made up of a wide range of staff across school including HLTA's to ensure that the voice of all staff is heard. Meetings are held weekly to ensure regular sharing of information.
- A strength of the school is in its ethos and commitment to growing its teachers into the special school leaders of the future. The Headteacher, Deputy Headteacher and EYFS Leader have all been promoted from within the school staffing structure through succession planning.
- The school reviews their staffing structure in line with the guidance from 'School Workforce Planning Document'. HLTA's are effectively deployed to support Interventions, i.e. Communication, Family and Behaviour Support, Physical Well-being.
- 3 members of the SMT are Designated Safeguarding Leads. Weekly meetings are held to

ensure regular sharing of information. The school has recently transferred to CPOMS to ensure safe and effective recording and information sharing.

- Strong and effective partnerships within the Campus and with local mainstream schools mean the school is extremely well supported in driving forward improvements e.g. Joint partnership working has recently resulted in a successful Children in Need bid enabling the continuation of the Merry Berries After School Club.
- Pupils make exceptional progress as a result of the highly creative learning experience which is responsive to their specialist physical and sensory needs, in particular the physical curriculum is providing high quality learning opportunities for all pupils, especially for those pupils with profound and multiple disabilities. The school is looking to receive the MOVE accreditation in 2017-2018.
- Lesson observations and whole school evaluations demonstrate that the quality of teaching is at least good with much of it outstanding.
- Special schools within Lancashire are currently reviewing their approach to assessment in light of the revised primary curriculum. Holly Grove School is part of the North West School Assessment Group (NWSAG). At present we continue to assess using P Scales and Pivats but use a conversion table to ensure that all schools in the NWSAG are able to moderate accurately and effectively with each other.
- School is in the process of transferring all pupils with a statement to an Education and Health Care Plan in line with the SEND Reforms. All About Me Profiles have been completed in liaison with parents/carers. The quality of these profiles, demonstrating an in-depth knowledge of individual pupils needs, has been recognised by County.
- The governing body effectively supports the headteacher and leadership team in the strategic development of the school.
- Governors are rigorous in ensuring that policies and procedures are in place to ensure all pupils and staff are safe. The Chair of Governors is the nominated governor for Child Protection and has also completed the Safer Recruitment training. (Evidenced by the minutes of committee meetings, health and safety walk rounds)
- Parents are encouraged to support their child's learning in a variety of ways e.g. Parental Advice requested for Annual Reviews, Parent Workshops, input from highly skilled Family Support Manager {HLTA} and a Family Support Assistant (Parent employee)
- Leading Parent Partnership Award reaccredited 2014. A strength from the reaccreditation was the strong sense of school community, family atmosphere and a totally positive approach to the achievements of all pupils. We will be going for reaccreditation in December 2016.
- LPPA Report commented that the governors had a good understanding of the Life of the school and enjoyed the opportunities they were given to participate in class/school life.
- The Headteacher, Deputy Headteacher, EYFS Leader and Family Support Manager, offer support to local mainstream schools, e.g. by offering work-shadowing placements at Holly Grove, by observing pupils in their settings and offering advice and strategies, attending child in need meetings, arranging Inclusion Links into Holly Grove, running parent support groups and providing parental drop in sessions. (Evidenced in Inclusion File)
- School place high importance on CPD. The Headteacher and Deputy Headteacher have achieved the Specialist Leader in Education Award from NCSL. Our Family Support Manager and EYFS Leader have achieved Specialist Practitioner in Education Awards through the Tor View Teaching Alliance. Our HLTA has successfully completed his degree 'working together for children'. 1 TA who achieved his Level 3 NVQ overcame many barriers during his studying and was awarded Student of the Year by the college.

- School works closely with the East Lancashire Inclusion Partnership (Tor View Teaching School) to support staff development through the delivery of locally based and high quality CPD opportunities. The Headteacher is a strategic partner and has played an integral role in the development of the training package and both the Headteacher and Deputy Headteacher take part in the delivery of the courses.
- Within the East Lancashire Inclusion Partnership the Headteacher has also been heavily involved in the development of the School Direct programme and the Headteacher and Deputy Headteacher have been involved in the interview process for the students for 2013 – 2014/2014 – 2015/2015-2016 and 2016-2017.
- We have two teaching students who have successfully completed the School Direct Programme. Both have been supported through their NQT year by the Deputy Headteacher.
- A TA2 successfully completed their degree and will be commencing the School Direct Programme in 2017.
- We are also working in partnership with The Loyne Learning Alliance and are identified on the Lancashire School 2 School website to offer support and advice to colleagues in specified areas of expertise.
- The Deputy Headteacher works closely with the local college and provides training for Level 3 Childcare/Educational Studies on working with pupils with additional needs as well as providing placements to develop skills in planning and teaching for pupils with SEND.
- Due to the increasing demand for places that has taken place over the last couple of years and following a series of meetings with County during August 2013 it was agreed to go to formal consultation to increase the designated number of pupils on roll from 50 to 70. This resulted in a new build to increase the space within the building and build an additional hall solely for the use of Holly Grove pupils, provide a rebound therapy room, a sensory processing room and additional rooms for interventions and small group work.
- As part of the internal reorganisation of space, our Early Years Foundation Stage is now based within Reedley Hallows Nursery enabling enhanced access to outstanding continuous provision and inclusive opportunities.
- The new build has enabled our pupils to more readily access opportunities for physical activities, sensory processing and whole school events, i.e. daily assemblies, rebound therapy, sports events including inter school competitions.
- Our sensory garden has been developed into an innovative outdoor learning environment to allow accessibility for all our pupils. A team of dedicated staff are developing a scheme of work to encourage learning outside of the classroom.
- Pupils' social, spiritual, moral and cultural development is extremely well promoted through a wide range of positive experiences which are planned for in a coherent way to support learning across the curriculum.
- Pupils learn to understand and appreciate a range of different cultures by making regular visits to our Faith Centre and working closely with the Faith Centre Leader.
- Pupils are encouraged to develop an awareness of the challenges facing them and their community e.g. being eco-friendly.
- As part of the curriculum pupils are encouraged to develop an awareness of British Values at a level that is appropriate to their understanding.
- Pupils are presently working towards the Silver Eco Award with the aim of achieving the Green Flag.

- Pupils develop an on-going awareness of right / wrong and respect for each other, e.g. class rules, school mission statement and 10 Golden Rules.
- School Council lead on deciding and organising fund raising events both for our own school and other charities, e.g. Children in Need, Sport Relief, Comic Relief.
- Our After School Club provides opportunities for our pupils to develop their social skills and learn about events around the world.

Areas for development/next steps to further improve leadership and management

- Governors to be upskilled in becoming a critical friend to the senior leadership team. Governors to be more hands on and involved in the day to day life of the school.
- To develop a robust assessment procedure that reflects the progress made by pupils with a range of learning needs.
- The new headteacher and deputy headteacher to continue to develop their skills in their new roles with support from identified mentors.

Safeguarding arrangements

- Governors support school to ensure that policies and procedures are in place to ensure all pupils are safe. The Chair of Governors is the nominated governor for Child Protection and has also completed Safer Recruitment training. (evidenced by the policy review cycle, minutes of committee meetings and health and safety walk rounds)
- 98% of parents strongly agree (80%) or agree (16%) that their child is safe at school.
- Any incidents that may arise in school that could pose a risk to children are dealt with efficiently and effectively in line with the strategies detailed on the child's behaviour support plan.
- All staff are up to date with their training in child protection/safeguarding (Spring 2016) and have received PREVENT training.
- The Single Central Record is up to date and includes vetting checks on all staff, volunteers and governors.
- The 3 DSL's have also accessed up to date training.
- The new CPOMS system ensures all 3 DSL's are alerted to any incidents of pupil welfare, behaviour, child protection etc. immediately and can view/monitor actions that have taken place.
- All staff have received training in accessing CPOMS.
- Child Protection Policy and other safeguarding policies are reviewed and evaluated annually.
- All staff have read KCSIE including governors.
- Systems are in place for children who may abscond.
- School will follow the County procedures for children missing in education.
- Procedures and strategies are in place to protect children from online abuse or abuse arising from technology. This includes supporting parents/carers to protect their children in the home environment.
- All children are allocated a key worker who monitors their progress and well-being. Any issues are quickly raised with class teacher and / or SMT and parents/carers (and recorded on CPOMS).

Quality of teaching, learning and assessment

Grade	Outstanding	Good	Requires Improvement	Inadequate
Evaluation	√			

Overall the quality of teaching, learning and assessment in the school is

OUTSTANDING

The quality of teaching, learning and assessment in EYFS is

OUTSTANDING

We know this from our monitoring and evaluation systems, which include...

Lesson observations

Learning walks

Meeting with teachers twice a year to analyse individual pupil progress

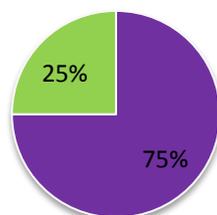
Subject Leader data analysis meetings

Main strengths in teaching, learning and assessment

- 8 lessons were observed during 2016 -17 demonstrating that teaching is at least consistently good/outstanding with 87% overall found to be outstanding.
- Outstanding teaching was observed across all Key Stages.

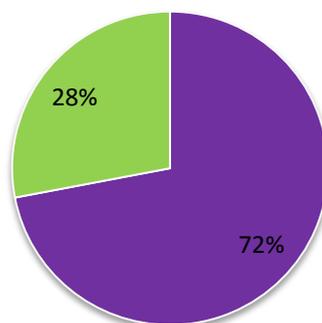
Holly Grove Quality of Teaching and learning over past 3 years. 2014 -2015

■ Outstanding ■ Good with outstanding



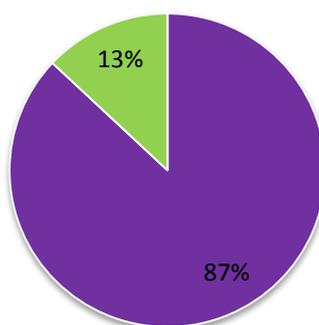
2015 - 2016

■ Outstanding ■ Good with outstanding



2016 - 2017

■ Outstanding ■ Good with Outstanding



Outcomes from Learning walks in 2016 – 2017

- Clear progression from early years through to Year 6.
- Continue to use stickers for marking work; ensure they are tailored to the needs of the pupils in class.
- Ensure that 'I can statements' / learning objectives are available for all lessons for TA's to share with small group work.
- To support pupils to take ownership of their targets.
- Provide 'next steps' or 'even better if' for pupils.

Strengths in teaching across school

- Particular strengths in teaching are the effective use of resources including TA's highly skilled in supporting the very specific & varied learning of our pupils, use of assessment to support learning, management of behaviour & care guidance & support

- Teachers are skilled at building on prior learning and in planning for the next incremental steps to learning. (Evidenced by TLP/TPPs, lesson plans, pupil observation files)
- Staff are very well informed about each pupil's level of understanding and chosen means of communication.
- Pupils are all engaged in the process of learning because teachers are clear in planning and sharing the learning objectives for each lesson. Pupils know what they are learning and are able (sometimes with support from a peer advocate) to communicate how well they're doing. (Evidenced in lesson observations)
- The development of the HLTA role to enhance the use of ICT to support teaching and learning has positively impacted on the quality of lessons with pupils more engaged through interactive means e.g. interactive whiteboards, switches, switch operated toys, eye-gaze.
- The introduction of a bi-lingual teaching assistant to work alongside the Communication Leader and to support pupils with EAL in structured SaLT sessions is having a positive impact on pupil progress and well-being.
- The use of a total communication system i.e. PECS / visual timetables /signing / objects of reference, is well established and provides all pupils, whatever their level of ability, with an essential means of understanding their day & learning expectations
- Interactions between staff and pupils are exceptional - evidenced through positive relationships between staff and pupils, parent comments on Parent Questionnaires/Annual Reviews.
- The on-going training of all Teaching Assistants has enabled staff to develop their skills in leading and effectively supporting learning in the classroom.
- To support learning within the home environment, Parent Workshops have been run on the use of Makaton/ managing autism /challenging behaviour/sensory processing/attachment disorder/phonics and reading.
- We have recently subscribed to the Bug Club/Phonics Bug Reading Scheme. This has had a positive impact on the phonics/reading skills of the pupils accessing this programme, has promoted their independent learning skills and also further developed home/school learning links.
- Sensory processing throughout the curriculum is supporting resilience for learning for our more complex children (i.e. complex ASD/ADHD/AD pupils).

Areas for development/next steps to further improve the quality of teaching

- Independent learning promoted and supported appropriately.
- Ensure there are opportunities to oversee/check activities in other groups when leading.
- Peer to peer lesson observations to support and strengthen engagement of pupils across all curriculum areas.
- Ensure pupils are provided with opportunities for self-assessment, i.e. 'Faces fans', 'Thumbs up/down etc.
- Develop more opportunities for creative writing and/or writing for a purpose

Personal Development, behaviour and welfare

Grade	Outstanding	Good	Requires Improvement	Inadequate
Evaluation	√			

Personal development, behaviour and welfare in the EYFS is

OUTSTANDING

We know this from our monitoring and evaluation systems, which include:

- Evaluation of Behaviour Support Plans
- Parental Questionnaires
- Lesson Observations
- Lancashire Gold Standard Behaviour Mark
- Lancashire Healthy Schools Award

Main strengths in personal development, behaviour and welfare

- A clear picture of each child's level of understanding and means of communication ensures that every child has some meaningful way of expressing themselves, this provides them with alternatives to make choices and, for some, this allows them to manage their own behaviour (Evidenced by Communication Passports, Communication Profiles)
- Those pupils who require support with behaviours have a Behaviour Support Plan which identifies any behaviour/s which may cause concern, when these behaviours may occur and what the agreed strategies are for managing these behaviours. These plans are discussed regularly and reviewed as required with staff, parents and pupils (where relevant) (Evidenced in Behaviour Plans)
- Improved sensory integration for the pupils with more complex needs has had a positive impact on their ability to manage their behaviours and access learning more effectively.
- Behaviour was found to be consistently good in all lessons and outstanding in 87% of observed lessons during 2016-17.
- PSHE is a core subject in school with all TLP/TPP's including targets in this subject. For some pupils the PSHE target is a key learning focus; which, if achieved, will have a positive impact on all areas of learning. (Evidenced by the Learning Target displayed in each classroom)
- Staff have received training in the 'So Safe' teaching strategy for delivering Sex Education and Relationships to children with learning difficulties.
- All staff receive regular Team Teach training where the emphasis is on positive reinforcement and least possible physical intervention. (Evidenced by Team Teach training records, Behaviour Support Plans) 3 staff are trained Intermediate Team Teach Tutors.
- Pupils feel safe because they know that the adults know and understand them exceptionally well. Staff know how pupils communicate and what their level of

understanding is. Pupils are confident that any concerns, anxieties or worries will be dealt with by adults who care for their well-being.

- Staff are confident in knowing how to deal with any child protection/safeguarding concerns as they are regularly trained and updated in child protection procedures. (Evidenced in the Safeguarding and Child Protection Policy 2016)
- The school has very secure selection and recruitment arrangements with key staff (including the Chair & Vice of Governors) trained in the Safer Recruitment procedures and guidance.
- The Single Central Record is up to date and includes vetting checks on all staff, volunteers and governors.
- Pupils are able to communicate if they are concerned, worried or need help through a total communication environment
- An Intimate Care Policy is in place and emphasises the importance of care, confidence, respect and reassurance.
- Team Around the Family (TAF) meetings ensure children's needs are met in a multi-agency approach. (Evidenced in pupil records)
- The thorough and robust induction policy for new staff ensures staff have the appropriate skills and knowledge to keep children safe and to meet pupils increasingly complex needs. (evidenced in Induction file / Staff evaluations)
- LPPA successfully re-accredited in Spring 2014, with Verifier stating that, 'Links between home and school are Outstanding as many different strategies are used to liaise with parents'. Re accreditation will be applied for in January 2017.
- The Lancashire Healthy Schools endorsement statement comments on how the Healthy Schools Programme has enhanced the culture and ethos of the school.
- Whole school attendance continues to be at least 90% with the percentage in 2015-2016 being 90.6% (in-line with the national average for Special Schools)
- The school's 10 golden rules, which relate to everyone involved with Holly Grove, embody the ethos of the school in ensuring all pupils feel safe and secure
- The role of the Family Liaison Officer has enabled us to go into family homes and share good practice / strategies for managing the children's behaviours consistently and effectively (Evidenced in Family Liaison Officers letters received from parents).
- Highly positive feedback has been received from parents and carers about the impact of the work of the Family Liaison Officer in helping parents manage challenging behaviours in the home.
- As part of the Family Support Manager's role, one target area highlighted was to make strong links with our new families. This was shown to be successful with 75% of parents from our EYFS class attending the last parents evening.
- Parent's Evenings continue to be well attended with 71% of all parents attending in October 2016.
- 98% of parents responding to our annual Parent Questionnaire either agree or strongly agree with the statements that '*children behave well in school*' and '*my child is safe and well cared for at school*'.
- Lancashire Behaviour Quality Mark (external accreditation) – Gold status achieved in June 2015. We were the first primary school in Lancashire to receive the Gold standard. The report congratulated the excellent behaviour demonstrated in school and highlighted the following areas for praise:

Areas for development/next steps to further improve personal development, behaviour and welfare

- Develop more structured activities on the yard to support behaviour at playtimes.
- To further develop sensory processing opportunities throughout the curriculum to support pupils with sensory processing difficulties.

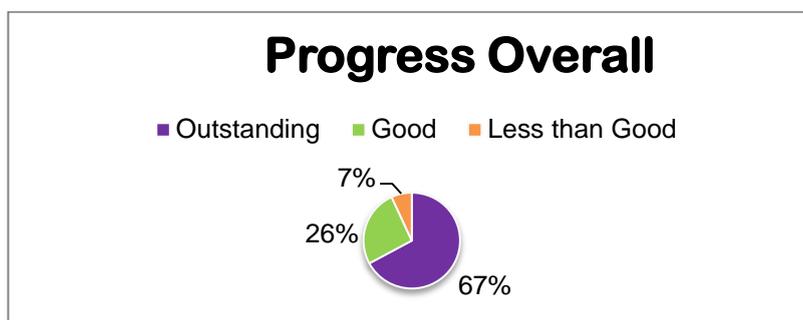
Outcomes for children and learners

Grade	Outstanding	Good	Requires Improvement	Inadequate
Evaluation	√			

Outcomes for pupils are OUTSTANDING

Reasons why we evaluate achievement of Holly Grove pupils as outstanding:

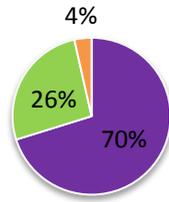
- Y1 – Y6 Pupil progress data indicates the majority of pupils (93%) make good or outstanding progress (67% outstanding) in English, Maths, Science, ICT, PSD)



- Pupils are deemed to be making good progress when making 2+ indicators of progress in a year (PIVATS)
- Pupils are deemed to be making outstanding progress when making 3+ indicators of progress in a year (PIVATS)
- Pupils will be reassessed in November 2016. Interventions will be put into place for those pupils identified to be making 'less than good' progress.

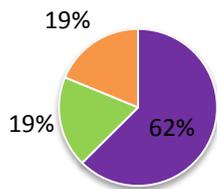
Boys Overall Progress

■ Outstanding ■ Good ■ Less than Good



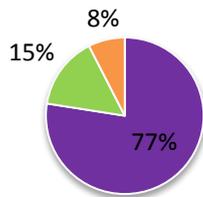
Girls Overall Progress

■ Outstanding ■ Good ■ Less than Good



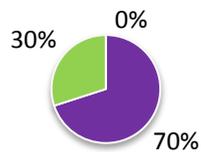
Pupil Premium - Overall Progress

■ Outstanding ■ Good ■ Less than Good



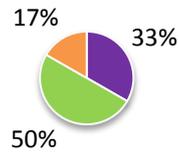
ASD Pupils' Progress Overall

■ Outstanding ■ Good ■ Less than Good



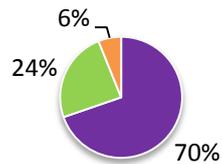
PMLD Pupils' Progress Overall

■ Outstanding ■ Good ■ Less than Good



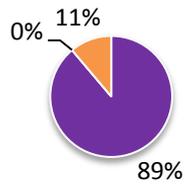
SLD Pupils' Progress Overall

■ Outstanding ■ Good ■ Less than Good



MLD Pupils' Progress Overall

■ Outstanding ■ Good ■ Less than Good



Summary of Pupil Progress KS1-KS2

KS1 to KS2 Progress in English and Maths

KS1-KS2 2014			KS1-KS2 2015			KS1-KS2 2016		
		%			%			%
All	1 Level	100	All	1 Level	100	All	1 Level	100/89
	2 Levels	89/78		2 Levels	75		2 Levels	78
	3 Levels	67		3 Levels	42		3 Levels	67
PMLD	1 Level	100	PMLD	1 Level	100	PMLD	1 Level	100/0
	2 Levels	0		2 Levels	0/50		2 Levels	0
	3 Levels	0		3 Levels	0		3 Levels	0
SLD	1 Level	100	SLD	1 Level	100	SLD	1 Level	100
	2 Levels	100/66		2 Levels	78		2 Levels	80
	3 Levels	33		3 Levels	45		3 Levels	60
ASD	1 Levels	100	ASD	1 Levels	100	ASD	1 Levels	100
	2 Levels	100		2 Levels	100		2 Levels	100
	3 Levels	100		3 Levels	50		3 Levels	100
						MLD	1 Level	100
							2 Levels	100
							3 Levels	100

- Considering pupil's starting points and learning needs this represents outstanding achievement when compared to the Progression Guidance data sets.
- Analysis of data indicates that pupils in receipt of Pupil Premium make progress that is at least as good as, or better than, their peers
- Pupils really enjoy their learning and make outstanding progress because the staff know pupils, their strengths, abilities and prior learning exceptionally well and plan for learning accordingly (Evidenced by parent questionnaire, parental advices provided at Annual Review, pupil progress data)
- Holly Grove has a proportion of pupils with very profound and complex needs. Learning targets for these pupils are precisely and accurately developed to build on the early steps in their learning.
- Pupils learning needs are very well met through individual targeted learning plans which are accurate and relevant and based on prior learning and high expectations. (Evidenced by Annual Reviews / TLP/TPPs, individual learning targets displayed in classrooms)
- Most pupils achieved 75% or above of IEP targets set at the Annual Review during 2015-2016. Where pupils have not achieved this level of progress, teachers and senior leaders have met to put in place interventions.
- Every pupil is involved in their own learning through AfL and, as far as is meaningful and possible, pupils have appropriate means of knowing what they are learning, how well they are doing and what they need to do next.
(Evidenced in informal & formal LO / individual learning targets)
- Every pupil is encouraged to develop independence skills in learning even from the very earliest level. (Evidenced in lesson observations)
- High staffing ratios and highly trained staff support careful differentiation to ensure

- each pupil's individual and complex needs are skilfully met, enabling them
- to make as much progress as they possibly can. (Evidenced in TLPs, Care Plans, Behaviour Support Plans, Moving and Handling Plans)
 - Teachers' accurate and thorough assessments, which are moderated within school and across a cluster of schools, enable every pupil to make successful next steps in their learning.
 - Additional support from HLTAs skilled in communication, behaviour management & physical development ensure all pupils are given the opportunity to overcome the barriers to their learning and maximize their learning.
 - The development of the role of our Family Support Manager has strengthened our partnership with parents and has been very well received (Evidenced by parental verbal & written feedback).
 - School has been involved with the Best Start programme (Early intervention programme initiated by County and led by Reedley Hallows Nursery). This is a valuable resource and school has continued to buy into this service. Our Family Support Manager now works closely with the Best Start Outreach Team, in particular with their bi-lingual Assistant to address the needs of our multi-cultural parents/children.
 - The development of the Physical Wellbeing leader role, and also that of her teaching assistant is consistently providing opportunities for pupils with more complex needs to access a range of physical activities & develop skills specific to their needs i.e. hydrotherapy, rebound therapy, individual /small group sessions. They are also leading in the implementation of sensory processing opportunities for pupils with sensory processing difficulties. (Evidenced in evaluations of individual targets / feedback from therapists).
 - Staff training has focused on developing an understanding of sensory processing issues that most of our children experience. This included a whole school INSET with Julia Dyer (Physiotherapist) and consultancy support in completing sensory profiles for individual pupils. This has had a positive impact on teaching and learning with specific programmes and interventions in place for targeted children to enhance/support their learning.
 - Emotional well-being and resilience of our pupils has also been given high priority.
 - As many of our pupils experience attachment issues, staff training has also focused on Attachment Disorder and interventions and strategies to support these children through their emotional difficulties.
 - The introduction of the Boxall Profiles for children experiencing emotional and behavioural difficulties enables us to produce focused targets for their Targeted Learning Plans.
 - Membership of the Burnley Schools 'PE Partnership' has enhanced access for all pupils to a range of multi-skills delivered by a PE Specialist; enabled pupils to learn how to develop healthy lifestyles through the Change for Life Programme, and provided opportunities for pupils to actively participate in Inter Schools Competitions.
 - The KS1 and KS2 PE Subject Leaders provide support for mainstream colleagues in helping them to adapt PE lessons to meet the needs of all learners. This is done through demonstration lessons and professional discussions.

Effectiveness of Early Years provision

Grade	Outstanding	Good	Requires Improvement	Inadequate
Evaluation	√			

Overall the effectiveness of the EYFS provision at the school is

OUTSTANDING

We know this from our monitoring and evaluation systems, which

include...

Supervision reports.

Lesson Observations

Learning walks

Parental questionnaires

Pupil data

Specialist Practitioner in Education status for the EYFS leader

Main strengths in EYFS

- The Headteacher and EYFS Leader are in liaison with the Teaching Alliances and County in leading on developing The Lancashire Early Years Tracker to allow for more effective analysis of pupil progress in the early years.
- Pupils enter school with much lower levels of attainment than the national average due to their generic learning difficulties.
- Our EYFS is co-located with Reedley Hallows Nursery to ensure our pupils are educated in a fully inclusive learning environment with their peers. Staff regularly liaise for joint planning sessions and to identify and address pupil needs in both settings. Pupils are encouraged to play and learn together.
- Pupil progress data indicates that pupils make good/outstanding progress from their starting point to the end of foundation stage.
- Home visits by the EYFS Leader and Family Support Manager to complete our information sharing booklet and communication with previous settings and multi-agency professionals takes place prior to pupils starting at Holly Grove to ensure the very specific needs of each pupil are met on entry into school.
- Teaching is consistently outstanding.

- Practitioners experience and expertise also ensures that the pupils' individual needs are met on entry into school. This provides a basis for ensuring that pupils are able to effectively access learning on arrival in school.
- Pupils make good/outstanding progress from entry to the end of Foundation Stage this is evidenced in their Targeted Play Plan's, Learning Journals, Annual Reviews, Lancashire Pupil Tracker, Early Excellence Baselines, Development Matters Profiles, PIVATS data, and parental comments.
- Analysis of data shows they make progress in all areas, but especially in communication and PSD.
- Continued liaison with the multi-disciplinary team by the Practitioners and our Physical Well Being Team ensures that all the needs of the individual child are met appropriately e.g. seating, feeding, positioning, sensory processing to enable them to continue to access the curriculum effectively and make progress.
- Pupils settle well and start to develop close relationships with their Key Worker initially and then all Practitioners in the Foundation Stage. Once the pupils feel safe and secure in their new environment, they grow in confidence and self-esteem.
- The early year's curriculum, which incorporates continuous provision and structured activities, enables pupils to develop their independence skills, make choices and learn to play alongside each other.
- High levels of staffing, outstanding teaching/teamwork and a wide range of new resources provide children with motivating and stimulating learning environments both inside and outside the classroom. This is reflected in the responses demonstrated by all the pupils on a daily basis.
- Practitioners develop excellent relationships with the children, understand their varying needs well and are skilled in the management of children's behaviour.
- Ongoing assessment informs future planning/individual targets and ensures that each child is able to build on prior learning and make progress.
- Home school relationships are excellent due to the clear and effective induction process for new parents/children.
- Regular liaison and input from the Communication Team, Physical Well-Being Team, Family Support Manager/Behaviour Support, multi-disciplinary team –SLT /Physio/OT – ensures the development of communication and independence skills alongside the provision of highly structured play activities are integral to the delivery of the curriculum in the Foundation Stage.
- The Communication Team provides focused intervention strategies on entry with support from the SLT. Alongside designated and on-going 1:1 sessions to support pupils with their communication in the EYFS.
- Practitioners provide rich and stimulating experiences in the outdoor provision and are currently making good use of the outdoor space so that pupils are enabled to learn working on a larger more active scale.

