

Special School HIP Report 2020 Autumn Term Visit

School	Lakeside	Date of visit	1st October 2020
HIP	Richard Hill	Persons present	Lynnette Johnson (Headteacher) Lynne Frewin (Deputy Head) Richard Hill (HIP)

Purpose of the visit:

- to support leaders to explore the school's current state of health (especially post disruption caused by Covid-19 lockdown)
- to help leaders to identify the most pertinent school support priorities

Purpose of the form:

- to support the planning of the autumn term visit
- to record the findings of the visit and the resulting actions

Attendance

What was the attendance rate in 2019-20 pre-lockdown? (*Comment on PA rate and any gaps between PP and non PP*)

- Average attendance 89% pre lockdown. This was a very slight drop from the previous academic year (90%).
- PP attendance rate pre lockdown was 91%
- Attendance excluding the highest absentees due to medical considerations was 93%.
- 7 pupils with Persistent Absence (PA):
 - 2 new pupils who had graduated start at the school;
 - 1 pupil with PA history who has now transferred to a residential setting;
 - 1 pupil temporarily attending for shorter school day due to health & safety concerns;
 - 3 pupils with complex medical needs;

What was your on-site curriculum provision during the lockdown period and what were attendance levels like during that period? (*Comment on any notable patterns e.g. PP, BAME*)

At the start of lockdown:

- 18% of total cohort (12 pupils) were offered full time places as key worker children
- 27% of cohort (18 pupils) were offered part or full time places as 'vulnerable at home' children.
- The average attendance rate for key worker pupils was 76% - This reflects parental choice of how many days they wanted to take up.
- Approximately 11% of pupils attending BAME.
- 11% - FSM.

* J 9.30-11.30	**E 12.15 - 3.00 KEYWORKER PUPILS
M	92%
B	67%
N	86%
E	68%
D	76%
T	78%
A	70%
G	4%
L	4%
J*	66%
A	82%
TARGET PUPILS	
A	53%
K	67%
N	62%
N	73%
R *	67%
L	72%
F	61%
A	57%
I	67%
H	43%
J	56%
S	59%
E **	49%
U	11%
L	47%
C	65%
T	65%
R	51%

Out of the remaining 55% of whole school cohort, 27 pupils (73%) were offered 3, 4 or 5 days per week by June 2020. These places increased as staff returned to work.

By end June 2020: 97% of all pupils were given provision either:

- In school during the school day
- In sensory room activities after school hours,
- At the school's Lamerwood Outdoor Learning facility. (If using Lamerwood, pupils were collected from home and dropped back by school staff/Volunteer driver).

The remaining 3% of pupils had received medical shielding letters from their GPs.

- CLA pupil x 1 shielding letter - Due to return 14/9/2020.
- 3 pupils resident at Willows (lockdown in setting so places not taken until 8th June).

Reasonable Endeavours curriculum provision and resources given to all pupils not in school full time.

Places offered during Easter holidays and May half term holiday to key worker and vulnerable pupils.

No particular patterns with BAME/PP taking up of places.

Only non-take up was 1 key worker family, who subsequently moved out of county to another authority.

How many pupils left the school in 2019/20? in year/in phase? (Give details of year group and reasons for leaving)

- 4 x Year 14 Pupils – all leaving to attend Oaklands College.
- 1 x Year 5 pupil left – family relocating.
- 1 x Year 9 pupil left due to family circumstances and is now attending residential setting.

What has the attendance rate since the start of the autumn term 2020 been?

(Comment on any notable patterns e.g. year groups, PP, BAME)

81.5% (excluding 11 pupils who were subject to a bubble closure as a result of covid)

- 1 pupil not attending due to social worker determining that it is not safe.
- 1 pupil has medical issues and as a result has had irregular attendance.
- 3 pupils live at the Willows House (children) and, due to quarantining, have not been able to attend school
- A number of pupils have developed colds since returning to school.
- Additionally, 9 pupils were subject to 14 day isolation period.

Comments on CLA:

- 1 pupil: foster carer did not want her to start until 14/9. It was agreed on her attending a shortened timetable because of medical shielding/stamina return.
- 1 pupil: it was agreed would start as pre-covid on a shortened timetable due to medical needs/stamina/ episodes.
- M1/M2 pupils returned 7/9 full time.
- 1 x isolation period pupil is CLA M1.

What are your key attendance priorities?

Aspiration is that pupil attendance will reach pre lockdown levels (93%) leading to pupils reconnecting and beginning to make progress again from January 2021, by:

- Securing the attendance of persistent absence pupils who are away due to non-covid issues.

- Assertive action to reduce the chance of the Covid virus transferring to others within the school by close monitoring of symptoms in pupils and staff.
- Working closely with other agencies – including social services - to promote attendance.

What are your key actions for this year?

Leadership and Management

- Pupil engagement and learning is positively enhanced by high staff motivation and shared purpose.
- Stakeholders are able to understand ethos, policy and practice through information clearly communicated on an easy to navigate website.
- Pupils are supported throughout the school by staff whose knowledge and skill reflects the complexity of the pupil's needs and promotes their learning at all times.
- Development of the school's remote learning programme so that pupils can participate in appropriate and relevant learning experiences if unable to attend school due to quarantine.

Teaching and Learning

- Implementation of a recovery curriculum so all pupils are able to regain the skills and knowledge established pre-lockdown.
- Pupils will be able to make authentic, informed decisions based upon their developmental ability.
- Pupil progress in reading will show a 25% increase from last academic year across the cohorts of need showing that pupils are receiving focussed, relevant and above all challenging teaching and that teachers understand the continuum of communication and are able to design activities to support progress along it.
- The impact of teaching on learning will be improve as a result of effective & appropriate use of IT
- Pupil learning is supported and facilitated by a structured, clear progressive curriculum with opportunities for age related and developmental learning designed to support deficit and enhance strengths
- Teaching and learning is informed by a range of relevant, clear and informative formative and summative assessment.

Safeguarding

- High quality educational provision is maintained as a result of effective risk assessment that ensures the pupils' safety and wellbeing - as well as minimising risks caused by the disruption of the new build

HIP Comments on attendance (including risk assessments, dual registration/alternative provision etc.)

The school has well established and robust procedures for monitoring and evaluating pupil attendance and absence.

During the covid lockdown, the leadership made considerable and successful efforts to ensure that the school was able to offer placement to a large number of pupils.

Recent events, involving bubbles with positive test results, have been effectively managed by the leadership.

Behaviour and Attitudes		
How have pupil behaviour and attitudes been post lockdown? Any key issues? Implications for the school?		
Pupil behaviour and attitudes have been positive since the start of term. There have been no issues.		
Exclusions		
	2020/21 to date	2019/20
How many pupils were fixed term excluded?	0	0
How many were repeat exclusions? Give details of reasons for repeat exclusions.	0	0
How many pupils were permanently excluded? Give details of reasons for these permanent exclusions.	0	0
How many were PP?	0	0
HIP comments on behaviour and exclusions: Through its ethos and curriculum intent, school ensures that positive behaviour is rewarded and celebrated. Negative behaviour is seen as the pupil communicating that something is not right and teachers are effective in managing this.		

Wellbeing
<p>What are your key pupil wellbeing issues post covid 19?</p> <ul style="list-style-type: none"> • Attendance of pupils with underlying conditions • Remote Learning programme for supporting pupils who are unable to attend school due to quarantine.
<p>How are you responding to them and how effectively? How do you know?</p> <ul style="list-style-type: none"> • Reconnection and recovery from COVID lockdown as per SDP: • Pupils wellbeing will be restored to pre lockdown levels and improved to boost resilience and relationships exclusively and explicitly.
<p>What are your key staff wellbeing issues post covid 19?</p> <ul style="list-style-type: none"> • There is a general lack of understanding and appreciation for the work that staff in special schools do, at both national and local government levels. • High level of anxiety that some staff feel regarding the covid situation • There has been a negative impact on the capacity of the school to follow its standard recruitment procedures – for example, seeing candidates teach – which has caused some staffing difficulties.
<p>How are you responding to them and how effectively? How do you know?</p> <ul style="list-style-type: none"> • Staff will be offered a Wellbeing Day as a thank you for their commitment. • Reduction in the number/length of staff meetings. • Staff wellbeing will be audited and supported so that pupils are confident and relaxed.

- All staff are consulted regarding current wellbeing rating and contents of proposed new staff wellbeing policy and code of conduct policy.
- Issues from consultation clearly and explicitly impact on the contents of the policy.
- Staff report that they notice positive differences across all areas.

HIP comments:

The leadership rightly prioritises the wellbeing of both the pupils and staff members. Wherever possible, leaders offer positive and supportive solutions to help reduce anxiety and stress caused by the covid situation. However, the leadership is also robust in setting high expectations and challenges under-performance where it is needed.

Transition and Induction

What transition arrangements did you put in place for EYFS/Year 7s/ Year 12s (as applicable)?

- Pupils are visited over a matter of weeks by staff from new classrooms
- Case study and pupil progress paperwork is updated by existing teacher and discussed with new teacher so that teachers know exactly where each pupil has progressed to within each EHCP target.
- Pupils visit new classrooms until they are comfortable
- Often done very much on an individual basis according to each pupil's needs.
- Year 12s are given opportunity to visit settings in normal times but obviously this could not happen this year. 3 pupils coped with this. We have kept one pupil with us and will take him to college ourselves so that he gains confidence and comes to his college life gradually. He was badly affected by Lockdown and we had him with us in school throughout dealing with his trauma. We have accepted the cost of keeping him until he is ready to enter college with resilience.
- Another pupil was helped to transition a year ago as it was agreed she would go to a residential setting when she became 18. She had been completing her time at Lakeside until the residential setting had to lockdown and is now attending the FE setting of her residential facility.

What induction arrangements did you put in place for new staff?

- Formal induction system covering importance of learning, child protection, moving and handling, behaviour support and health and safety.
- Also run peer coaching system, school's direct and unqualified teacher programmes.

How effective were your transition arrangements and how do you know?

As above

What have you learnt?

- We have learnt to be flexible and to spend time with parents discussing all options even when it may not be the politically salient thing to do. It is important that parents understand all their options and are supported to start to come to terms with their child leaving our setting from at least year 11 so that they can be advocates for their children when the time comes.

HIP comments:

The school has a detailed and comprehensive programme of transition, that is bespoke to the individual pupil according to needs. Leaders go above and beyond expectations to ensure that all pupils are well prepared for the next stage of their education.

Curriculum
What is the intent of your curriculum, how well is it being implemented and what impact is it having?
<p>How advanced is your curriculum review in response to the 2019 EIF?</p> <ul style="list-style-type: none">• Aims and model with linking subjects is complete• EYFS schemes of work is complete• Middle school and Extended learning is in progress held up by lockdown• We have had one formal deep dive from HIP during which we were given clear advice and support with regard to how to move forward. These actions are recorded but not yet delivered due to lockdown.
How have you adapted your curriculum plans in response to lost learning during lockdown? (Recovery curriculum? Slimmed down PoS?)
<ol style="list-style-type: none">1. Pupil learning will take place incrementally and2. Teaching will prioritise relationships and reconnecting with the school community.3. Pupils will be calm and engaged with their learning. <p>Our methods will be linked to tried and tested wellbeing activities:</p> <ul style="list-style-type: none">• Intensive interaction• Outdoor learning• Sensory learning• Physical activity to restore fitness• Diet where this is possible and of benefit• Hygiene and feel good self-care• Pet therapy• Bamboozle theatre techniques• Music /Art and Drama <p>In order to ensure that pupils re-engage with social interaction and communication opportunities, we will avoid offering computers and iPad as leisure activities except where they are specifically targeted on support relationships.</p>
How well developed is your remote learning provision?
<ul style="list-style-type: none">• We run an Instagram page where teachers put activities for pupils in video/ photographic form• Teachers speak with parents to discuss targets that it is possible to work on at home and then welfare team drop resources at home for pupils to use.• We lend out a wide range of equipment and resources to support home learning - including large items of equipment needed to support therapy interventions, such as physio balls or bikes etc• We have a section on our website that details learning activities and resources for pupils that are easy to access and to make.
How effectively does your remote learning curriculum deliver the curriculum intent? How do you know?
<ul style="list-style-type: none">• As the school's cohort cannot access their educational programmes independently, remote learning is only as effective as the motivation and capacity of parents to spend time with their children in order to support the provided learning activities.• Our parents worked very cooperatively with us, on the whole, and were given as much learning support as they wanted or asked for. Where parents wanted this cooperation, we worked on giving them simple short activities that would be fun, new and enjoyable for them and their children that were not messy or costly.

- There will never be any accurate hard data regarding this. It is therefore not appropriate to judge academic achievement because promoting new learning in our pupils is such a specialised thing to do.
- Teachers are in the process of carrying out baseline assessments using the engagement scales and the SCERTS assessments.

What action will you take next to further improve the impact of your remote learning provision (especially for those unable to return to school)?

- We will look at setting up YouTube channel
- We are currently researching purchasing relevant and cohort specific online learning packages.

What do leaders do to prioritise pupils developing a love of reading? How is the teaching of reading sequenced?

- We have completed two year programmes promoting the teaching of reading in school
- Teachers understand what reading means for all our pupils and are confident to offer relevant and functional activities linked to each child's reading ability.
- We are firmly committed to the concept of making reading fun and meaningful for our young people.
- We link it very closely with ICT teaching and make sure that all reading materials have an element of pupil choice within them.
- Many of our reading resources are made according to the principles of good phonics or language teaching but are individualised to the interests and needs of the child for whom they are designed.
- We are committed to using pupil's time to produce the most functional and meaningful outcomes, making our teaching both age appropriate and relevant to learning to be independent.

How well does your curriculum reflect the BAME community, teach Black history and celebrate Black contributions and achievements in history and in society? What further actions do you plan to take in response to the BLM agenda?

- Our curriculum reflects the needs and cultural diversity of all our pupils.
- We take opportunities to celebrate the melting pot of cultures within our community with festival days, bring a traditional dish evenings for parents and pupils, assemblies based on different key celebrations for major faiths represented among our community and the chance within our art, music and drama curriculum to explore the stories, music and dress of countries and ethnic groups around the world.
- This has all been severely compromised and challenged during lockdown and it will be part of our recovery to look at how we can start to slowly move forward with this again in a safe way.
- The HIP has provided an audit document to support this development activity.

Where is the curriculum being most effectively implemented (subject, phase, type of learning etc.)? What are the systemic strengths of your curriculum? Explain.

- Across the EYFS and Middle school: N< R< KS1, KS2 and KS3 the strength is reading
- our SCERTS approach has ensured a systematic level of teaching that was not here two years ago.
- Pupils learn to read and enjoy symbolic representation they are able to read for meaning.
- In the Extended Learning Department (KS4-Y14) our strength was our outdoor and community learning. We are carefully looking at how we can replicate this and continue it in school safely to reflect the nature of the new normal for shopping and socialising.

Where the curriculum is less well implemented (subject, phase, type of learning etc.)? Which areas are not yet systemically strong? Explain.

- Reading is not systematically strong in our FE department - we need to develop a clear rationale for use of ICT and reading in this age group and we have started to look closely at what we expect them to be able to do when they leave us.
- Mathematics is not systematically strong across the school linked to shallow curriculum content which needs revising.

What are your next curriculum provision priorities? What action are you taking? What support do you require?

- Our schemes of work need to be completed in a way that clearly signposts how we cover national curriculum subjects.
- Mathematics teaching needs to be strengthened through provision of objectives, activities and staff training.

Gaps and Interventions

How are you assessing gaps in learning resulting from lockdown and what is your catch up strategy?

How are you assessing gaps?

Reconnection curriculum:

Focus for Autumn Term is

- baselining in SCERTS and Engagement Model - To be reassessed in November 2020.
- Pupils to have returned to or exceeded pre lockdown SCERTS levels.
- Data on EM to be analysed and plan of action put in place for areas/pupils of concern.

Focus for Spring Term - to continue with the above plus:

- reverting to also using the school's in-house WS P Steps assessment tool on Solar, as well as Routes for Learning according to the individual pupil's needs and attainment level.
- Data to be analysed at the end of the Spring Term 2021 and again Summer Term in-line with standard practice.

What patterns (if any) have you found in terms of priority pupils/groups/cohorts for catch up (e.g. PP, CLA)? Are there key barriers to learning that you need to overcome?

Although it is too early in the term to make any definitive judgment with regards to patterns, it appears that the pupils who attended school during the lockdown have generally maintained or improved their attainment levels.

What intervention strategies are you utilising? How are you allocating the financial resource? And why?

- Provision of additional staff to support interventions and catch up learning
- Targeted intervention on physical skills and physiotherapy
- Targeted intervention on social communication and interaction
- Targeted support for the use of symbols in literacy

How are you monitoring the effectiveness of your catch up strategy and how will you evaluate its impact?

- School development plan objectives and success criteria to be reviewed by all relevant staff
- All leaders to be involved in monitoring and evaluation
- Leaders regularly visit classrooms and playgrounds to informally monitor teaching and learning

HIP comments:

The school has well established and effective procedures for monitoring teaching and learning. For this term, although making regular and frequent visits to classrooms, the Headteacher has sensitively adopted a less formal approach to evaluating the quality of teaching and learning, which enables the leadership to keep a close eye on provision, whilst also reducing staff anxiety.

Destination details 2020 (for schools with secondary age cohorts)

- 4 x Year 14 Pupils – to attend Oaklands College.

HIP comments:

Over time, the school has created very positive relationships with Oaklands College, which ensures a smooth transition for the students. Given the complex nature of the students’ special educational needs, Oaklands College is the most local specialist provider of further education for the vast majority of pupils who attend Lakeside.

Agreement of school self-evaluation grade for quality of education provision

Please refer to the grade descriptors in the 2019 Education Inspection Framework.

<p>School’s self-evaluation grade for quality of education provision: Outstanding</p>	<p>HIP’s view if different (with details of why):</p>
--	--

Agreement of RAYG rating of school based on the criteria from the Hertfordshire Framework for School Improvement

Maintained schools and academies are rated as Green, Yellow, Amber or Red, using criteria published in the Hertfordshire Framework for School Improvement.

Agreed rating for school: Light Green

HIP Comments:

The school’s last inspection report was published in March 2018, resulting in a repeat of the Outstanding judgement secured on four previous occasions. Although the impact of Covid is likely to delay the Ofsted schedule, there is a possibility that the school will be within the inspection window during this academic year.

Prior to the lockdown, the school was very well placed to secure a further outstanding outcome. Given the robust and determined leadership from the Headteacher, it is anticipated that the limitations and constraints that the covid situation places on the school, in terms of school improvement priorities and curriculum development, will not have a negative impact on any inspection outcome.

Key strengths identified from visit activities (if applicable):

- Robust leadership that places the child at the centre and is clear about development priorities;
- A commitment to high quality CPD and training for all staff;
- High quality teaching of reading across the Key Stages 1 to 4 as a result of extensive training and development work;
- High quality teaching and learning in the EYFS department across the curriculum;
- Highly positive relationships with parents.

Key areas for improvement identified from visit activities (if applicable):

- Further development of the school's remote learning programme so that all pupils are able to engage in relevant and appropriate educational activities if unable to attend school.
- Development of the mathematics curriculum so that pupil achievement continues to improve.
- Development of the teaching of reading in the Extended Education department so that pupils develop functional skills that support their transition into the wider community.

Next steps/actions:

The majority of actions identified in this report are already including in the school's SDP. In summary, the key developments for action are:

1. The Headteacher will ensure that:
 - The school audits its current learning at home offer in order to identify strengths and development needs;
 - A review of good practice in other schools is carried out in order to inform further development actions;
 - Parents and carers are surveyed in order to identify needs, capacity and access to technology;
 - Consideration is given to extending the school's assessment procedures so that any home learning and/or pupil progress can be evaluated;
 - An action plan for development is drafted and approved by the governing body.
2. The Headteacher will ensure that:
 - The development of the Mathematics curriculum will continue, inline with the SDP;
 - Relevant CPD is offered to staff in relation to teaching and assessing mathematics;
 - Teaching plans for mathematics incorporate the new curriculum;
 - Pupil progress in mathematics will improve.
3. The Headteacher will ensure that:
 - An audit of the strengths and weakness of teaching reading in the Extended Education department is carried and that the outcomes of this are used to formulate an action plan for improvement;
 - CPD is offered to the Extended Education staff in relation to teaching and assessing reading;
 - Student capacity to use functional literacy in the wider community improves.

HIP: Richard Hill

Date: 1st October 2020

© Herts for Learning Ltd 2015. Copyright of this publication and copyright of individual documents within this document remains with the original publishers and is intended for use in schools within England.

All rights reserved. Extracts of the materials may be used and reproduced for educational purposes only. Any other use requires the permission of the relevant copyright holder. Requests for permissions, with a statement of the purpose and extent, should be addressed to:

Rachel Macfarlane, Director of Education Services, Herts for Learning Ltd, SROB203 Robertson House, Six Hills Way, Stevenage, SG1 2FQ