

The Grove SEF summary

Our Vision is *To Inspire Excellence, Challenge Potential & Empower Learning*

Our SEARCH values are central to our ethos	S upport	E mpathy	A cceptance	R esilience	C ompassion	H onesty
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Overall Effectiveness	Good
<p>The Grove is a good school because it is consistently successful in ensuring that its pupils make the best possible progress and are well equipped and prepared for the next stage of their education and for adult life. Fundamental to the school's well-designed and personalised curriculum is its highly effective focus on developing pupils' personal development, communication skills, pupil voice and self-regulation alongside their academic abilities. The school's wide-ranging promotion of pupils' development and emotional well-being and health enables them to succeed in a supportive learning community. Pupils' health and emotional wellbeing is supported by efficient and effective safeguarding strategies. The school's capacity for growth and sustained improvement is outstanding. The school implemented a well coordinated school response to the COVID-19 crisis, in particular taking advantage of the different working ways to further develop school improvements including the curriculum and staff professional training.</p>	

Quality of Education	Good
<p>The curriculum is driven by a clear vision and provides breadth and ambition with a range of pathways that meet the wide range of needs. We have a strong curriculum intent, detailed SOW and progression maps provide the frameworks for teachers to plan; provision for bespoke learning is excellent. Further work is needed with consistency of planning for sequential learning of skills across the curriculum, particularly mapping foundation subjects to ensure consistent delivery aligned to SOW and for the development of subject specific skills. Reading, writing and phonics is well implemented across the school and the reading scheme has effectively supported progress. Mathematics is good, with a new subject lead there is a focus for improvement in problem solving and calculations. The school has achieved advanced autism accreditation and an extremely positive Challenge Partners. The school promotes research-based practice which enables a reflective culture of implementation across the school. Communication, reading and phonics has been a focus over the last year; we continue to develop resources and build up expertise to deliver this consistently at a high level. The school's bespoke assessment framework is outstanding and allows the school to drill down on its data to ensure effective and timely interventions are implemented to support pupil progress. Over 85% of pupils make good progress in English & maths with a significant % making outstanding progress. Pupils make outstanding progress in non-core areas of the curriculum, particularly PHSE and Life Skills.</p> <p>Next Steps</p> <ol style="list-style-type: none"> 1. Refine further outcome data (ARs and Groups) 2. Ensure implementation of the curriculum for more able pupils is consistent to other departments 3. Review and refine Earwig data recording to reduce workload in formative tracking systems 4. Extend and strengthen the curriculum offer within the performing arts and humanities (including RE) 5. Further training to ensure reading is at the heart of cross curricular learning 6. Develop further consistency within and across departments with implementation and formative assessment processes. 	

Leadership and Management	Outstanding
<p>Leaders, including governors, promote a strong vision and culture through the school, there is a strong sense of collective ambition from all to provide a high quality learning experience for pupils. The leadership team ensures the wellbeing of pupils is paramount and ensures effective safeguarding systems are embedded across the school with strong links to external agencies. Leaders are focused on delivering a high quality CPD offer to its staff to ensure they are well informed and trained to deliver the school's curriculum in the best way possible. Leaders continually seek to develop middle leaders and class teachers as leaders in order to provide capacity for growth. Leaders continually seek to engage their stakeholders and work in partnership with them to strengthen the experiences of the pupils. Work pressures on staff are considered. Staff and parents are regularly consulted and the school adapts and responds to feedback quickly and effectively. Leaders responded quickly and effectively to the COVID19 crisis providing high quality support and learning for its community. Pupils are well prepared for the next stage in their education through cross curricular planning. The careers</p>	

programme extends across the curriculum and the school is making excellent progress towards the Gatsby benchmarks.

Next Steps

1. **Quality assure and revisit the school-wide curriculum to ensure it provide a high quality and responsive offer to pupils that builds on sequential learning and development of skills**
2. **Develop leadership capacity of teachers in leading teams successfully**
3. **Continue to develop subject leaders, middle leaders and senior leaders to ensure capacity for the future**
4. **Embed the school learning culture with a specific focus on the implementation of the curriculum**
5. **Extend vocational experiences at KS4 and further embed enrichment activities across the school to compliment the SOW.**

Behaviours and Attitudes

Outstanding

Behaviour in school is excellent; the support that staff and the pastoral team provide to pupils to cope with their anxiety and behaviours as a result of their autism is exemplary and well researched with evidenced based practice; this is supported through rigorous guidance and policy. Detailed, wellbeing plans underpin practice. The school won the NAPCE Pastoral School of the Year 2020 Award & NASEN co-production award in Oct 21. Attendance is consistently good, although 20-21 saw a sharp dip; Autumn 21, attendance is 89% and rising. Wellbeing and Mental Health support is outstanding. The school holds the Anti-Bullying Alliance Gold Award Standard for its work on anti-bullying. Pupils' attitudes in school are positive, they enjoy school and understand and promote the school SEARCH values.

Next Steps

1. **Ensure the Sleuth (behaviour) tracking system is well equipped to provide a wide range of positive behaviours to be recorded which can be tracked for individuals**
2. **Embed a more cohesive and strategic approach to supporting Mental Health & wellbeing through the Optimus Mental Health & wellbeing award**

Personal Development

Good

Our SEARCH values are intrinsic to everything and enable pupils to develop outstanding character and secure outcomes towards their EHCP targets. Pupil voice is a strength with an active school council. The PHSE & RSE curriculums are extremely well thought out and written to meet the specific needs of the pupils and their communities. Pupils make outstanding progress in their non-core areas such as life skills, SCERTS and EHCP targets. Enrichment activities support the curriculum with uptake of after school activities steadily rising. The CDI evaluation tool shows us that we are meeting all of the Gatsby Benchmarks above the national average. SMSC provides rich and varied content to support pupils to develop in many diverse aspects of life. This is delivered through SMSC assemblies, Votes for schools discussions, debates and weekly SEARCH assemblies. Forest School curriculum provides rich experiences to develop pupil's social and emotional skills.

Next Steps

1. **Further extend the enrichment opportunities to support the curriculum and the after school offer**
2. **Curriculum mapping to identify SMSC in the taught curriculums across the school. Develop the monitoring system and ensure the tracking is embedded.**

Effectiveness of the Sixth Form

Outstanding

The vision, culture and ethos of the sixth form is a strength with a determined focus on success at adulthood. This underpins everything we do in the sixth form and links with EHCP targets and Transition to Adulthood plans are used to personalise pupils' pathways. Across core subjects 100% of pupils make at least good progress consistently over time which contributes to functional skills towards employability. The outstanding Post 16 skills based assessment framework provides teachers with the depth of understanding of the skills and knowledge pupils need to be able to make progress. 100% of our school leavers were accepted onto Internship routes and are doing fantastically well.

Next Steps

1. **Re-locate the sixth form and develop a community cafe to compliment our careers offer and WRL**
2. **Continue to work with outside providers to ensure successful & meaningful pathways for learners P16/P19**