

<b>Name of School:</b>	The Grove School
<b>Headteacher/Principal:</b>	Lucia Santi
<b>Hub:</b>	London Special and AP Hub
<b>School phase:</b>	Special all through 5 -19
<b>MAT (if applicable):</b>	The SEARCH Education Trust.

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	28/3/2022
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	08/02/2021
<b>Grade at last Ofsted inspection:</b>	N/A
<b>Date of last Ofsted inspection:</b>	N/A



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR THE GROVE SCHOOL

#### Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>Leadership at all Levels</b>	Leading
<b>Quality of Provision and Outcomes</b>	Effective

**AND**

**Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs**

<b>Area of Excellence</b>	Not applicable
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Peer Evaluation Estimate</b>	Effective

*The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.*

## 1. Context and character of the school

The Grove is a special school for 5-19 year old pupils serving Haringey and five other local authorities. It has grown annually since opening in 2018 and is over-subscribed. There are currently 112 pupils on roll, all of whom have a primary diagnosis of autism. All pupils have an Education and Health Care Plan (EHCP)

Approximately 90% of pupils are from Haringey. The over 30 ethnic groups in the school represent a wide range of social and economic backgrounds. Nearly a third are of Black African heritage, the largest group in the school. Just over half the school pupils are disadvantaged. About a quarter speak English as an additional language. Approximately a fifth the school population presents with challenging behaviours. Approximately 95% of pupils are working significantly lower than their age expectations, specifically, the large majority greater than 5 years below their chronological age.

The school holds a Gold award from the anti-bullying alliance for its work. As a new school, it has not yet been inspected and its previous Challenge Partner visit was a virtual review. The school was awarded Advanced Autism Accreditation in January 2021. Along with one other school, the Grove is part of The SEARCH Education Trust.

### 2.1 Leadership at all Levels - What went well

- The Grove's values - support, empathy, acceptance, resilience, compassion and honesty – underpin continuous improvement. Each value is emphasised in turn across the six half terms of the year. Currently pupils gain merits and certificates for showing resilience.
- Governors offer valuable support and constructive challenge. They are well informed through comprehensive reports and their own link visits that include safeguarding, curriculum and wellbeing.
- The senior leadership team (SLT) is clearly structured to drive and robustly support each area of the school's development. The inter-dependent accountabilities of SLT members are understood and appreciated by all staff.
- Leaders are proactive in engaging parents and other agencies. Within the SLT, a passionate pastoral leader oversees a team dedicated to strengthening family support, pupil wellbeing and safeguarding.
- A group of relatively new middle leaders take responsibility for subjects and cross curricular areas. They show deep understanding of their roles and the evidence of their impact in helping to secure consistent practice, such as that related to the shared accountabilities for mathematics
- A school based multi-disciplinary team of occupational therapists, a speech and language therapist and part time music and art therapists has significant impact on pupils' learning. Case studies highlight their positive contribution to outcomes brought about through their specialist interventions for identified pupils and support for teachers to enrich pedagogical skills.

- The Grove invests successfully in developing all staff. Comprehensive induction and on-going training build staff confidence and skills in a range of areas including attention autism, the treatment and education of autistic and related communication-handicapped children (TEACCH), and social communication, emotional regulation and transactional support (SCERTS).
- Staff also benefit from coaching and mentoring. Succession management opportunities prepare potential new leaders and enhance leadership capacity. Middle leaders rotate attendance at SLT meetings. Currently, an associate assistant head takes oversight of range of post-16 areas.
- Inspired by the senior team, staff are strongly motivated to learn and committed to the school's development. They affirm that morale is high and turnover is low because leaders have introduced clear strategies that support their wellbeing.
- Self-evaluation is rigorous and accurate, involving governors, staff and pupils. It comprehensively informs the school's action plan which appropriately emphasises the need to reinforce consistent practice as the school grows.
- The broad and balanced curriculum offers a variety of provision pathways matched to pupils' needs that enable them to become independent and confident learners.
- Leaders have been successful in involving parents. From a low starting point, all parents are now fully engaged in pupil progress days and annual reviews. During lock down, although two thirds of pupils learned remotely, the vast majority of pupil and their families engaged fully.

## **2.2 Leadership at all Levels - Even better if...**

...leaders built on the developments in leadership by embedding the roles and responsibilities of the relatively new team of middle leaders.

## **3.1 Quality of Provision and Outcomes - What went well**

- Learning is sequenced well. Planned provision includes ambitious learning experiences within the engagement pathway (to develop early skills and knowledge) and semi-formal or formal pathways thereafter.
- Each pathway is supported by carefully mapped schemes of work. A thematic approach covers aspects of learning that enable conversations with parents to help pupils prepare for adulthood.
- Pupils work towards accredited courses. At Key Stage 4, they gain Award Scheme Development and Accreditation Network (ASDAN) or entry level, BTEC or GCSE qualifications. With an emphasis on developing skills for transition into adulthood related to employment, health, independent living and community inclusion, post-16 pupils achieve functional skills and Life and Living accreditation or, for those successful at academic courses, entry to a local authority college.
- Leaders have developed a sophisticated approach to assessment. Reflecting the

needs of its pupils, small step progress indicators have been developed that enable staff to identify improvements regularly. This robust tracking informs subsequent lesson planning, leads to timely interventions to support pupils and informs the staff development programme.

- Lesson planning is highly personalised. Linked to their EHCP targets, detailed personal support plans for each pupils help staff teach in ways that best match their needs.
- Reading skills are embedded well across the curriculum. Colourful semantics and picture exchange communication (PECS) enable pre-verbal pupils to share ideas and make choices. Beginner readers are developed through phonics and whole word approaches to ensure pupils comprehend as well as decode confidently. Reading schemes are differentiated and books include age-appropriate subjects and images.
- The school's emphasis on pupils' personal development and emotional wellbeing underpins its collaborative learning ethos. Friday enrichment activities engage all pupils in fun based, relationship building activities. Over two thirds of pupils participate in after school clubs on other days, including Forest school, arts and sports clubs and Haringey Shed.
- As an early adopter of the relationships and sexuality education (RSE) framework, spiritual, moral, spiritual and cultural education is securely embedded in the school calendar. The school's practice in this area supports all Haringey schools.
- Careers guidance is carefully integrated into the curriculum pathways. Robust evaluation shows the Grove met all Gatsby benchmarks scored against special schools. Significant community links, including those with Morrisons and HSBC to develop young enterprise, successfully support pupils into employment.
- Pupils have a strong voice at the Grove. Through the School Council all pupils share their views, including those who may be pre-verbal. Their feedback has led to changes in school lunches and the design of the building.
- Well-focused continuing professional development reinforces the learning ethos throughout the school and ensures staff are kept up to date. Differentiated support is in place to bring about consistent practice in all classes. A wide range of additional support reinforces the care shown to support staff wellbeing.
- High levels of adult support most often enable pupils to engage well. In Piccadilly class, learning assistants worked with different pupil pairs, helping to scaffold their conversations about identify things that had changed in the bible.
- Pupils achieve well. Detailed tracking data show most pupils make exceptional progress with no significant differences between groups. Parents affirm this. One parent shared, 'Supportive staff and excellent pastoral care make it a very happy place for my son.' Another noted, 'I have been educated alongside my child.'

### **3.2 Quality of Provision and Outcomes - Even better if...**

- ...leaders refined the use of attention autism and its links with the learning objectives for specific lessons in line with planning.
- ...all staff benefitted from the strongest teaching within the school to strengthen their subject knowledge and provision for sequential learning.

#### **4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Although all pupils at the Grove have additional needs, provision is further refined to meet the requirements of those whose needs are greatest and most challenging.
- Robust baseline assessment ensures those with the highest needs or disadvantage are speedily identified. Using the early years foundation curriculum and involving close discussion with adults, provision is planned to meet EHCP targets.
- Staff adopt a social communication, emotional regulation and transactional support (SERTS) approach to determine clear medium term and annual targets. Pupil progress is rigorously monitored against these EHCP and curriculum pathway targets and recorded effectively using 'Erwig'.
- Teachers and support staff draw on the rich range of training provided to engage pupils with particularly challenging needs. In Victoria class, excellent use of PECS, Makaton, initial sounds, and symbols and objects of reference engaged pupils well.
- As well as enhancing support where needed in learning, differentiated pastoral support is also provided for pupils and their families. For one student, the pastoral team worked for 15 months at their home and engaged the Tavistock and Portman health services to review mental health needs.
- All pupils make good progress against their EHCPs. A high proportion achieve more than had been expected.

#### **4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...None identified in this area.

### **5. Area of Excellence**

Not submitted as part of the review.

**6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school is already active in the hub and calls on this when needed.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**

**Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.**

**Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.**

**Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.**