

## The Grove SEF summary

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

Our six **SEARCH** values Support -Empathy -Acceptance -Resilience -Compassion -Honesty are central to our school ethos

<b>Most Recent Ofsted Inspection Judgement :</b>	<b>March 2023</b>	<b>Outstanding</b>
<b>Overall Effectiveness</b>		<b>Outstanding</b>
<p>Overall effectiveness is outstanding. The school is consistently successful in ensuring its pupils make the best possible progress and are well equipped and prepared for the next stage of their education and adult life. Fundamental to the school's well-designed, knowledge rich and personalised curriculum is its strong focus on developing pupils' personal development, communication skills, pupil voice and self-regulation. The curriculum pathways are carefully considered to provide seamless and ambitious progress for pupils and outcomes as a result are outstanding. The school's wide-ranging promotion of pupils' development, emotional well-being and health, enables them to succeed in a supportive learning community. Safeguarding practice is highly effective and well embedded in the culture of the school. The school's capacity for growth and sustained improvement is outstanding. The school implemented a well coordinated school response to the COVID-19 crisis using the time to develop staff CPD and has worked successfully to narrow the gap in learning as a result of the pandemic. New teaching staff have contributed to the effective curriculum delivery.</p>		

<b>Quality of Education</b>	<b>Outstanding</b>
<p>The curriculum is driven by clear vision and provides breadth and ambition; a range of pathways meet the wide range of needs. SOW and progression maps provide the framework to plan for high quality learning experiences. Consequently pupils acquire the skills, knowledge and cultural capital to succeed within their pathway. We have developed a strong, broad curriculum. Subject deep dives indicate teachers are secure in their understanding of the intent of the school curriculum and implement this consistently across ages and pathways. Coaching and quality assurance ensure that subject leads are highly effective and lead and develop their subjects exceptionally well. The school has achieved advanced autism accreditation and is part of the annual Challenge Partners cycle. The school promotes research-based practice constantly challenging the boundaries of autism practice. Emphasis this year is on refining pedagogy and incremental coaching. Reading has been a focus over the last year and the impact of this has been improved outcomes for pupils across the whole curriculum. 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 consistent and sustained pupil progress. Refining the annotation process for evidence for learning with a view to reducing teacher workload remains a focus for this year. Data analysis, scrutiny of books and moderation activities show that the large majority of pupils make at least good progress in English and maths with a significant % making outstanding progress. All pupils make outstanding progress in non-core areas of the curriculum.</p> <ol style="list-style-type: none"> <li><b>1. To streamline school assessment systems so they are informative and take account of teacher workload without compromising robustness of the systems.</b></li> <li><b>2. Further strengthen and implement training and skills in pedagogy to meet changing needs of pupils, including strengthening links with Heartlands High School</b></li> <li><b>3. Embed a culture that facilitates the sharing of high quality practice in pedagogy</b></li> <li><b>4. Refine school wide curriculum intent, across all subjects, to ensure the core components of knowledge, the sequence of knowledge and the building of knowledge is explicit within the taught curriculum(s) and refinement to the NC</b></li> <li><b>5. To continue to build on the strength of the school wide curriculum through well informed action plans and subject leadership</b></li> <li><b>6. Further refine processes to support MDT input to EHCP outcomes</b></li> </ol>	

<b>Leadership and Management</b>	<b>Outstanding</b>
<p>Leaders, including governors, promote and embed a strong vision and culture through the school, there is a strong</p>	

sense of collective ambition to provide a high quality learning experience for pupils. The leadership team ensures the wellbeing of pupils is paramount and effective safeguarding systems are embedded across the school with strong links to external agencies. We are proud of our Optimus wellbeing award which confirms our commitment to school wide wellbeing. Leaders are focused on delivering a high quality CPD offer to staff so they are supported to deliver the school's curriculum in the best way possible. Leaders continually seek to engage stakeholders and work in partnership to strengthen the experiences for 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; this provides a positive working partnership amongst stakeholders. 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 programme extends across the curriculum and the school is making outstanding progress towards the Gatsby benchmarks, exceeding National benchmarking for similar schools.

- 1. Continue to challenge and refine the intent and implementations of the school-wide curriculum so it continually supports teachers to implement the taught knowledge and skills to facilitate high outcomes for our learners.**
- 2. Design a strategic model that continues to drive and sustain the high quality leadership**
- 3. Develop a strategic framework that underpins the culture and values of the school, considering theoretical models and which will be used to drive strategic planning and decision making**
- 4. Move to a model of incremental coaching at all levels for school wide professional development**

Behaviours and Attitudes	Outstanding
<p>Attendance is outstanding for most students and is on the rise with 91.5% in Spring 23. Attendance in 21-22, was 86.3% and 91.3% minus the most most key complex cases. Behaviour is excellent; the school culture of PBS practice and the support provided to pupils to cope with anxiety and resulting behaviours from their autism is exemplary. Researched evidence based practice and rigorous guidance and policy has meant the number of incidents are declining year on year. Detailed, wellbeing plans underpin practice. The school won a NASEN 2021 award for co-production work and NAPCE Pastoral School of the Year 2020. Wellbeing and Mental Health support is outstanding because the systems and training mean staff are well placed to provide interventions in a timely manner. The school holds the Anti-Bullying Alliance Gold Award and the Optimus Wellbeing Award. Pupils' attitudes in school are positive, they enjoy school and recognise the school SEARCH values. Our participation this year in the DfE behaviour Hubs programme highlights our commitment to seek for continual improvement; our focus is on further refining the school behaviour strategy and improving playground culture to promote and support pupils with leisure &amp; transition times: making the most challenging times for our pupils and more positive experience.</p> <ol style="list-style-type: none"> <li><b>1. Continue outstanding co-productive work to secure consistent attendance at 90% or above</b></li> <li><b>2. Strengthen the school wide culture to the playground to facilitate positive and engaging learning experiences</b></li> </ol>	

Personal Development	Outstanding
<p>Our SEARCH values are intrinsic to everything and enable our pupils to develop outstanding character and secure outcomes towards their EHCP targets. Pupil voice is a strength with an active school council, equality and diversity and wellbeing groups. The PSHE &amp; RSE curriculums are very well thought out and constructed to meet the needs of the pupils. Pupils make outstanding progress in their non-core areas such as life skills, SCERTS and EHCP targets. Diverse and varied enrichment activities support the curriculum with rising uptake of after school activities. Pupils tell us they enjoy these. The CDI evaluation tool shows us that we are meeting all of the Gatsby Benchmarks at 100% and continue to be above the national average for SEND schools in all areas. This tells us careers is a strength of the school confirmed by Challenge partners, our Governor link visit and OFSTED. Our silver awarded SMSC provision is rich and varied content to support pupils to develop in many diverse aspects of life: SEARCH values and FBV values are intrinsic to school wide celebrations. Our partnership with Multikids school in Ghana compliments our Global Citizenship programme. As a result pupils gain rich experiences beyond the school community. The school earned the Bronze Healthy Schools Award in recognition of its work around personal development.</p> <ol style="list-style-type: none"> <li><b>1. Continue to provide a wide range of high quality enrichment experiences that go beyond the curriculum to secure outstanding personal development.</b></li> <li><b>2. Continue to create partnerships with external companies that support robust work experience opportunities for pupils across the school.</b></li> </ol>	

**3. Continue to work towards the school's Healthy School Silver Award commitment.**

**Effectiveness of the Sixth Form**

**Outstanding**

The vision & culture of the sixth form is a strength with a strong focus on success at adulthood. The Intent of the curriculum links to outcomes for adulthood and identifies the key components of skills and knowledge which matches the learner's needs. It is strong and the delivery is never less than good. Impact is outstanding with 100% leavers in two successive years moving to supported internships or employment where they continue to do well and 100% achieved expected qualifications in core subjects last academic year. 100% of students regularly access our wide ranging and bespoke work experience offer. A newly introduced catering and hospitality course and link with Hackney New City college and Kentish Town City Farm provides greater breadth of experience to the 6th form offer.

- 1. Continue to adapt the assessment framework in response to the curriculum intent and the routes to qualifications ensuring the knowledge and skills developed is always matched to the needs of learners**
- 2. Refine planning within the 6th form pathways to highlight the core components of knowledge that align to skills in preparation towards adulthood**
- 3. Further develop the vocational accreditations in line with the developments of the teaching cafe**
- 4. Further develop the Cafe so that it is fully operational in supporting careers and catering**