**The Grove SEF summary**

Grove Vision ***To change lives and make a difference*** through ***Inspiring Excellence, Challenging Potential & Empowering Learning***

Our six **SEARCH** values **S**upport **E**mpathy **A**cceptance **R**esilience **C**ompassion **H**onesty are central to our school ethos

| **Most Recent Ofsted Inspection: February 28th - 1st March 2023 Judgement :** | **Outstanding** |
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| **Overall Effectiveness** | **Outstanding** |
| 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 with a new pre-internship programme being launched in September 2024 and the opening of a new free school within the Trust. Leaders are highly effective and committed to developing future leaders as part of its continued success. A stable staff team has been a high contributor to the effective curriculum delivery and outstanding progress. | |

| **Quality of Education** | **Outstanding** |
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| The curriculum is designed on a clear, ambitious vision, offering a range of pathways to meet a broad range of needs. Our detailed Schemes of Work (SOW) guide planning, ensuring high-quality learning experiences that equip pupils with the knowledge, skills, and cultural understanding necessary for success. SOW provide detailed pathways that ensure challenge and high expectations. The school has achieved advanced autism accreditation and is an active member of the Networked Learning Communities (NLC) and Challenge Partners. Considerable focus has been directed towards refining pedagogical and content knowledge, particularly in extending writing fluency, which has improved student outcomes across the curriculum. Our unique assessment framework stands out for its excellence, providing detailed insights into pupil performance to enable effective and timely interventions. Much work has been done to analyse our assessment framework to align more closely with our SOW, ensuring seamless integration between teaching and assessment practices. This has reduced staff workload and eliminated duplication. Further work to refine our academic pathway assessment is planned. In addition, further work is planned to rewrite the semi-formal assessment framework aligning it further to the updated SOW. Teaching and learning is outstanding and teachers expertly deliver the curriculum adapted to meet the needs of all students. Data analysis, subject QA, and moderation activities reveal that a large majority of students achieve good or excellent progress in English and Maths, a consistent trend across all groups. Additionally, students make outstanding progress in non-core curriculum areas, underscoring the effectiveness of our educational approach.   1. **To refine the assessment framework for the academic pathways** 2. **To refine the semi-formal assessment framework to align with the updated curriculum.** 3. **Continue to build the school wide curriculum offer across all subjects & pathways, ensuring the core components of knowledge, the sequence of knowledge and the building of knowledge is explicit.** | |

| **Leadership and Management** | **Outstanding** |
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| Leaders, including governors, promote and embed a strong vision and culture through the school, there is a strong sense of collective ambition to provide a high quality learning experience for pupils and staff. Our new middle leader structure has established strength in faculty leadership, as a result there is now strong collaboration between subject leaders who lead their areas effectively. We continue to build middle leadership to lead effective subject QA and promote a culture of learning. 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. The school has the Optimus wellbeing award which recognises its commitment to school wide wellbeing. Leaders ensure a high quality CPD offer is delivered to staff to support them to deliver the school’s curriculum in the best way possible. The success of the recently implemented co-productive incremental coaching model has moved pedagogical practice to outstanding and compliments the research based approach. Leaders continually seek to engage stakeholders and work in partnership to strengthen the experiences for the pupils. The school is active within the DfE Flexible Working project and this is impacting a new culture and commitment to flexible working to address changes in working practice and teaching landscape. There is a positive working partnership amongst stakeholders, leaders respond quickly to feedback seeking to improve and adjust practice to respond to new challenges. Leaders listen carefully and stakeholder surveys tell us they feel valued and heard. Pupils are well prepared for the next stage in their education through cross curricular planning. The school careers programme is excellent and exceeds National benchmarking for similar schools within the Gatsby Benchmarks.   1. **Continue to develop a culture of high quality leadership promoting a culture of learning.** 2. **To embed a culture and commitment towards flexible working in school** 3. **To launch a successful borough wide pre-internship programme for 17-19 years olds** 4. **To refine the subject QA process in line with middle leadership development** | |

| **Behaviours and Attitudes** | **Outstanding** |
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| Attendance is outstanding for most students and is currently 91% overall (minus PAs) consistent with last year at 91.5%. 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, although we have identified these could be refined now practice is well-embedded. Wellbeing and Mental Health support is outstanding because the systems and training mean staff are well placed to provide interventions in a timely manner. In response to the rising complexity related to mental health an approach to trauma informed practice has been implemented this academic year. 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 which are embedded. Our participation in the DfE behaviour Hubs programme highlighted our commitment to seek for continual improvement and was used as an exemplar case study; as a result we have focused on improving playground culture to promote and support pupils with leisure & transition times: this has seen a significant decline in incidents post lunchtime. The school was a recipient of the NASEN 2021 award for co-production work and NAPCE Pastoral School of the Year 2020.   1. **Continue to embed a school wide implementation and culture of Trauma informed practice** 2. **Refine the PSP's and assess their effectiveness to make them more impactful in supporting behaviour.** | |

| **Personal Development** | **Outstanding** |
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| 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 & RSE curriculums are very well thought out and constructed to meet the needs of the pupils. Further work will be to refine and bring together the curriculums this year to meet the RSHE guidance. Pupils make outstanding progress in their non-core areas such as life skills, SCERTS and EHCP targets although deeper understanding of the SCERTS application has been identified as a step to improving the EHCP target setting process. Diverse and varied enrichment activities support the curriculum with rising uptake of after school activities and we are committed to continuing the strength in enrichment because of the rich learning experiences that support progress. 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 in content to support pupils to develop in many diverse aspects of life: SEARCH values and FBV values are intrinsic to school wide celebrations. The school earned the Bronze Healthy Schools Award in recognition of its work around personal development.   1. **Deepen the understanding and practice of SCERTS across the school** 2. **Refine PSHE and RSE to develop a combined RSHE curriculum** | |

| **Effectiveness of the Sixth Form** | **Outstanding** |
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| 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 three 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. The Vocational accreditation is now embedded. Hospitality & Catering and Home Cooking Skills BTEC align with pupils' pathways and learning needs. The link program with New City College is successful and the work experience program at Five Guys and Kentish Town City Farm continue to support the breadth of experience for pupils. A local allotment plot further develops the vocational offer and compliments the learning through the excellent sixth form cafe.   1. **Further develop the 16-19 offer to include a one year transition ‘links program’ for our academic students** | |

| **Key Linked Reports** | |
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| 1. Key Progress Indicators (KPIs) [22-23 The Grove - KPI Reporting for LGB](https://docs.google.com/spreadsheets/d/1LnEyTDsRgxjWXHS_pqfAUsFGS_pBsSHVzB9ZuzTf22o/edit#gid=1074208433)   [KPIs 2023-2024 - Report for LGC](https://docs.google.com/spreadsheets/d/1HdpwjjRx-WoEBAe4uHl5RfRwGIgHCkKhx0Gy3FA5_-w/edit#gid=838076226) 2. Progress and Outcomes Report [September 23 Progress & Outcomes Report.docx](https://docs.google.com/document/d/1CABhGEXwPhY3r3shn36PxFEYp8JPYUDw/edit) 3. Teaching & Learning Report [Copy of 2023- 2024 T & L Report](https://docs.google.com/document/d/1ks2hF4Wv5kXmu8lb1AW2eE6l4DxTUuTCBFRt_Epo7Jc/edit?usp=sharing) 4. Student Wellbeing and Safeguarding Report 2022 [Link Here](https://drive.google.com/drive/search?q=well%20being%20safeguarding%20report) 5. Pastoral Report [Link Here](https://drive.google.com/drive/search?q=pastoral%20report) 6. Pupil Premium Report 22-23 [Link Here](https://docs.google.com/document/d/1PFtnCxVFvBfOrDOyqk3GTHJltLifcvSS/edit?usp=sharing&ouid=105479094128670443536&rtpof=true&sd=true) 7. Advanced Autism Accreditation Report 2023 [Link Here](https://docs.google.com/document/d/1SSAi5NvdBXZ7t_8RVEAHnb-CsuCyen2SvJtdEBEMATA/edit) | |