

## The Grove SEF summary

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

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

<b>Most Recent Ofsted Inspection: February 28th - 1st March 2023</b>	<b>Judgement :</b>	<b>Outstanding</b>
<b>Overall Effectiveness</b>		<b>Outstanding</b>
<p>The school's overall effectiveness is outstanding, consistently ensuring pupils make excellent progress and are well prepared for future education and adult life. Its well-designed, knowledge-rich curriculum emphasises personal development, communication skills, pupil voice, and self-regulation. Carefully considered curriculum pathways facilitate ambitious progress, resulting in exceptional outcomes. The school fosters emotional well-being and health within a supportive learning environment. Safeguarding practices are highly effective and integral to the school's culture. The capacity for growth and sustained improvement is impressive, with a new pre-internship program launching in September 2024 and a new free school opening within the Trust. Leaders are committed to developing future leaders, contributing to ongoing success. A stable staff team has significantly enhanced effective curriculum delivery and outstanding pupil progress.</p>		

<b>Quality of Education</b>	<b>Outstanding</b>
<p>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. 100% of Year 11s and 14s achieved qualifications based on their pathway. Of the 6 students entered at GCSE 61% achieved grade 4 and above. Of the 15 entered for Entry Level qualifications, 100% achieved their grades. 100% of Pupils entered for AQA Unit Awards passed. 100% of 6th Form pupils achieved Functional Skills Qualifications in Mathematics, English and ICT, Level 1 BTEC Introductory in Hospitality and Tourism, Home Cooking Skills and Sport.</p> <ol style="list-style-type: none"> <li><b>1. To refine the assessment framework for the academic pathways</b></li> <li><b>2. To refine the semi-formal assessment framework to align with the updated curriculum.</b></li> <li><b>3. Continue to build the school wide curriculum offer across all subjects &amp; pathways, ensuring the core components of knowledge, the sequence of knowledge and the building of knowledge is explicit.</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 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 SEND subject advisors who support high quality curriculum development. 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, the Optimus wellbeing award recognises the school's commitment to wellbeing. External audits confirm effective safeguarding systems are embedded with strong links to external agencies. 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.</p> <ol style="list-style-type: none"> <li><b>1. Continue to develop a culture of high quality leadership promoting a culture of learning.</b></li> <li><b>2. To embed a culture and commitment towards flexible working in school</b></li> </ol>	

### 3. To refine the subject QA process in line with middle leadership development

#### Behaviours and Attitudes

Outstanding

Attendance is outstanding, with an overall rate of 91% (excluding persistent absentees), consistent with last year's 91.5%. Behaviour is excellent, supported by a Positive Behavior Support (PBS) culture that helps pupils manage anxiety and autism-related behaviours. Evidence-based practices and rigorous policies have led to a year-on-year decline in incidents. Well-being plans, though effective, could benefit from further refinement as practices become embedded. Mental health support is exceptional, with staff trained to provide timely interventions. This year, a trauma-informed approach was implemented to address increasing mental health complexities. The school has earned the Anti-Bullying Alliance Gold Award and the Optimus Wellbeing Award. Pupils exhibit positive attitudes, enjoying school and embracing the school's SEARCH values. Participation in the DfE Behavior Hubs program our work was used as an exemplar case study; focusing on enhancing playground culture for better leisure and transition times. This effort resulted in a 35.44% reduction in logged incidents per week during lunchtime play compared to the previous year. The school was recognized with the NASEN 2021 award for co-production work and the NAPCE Pastoral School of the Year award in 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

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; the school is committed to providing high quality 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. **To be aware of upcoming possible changes to RSHE and amend the curriculum as necessary, to be added when more information is released from Government.**






#### 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 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 complements the learning through the excellent sixth form cafe.

1. **To launch a successful borough wide pre-internship programme for 17-19 years olds**
2. **Further develop the 16-19 offer to include a one year transition 'links program' for our academic students**

#### Key Linked Reports

1. Key Progress Indicators (KPIs)  22-23 The Grove - KPI Reporting for LGB  KPIs 2023-2024 - Report for LGC
2. Progress and Outcomes Report  September 23 Progress & Outcomes Report.docx  
 2024 September Progress & Outcomes Report.docx
3. Teaching & Learning Report  Copy of 2023- 2024 T & L Report
4. Student Wellbeing and Safeguarding Report 2022 [Link Here](#)
5. Pastoral Report [Link Here](#)
6. Pupil Premium Report 22-23 [Link Here](#)
7. Advanced Autism Accreditation Report 2023 [Link Here](#)

