

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

Most Recent Ofsted Inspection: February 28th - 1st March 2023 Read the Report https://reports.ofsted.gov.uk/provider/25/145917	Outstanding
Overall Effectiveness	Outstanding
The school's overall effectiveness is outstanding, with pupils making excellent progress and being exceptionally well prepared for adulthood and further education. Its carefully designed, knowledge-rich curriculum prioritises personal development, communication, self-regulation, and pupil voice. Ambitious curriculum pathways support high aspirations and lead to exceptional outcomes. Emotional wellbeing and mental health are central to the school's ethos, supported by highly effective safeguarding systems. A stable and skilled staff team ensures consistent, high-quality teaching and outstanding progress. Leadership demonstrates strong capacity for sustained improvement, reflected in the launch of a newly designed 6th form offer for 2025 and the opening of a new free school within the Trust. External validation through SIP visits and Challenge Partners confirms the school's continuing outstanding status. Leaders also prioritise leadership development, securing long-term impact and succession planning.	

Quality of Education	Outstanding
The curriculum is underpinned by a clear, ambitious vision that offers a range of personalised pathways, designed to meet the diverse needs of our pupil cohort. Carefully constructed Schemes of Work (SOW) guide planning and delivery, ensuring that pupils receive high-quality learning experiences which build knowledge, develop skills, and promote cultural understanding. These pathways are designed to be rigorous and aspirational; however, alignment between Pathways 3 and 4 is a recognised area for development and currently a key focus for leaders. The school holds advanced autism accreditation and maintains strong professional links as an active member of Networked Learning Communities (NLC) and Challenge Partners. These partnerships ensure that our curriculum and pedagogy remain innovative and outward-facing. A sustained focus on refining subject knowledge and instructional practice—particularly through the implementation of Walkthrus—has had a measurable impact on pupil outcomes across subjects. Our assessment framework is a significant strength, providing meaningful insights into pupil progress. Recent work to align assessment with curriculum planning has streamlined systems, reduced workload, and improved the use of data to inform timely interventions. This is complemented by innovative work exploring AI to further reduce workload and enhance creativity in curriculum delivery. Ongoing quality assurance and curriculum review ensure that provision remains current and responsive. A particular focus is currently on refining the informal curriculum pathway to meet the needs of a changing intake. QA has identified inconsistencies in the application of SPaG and writing across the curriculum—this is a targeted area for improvement. Teaching is consistently strong, with teachers demonstrating expert knowledge and effective adaptation to meet the full range of needs. Subject QA, moderation, and data analysis show the majority of students make good or outstanding progress in English, Maths, and non-core subjects. All pupils achieved qualifications aligned to their pathways. Notably, 61% of students entered for GCSE achieved Grade 4 or above. Pupils also continue to achieve Entry Level and AQA Unit Awards year on year. In Sixth Form, 100% of pupils achieved Functional 1. Align Curriculum Pathways 3 and 4 to secure coherent, linear progression across subjects and key stages. <i>Aim:</i> To review, map, and adapt curriculum content and sequencing in Pathways 3 and 4, ensuring continuity of knowledge and skills that prepares pupils for meaningful qualifications and life beyond school. 2. Fully embed and quality assure new assessment tracking systems to evaluate their impact on planning, progress, and intervention. <i>Aim:</i> To monitor the implementation of new assessment trackers through data analysis, staff feedback, and moderation, ensuring the system is reliable, efficient, and effectively informs teaching and learning.	

3. Design and implement an informal curriculum aligned with Semi-Formal Pathways 1 and 2, grounded in creativity, sensory experiences, and purposeful progression.

Aim: To create a flexible, needs-led informal curriculum framework that develops engagement, communication, and readiness for next steps, particularly for pupils with complex needs.

4. Review and enhance the whole-school curriculum to reflect a broader multi-ethnic and neurodiverse perspective.

Aim: To audit current provision and enrich curriculum content to ensure pupils see themselves and others represented, promoting inclusion, belonging, and cultural awareness across all pathways.

Leadership and Management

Outstanding

Leaders, including governors, promote and embed a clear and ambitious vision that drives a culture of high expectations and continuous improvement across the school. There is a strong sense of collective ambition to provide a high-quality learning experience for both pupils and staff. Faculty and curriculum leadership are particularly strong, with middle leaders working collaboratively with the curriculum development team to ensure coherence and ambition across subjects.

Following the reorganisation of key stages, new middle leaders have been appointed. Leaders have rightly prioritised support and professional development to ensure these roles are effective and impactful. Pupil wellbeing is central to the school's ethos. The Optimus Wellbeing Award recognises the school's ongoing commitment to promoting a safe, supportive, and inclusive environment. Safeguarding systems are robust, with external audits confirming they are well embedded and complemented by strong partnerships with external agencies.

Staff development is a strategic strength. The school offers a high-quality CPD programme, underpinned by an established incremental coaching model that supports outstanding pedagogical practice. This is closely aligned with the school's research-informed approach to teaching and learning.

Leaders actively seek to engage stakeholders and adapt provision in response to feedback. Participation in the DfE Flexible Working Project has embedded a culture of flexibility and wellbeing, addressing evolving workforce needs. The school's involvement in the NASS AI Project has further supported workload management, with positive staff feedback.

Stakeholder surveys indicate that parents, carers, and staff feel valued and heard. Leaders act promptly on feedback, creating a culture of continuous reflection and improvement.

Pupils benefit from strong cross-curricular planning and an exceptional careers programme, which exceeds national benchmarks for similar settings in the Gatsby Benchmarks. As a result, they are well prepared for the next stage of their education.

1. Embed AI technology across the curriculum to reduce teacher workload and enhance creative, student-centred learning.

Aim: To pilot and scale effective AI tools that streamline planning, assessment, and resource creation, while fostering innovative approaches to curriculum delivery that engage diverse learners.

2. Embed a school-wide approach to AI integration within administrative systems to improve efficiency and reduce workload.

Aim: To implement AI-driven tools and processes that streamline administrative tasks, enhance accuracy and output, and reduce unnecessary workload, enabling staff to focus more effectively on core teaching and learning priorities.

3. Strengthen staff expertise and confidence in delivering high-quality Pathway 2 and 3 curricula to meet the evolving needs of future cohorts.

Aim: To implement targeted CPD, coaching, and resource development that enables consistent, high-quality teaching aligned to the intent and expectations of Pathways 2 and 3.

4. Develop cohesive, strategic leadership among middle leaders through collaborative planning and shared priority-setting.

Aim: To establish a structured process for middle leaders to align departmental plans with whole-school priorities, ensuring collective accountability and reducing siloed working.

Behaviours and Attitudes	Outstanding
The school's commitment to wellbeing and behaviour remains outstanding. A skilled, multidisciplinary in-house team provides therapeutic support, including trauma, OT, SALT, PBS, music, and art therapies which enables pupils to engage positively in learning through emotional regulation. Staff are well supported by pastoral leadership and benefit from high-quality training that promotes confidence and autonomy in behaviour support. Clear, annually reviewed behaviour policies enable consistent, effective practice across the school. Recording systems are culturally embedded and inform high quality planning and intervention. Leaders prioritise ongoing support for staff to use the systems confidently as the data rich information generated supports meticulous analysis of next steps. Attendance remains good overall but has been impacted by a small number of pupils with entrenched non-attendance, enrolled via appeals. These cases are closely monitored with targeted re-engagement strategies. Safeguarding systems are being redeveloped in response to staff changes, this includes upskilling of DDSLs to support the DSL with workload. With the rise in demand for emotional support for pupils and families, the school plans to introduce The <i>Healing Together</i> programme; a structured, trauma-informed intervention for pupils and families affected by domestic abuse and anxiety.	
1. Embed a school-wide model for responding to safeguarding concerns aligned to national guidance and best practice. <i>Aim: To implement a consistent, whole-school approach to safeguarding through a clear model for identifying and responding to abuse, ensuring staff at all levels are confident and competent in safeguarding processes.</i> 2. Embed the Healing Together programme as a strategic, trauma-informed intervention across relevant pathways. <i>Aim: To deliver targeted emotional support for pupils and families affected by domestic abuse, anger, and anxiety, ensuring the programme is effectively implemented, monitored, and evaluated for impact.</i> 3. Strengthen the safeguarding team through strategic planning and targeted upskilling. <i>Aim: To ensure a smooth and effective safeguarding operation by developing staff expertise, clarifying roles, and embedding strategic oversight that supports consistency, compliance, and responsiveness across the school</i> 4. Design and deliver a series of collaborative parenting workshops to strengthen home-based autism support. <i>Aim: To empower families through co-produced, practical workshops that enhance understanding of autism and promote consistent strategies between school and home, improving outcomes and wellbeing for pupils and their families.</i>	

Personal Development	Outstanding
The school's SEARCH values (Support, Empathy, Acceptance, Resilience, Compassion, Honesty) are deeply embedded across the curriculum and culture, promoting exceptional character development and supporting pupils in achieving strong outcomes against their EHCP targets. Pupil voice is a notable strength, with active participation through the school council, equality and diversity groups, and wellbeing forums contributing to a sense of agency and inclusion. The PSHE and RSE curriculum from Key Stage 1 to 4 is carefully designed to meet the diverse needs of the pupil cohort. Leaders remain responsive to national and local guidance, and have taken proactive steps to ensure the curriculum remains relevant and age-appropriate. This includes a planned refresh of the Key Stage 5 PSHE programme to strengthen progression and continuity into adulthood. Pupils make outstanding progress in non-core areas, particularly life skills. The SCERTS framework provides a strong foundation for EHCP target-setting, and leaders are prioritising work to ensure consistent pedagogical application across pathways. Enrichment is a key strength, with a wide range of opportunities that enhance engagement and extend learning beyond the classroom. Careers education remains a significant strength, with the CDI tool confirming that all Gatsby Benchmarks are met at 100%, consistently exceeding national averages for SEND settings. This has been validated through Challenge Partners, governor visits, and Ofsted. The school's SMSC provision, which has achieved Silver Award status, is rich, inclusive, and woven into all aspects of school life, alongside core values and fundamental British values. Leaders have responded effectively to the rise in ADHD diagnoses by delivering targeted CPD to upskill staff, ensuring practice remains inclusive and outcomes strong. This work was formally recognised by the ADHD Foundation through an accreditation award, reflecting the school's commitment to continuous improvement and neurodiversity-aware practice.	
1. Refresh and align the Key Stage 5 PSHE curriculum with new pathways and curriculum development in the sixth form.	

Aim: To review, adapt, and implement a revised KS5 PSHE curriculum that reflects recent changes to sixth form pathways and national guidance, ensuring content remains purposeful, age-appropriate, and supports preparation for adulthood.

2. Increase staff confidence and consistency in implementing the SCERTS framework to strengthen autism pedagogy.

Aim: To deliver targeted professional development and coaching that enhances understanding and practical application of SCERTS, ensuring it is embedded as a whole-school approach to support engagement, communication, and self-regulation for autistic learners.

Effectiveness of the Sixth Form

Outstanding

The vision and culture of the sixth form remain a key strength, with a continued focus on preparing pupils for successful adulthood. Curriculum intent is clearly aligned to individual needs and pathways, ensuring pupils access the right qualifications. In 2024, 100% of pupils entered for external exams achieved a pass, reflecting the strong curriculum design and effective delivery. Curriculum flexibility remains a hallmark of the provision. The offer has expanded to include AQA Awards for semi-formal learners and a Level 1 BTEC in Hospitality and Catering, alongside Home Cooking Skills. In 2025, this will be enhanced further with the introduction of the BTEC Level 1 Vocational Explorer, offering broader progression routes. Behaviour across the sixth form is calm and settled, and pupils continue to engage positively with enterprise opportunities such as the school café, allotment, and staff catering. These experiences contribute meaningfully to real-world skill development and career readiness. External partnerships, including a new link with Capel Manor and continued off site experiences, enrich the curriculum. A borough-wide pre-supported internship launched with Haringey has informed the development of a revised employability and transition programme for 2025. Staffing changes have been well managed, with strong cohesion maintained. New staff bring fresh ideas; training and curriculum induction are in place to support consistent delivery. Challenges in sourcing external work experience placements have led to a new internal work rotation model across the Trust, ensuring continuity of provision.

1. Expand The Grove Sixth Form to include an employment transition cohort at HHS.

Aim: To successfully establish a dedicated employment-focused pathway at HHS for 17–19-year-olds, enabling personalised preparation for the world of work through targeted support, qualifications, and real-world experiences.

2. Design and implement a Pathway 1 curriculum aligned with the Preparation for Adulthood framework.

Aim: To create a bespoke, needs-led curriculum for learners on Pathway 1 that prioritises independence, communication, and life skills, ensuring a meaningful and progressive route into adulthood.

3. Restructure sixth form delivery to a 'one teacher, one class' model to enhance consistency and reduce transitions.

Aim: To improve continuity of learning, reduce pupil anxiety, and strengthen relational practice by implementing a consistent teaching structure that aligns with pupils' needs and supports high-quality curriculum delivery.

Key Linked Reports

- Key Progress Indicators (KPIs)  22-23 The Grove - KPI Reporting for LGB
 KPIs 2023-2024 - Report for LGC
- Progress and Outcomes Report  September 23 Progress & Outcomes Report.docx
 2024 September Progress & Outcomes Report.docx
- Teaching & Learning Report  Copy of 2023- 2024 T & L Report  Copy of 2024- 2025 T & L Report
- Student Wellbeing and Safeguarding Report [Link Here](#)
- Pastoral Report [Link Here](#)
- Pupil Premium Report 22-23 [Link Here](#)
- Advanced Autism Accreditation Report 2023 [Link Here](#)