

The Grove SEF summary

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	Judgement: <i>Outstanding</i>
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The Grove: School Context Data 2025-2026
On roll: PAN: 155 with 160 on roll. Ratio of approx 3.5: 1(Boys:Girls). 100% have an EHCP. Diversity: 27.5% White British, 18.8% Other Mixed, 18.8% Any Other White, and 18.1% Black African, with a further range of ethnicities represented across the school. 10.6% of pupils speak English as an Additional Language Pupil Premium: 36.1% (57) Additional Needs: 5 pupils receive additional 1:1 support funded by the Local Authority. 94% access speech and language, occupational, music and art therapies. The curriculum is structured across 5 pathways: 66% of pupils access pathways 1-3 and 34% 3+ with approximately 7% working at age related, spanning Key Stages 2, 3, and 4. Attendance: To date (March): 86.5%, with a persistent absence rate of 33.1% Attendance among Pupil Premium pupils is higher at 89%, and Looked After Children achieved 97.6%. There is a rising prevalence of Emotionally Based School Avoidance with 18 pupils (11%) now categorised as EBSA. Safeguarding data: 31 Children in Need and 2 pupils subject to Child Protection plans. 4 Looked After Children. Behaviour: 37 physical interventions, with only 3 during the Spring Term. Bullying: 58 incidents Suspensions: 9 (5 pupils) Exclusions: 0 Staffing profile: 2 Early Career Teachers and 2 teacher trainees.

Leadership and Governance	Judgement: <i>Strong Standard</i>
- Leaders use their detailed and insightful analysis of school performance. As a result, strategic decision-making is consistently grounded in triangulated evidence and leads to strong standards across all areas of the school's work. - Governance is robust, providing consistent support and robust challenge to leaders across all aspects of the school's work. Link Governors maintain meaningful scrutiny of priorities and impact on pupils, ensuring that the school's strategic direction is rigorously held to account. - A culture of reflective evaluation enables leaders, at all levels, to have a clear and honest understanding of the school's strengths and next steps. - Through purposeful stakeholder consultation, leaders have secured strong buy-in from all groups. As a result, the school's vision and direction are understood, owned and actively supported across the whole community. - Leaders have developed a highly effective culture of professional learning and expertise. Our research-informed coaching model shared responsibility for impactful professional development building collective expertise as the key driver of improvement. At leadership level, this approach supports sustainable succession planning and embeds a culture of continuous improvement across the school. - Outward-facing partnership with Haringey Education Partnership means the school actively contributes to, and benefits from, wider SEND sector development, strengthening provision both internally and across the local area. - The strategic embedding of AI tools directly improves teaching efficiency and reduces workload. As a result, teachers in this complex specialist setting are better able to focus their expertise on high-impact, personalised delivery.	

Safeguarding	Judgement: <i>Met</i>
- Leaders maintain an open safeguarding culture where concerns are identified early, reported confidently and escalated with professional rigour. The January 2026 External Review confirmed the quality of practice, highlighting	

timely and accurate recording. Ongoing development of guidance and exemplar logs is strengthening consistency across the school.

- Systematic multi-agency collaboration with CAMHS and MASH means that coordinated, timely support is secured for the most vulnerable pupils, with triage meetings enabling precise identification of risk and ensuring early, targeted intervention.

- Pupils are explicitly taught, through a SEND-adapted curriculum, to understand consent, online safety, and how to report concerns enabling them to identify trusted adults. As a result, pupils report feeling safe and knowing where to seek support.

Inclusion

Judgement: *Strong Standard*

- Inclusion is embedded in every aspect of the school's work; disadvantaged groups consistently achieve well.

- The full integration of Multi-Disciplinary Team (MDT) expertise and trauma-informed practice into everyday pedagogy removes barriers and creates a safe, predictable environment in which all pupils learn. Specialist support is part of the universal offer, not a series of isolated interventions.

- Well-analysed data consistently underpins leaders' decisions, the weekly pastoral meeting systematically ensures any barriers to success are effectively addressed.

- Alignment with the Preparation for Adulthood framework promotes independence and functional skills as integral to sustained progress, not supplementary to it.

- Targeted use of Pupil Premium funding, underpinned by a case-sampling model, enables precise identification of specific needs of disadvantaged pupils and a timely, targeted response.

- Internal evidence indicates that attainment gaps are narrowing significantly: disadvantaged pupils are largely outperforming their peers, with 44% making exceptional progress in Reading and 37% in Mathematics.

Curriculum and Teaching

Judgement: *Strong Standard*

- Five clearly defined curriculum pathways ensure that every pupil, regardless of the complexity of their profile, accesses an ambitious, appropriately sequenced education. External validations confirm pathways are coherently structured to build both functional and academic independence. By aligning these pathways explicitly with the Preparation for Adulthood framework, leaders ensure curriculum intent translates into meaningful, personalised transitions for all learners.

- The systematic adaptation of the Little Wandle phonics scheme has made measurable literacy progress accessible to pre-verbal pupils, ensuring inclusive and robust reading foundations; 90% of pupils in pathways 1 & 2 demonstrate progress.

- Teaching is consistently highly effective across subjects and year groups. Teaching and learning are strengthened by the consistent use of Walkthrus, with checking for understanding securely embedded throughout lessons to ensure all pupils grasp key concepts before moving on.

- The school-wide coaching programme, grounded in evidence about effective pedagogy, ensures that teachers develop their expertise and make highly effective choices about what to teach, when and how to teach it, in the context of pupils' needs.

- The strategic use of AI-driven planning tools further enhances teaching quality by reducing the administrative burden on teachers, enabling greater focus on personalised, high-impact delivery.

Achievement

Judgement: *Strong Standard*

- Across all phases, pupils are consistently well prepared for their next stage of education. Expert pedagogical approaches enable access to the wider curriculum.

- Over 86% of pupils make at least expected progress from their individual starting points.

- In primary, KS2 Reading outcomes have strengthened considerably, with 56% of pupils making Outstanding progress compared to 35% in 2024–25.

- KS1 Mathematics has also seen a sharp rise from approximately 17% to 67% Outstanding.

- At secondary level, KS4 Mathematics shows the most growth, with Outstanding progress rising from just 4% to 46% as a result of the strategic realignment of Pathway 3+ sequencing.

- Outstanding Writing progress at KS4 has more than doubled, from 9% to 21%.

- KS3 data reflects a consolidation pattern, with progress distributed more evenly across the Good category, while KS3 Subject-Based Reading remains consistently high at 44% Outstanding.
- The school is on track to exceed previous benchmarks in core secondary mathematics and primary reading by year end.

Behaviour and Attendance

Judgement: *Strong Standard*

- The school has embedded the Zones of Regulation into the core curriculum, supporting pupils to independently manage their emotions and significantly reducing the frequency of physical interventions over time. This transition toward self-regulation is underpinned by a relational, trauma-informed ethos that creates a calm and purposeful learning environment conducive to pupil flourishing.
- A data-driven Positive Behaviour Support (PBS) model ensures that class teams intervene proactively and pre-emptively, rather than reactively. Weekly, data-led pastoral meetings provide leaders with precise, granular oversight of behavioural trends across the school. Every pupil identified as high priority receives a bespoke, personalised plan, ensuring that need is met with accuracy and that provision is consistently adapted to secure improved outcomes. Collaborative parenting workshops reinforce this unified approach to emotional regulation.
- With a rising trend in Emotionally Based School Avoidance (EBSA), the school has developed bespoke reintegration programmes and home-learning packages aligned to EHCP outcomes, ensuring that barriers to attendance are addressed early and with professional tenacity. Initial evidence confirms a significant impact on positive engagement.
- Attendance remains strong at 86.7%, comparing favourably with national benchmarks for similar specialist settings.
- Attendance for Looked After Children (97.6%) and Pupil Premium pupils (88.2%)
- High attendance remains a demonstrable driver of strong outcomes. In 2024–25, pupils attending at 95% or above directly correlated with 33% achieving Outstanding progress in Reading and 25% in Mathematics.
- The school plans to embed AI capability to identify and predict patterns of disengagement, ensuring that high-risk pupils receive validated early intervention from the pastoral team.
- Pupil Support Plans, Team Teach training and a culture of analysing data ensure consistent focus on de-escalation and building relationships resulting in a low number of physical interventions across the school.

Personal Development and Wellbeing

Judgement: *Strong Standard*

- Leaders and staff have a deep understanding of every pupil and are systematic in anticipating which individuals or groups might need additional pastoral support. What is provided is highly effective and directly evidenced in improved outcomes and well-being.
- An exceptional careers programme exceeds the Gatsby Benchmarks and is directly linked to personalised post-school pathways. A remodelled work experience offer and restructured KS4 enterprise programme ensure that Workplace Readiness milestones are explicitly tracked and evidenced. Integration of the Independent Living strand of the Preparation for Adulthood framework ensures all leavers hold the functional skills and accreditation needed to thrive in supported internships or further education.
- The school's SEARCH values underpin a strong sense of belonging and collective identity, supporting pupils' social and emotional resilience.
- Pupil voice is well established, with meaningful participation having a demonstrable impact on school improvement, including the redesign of the playground environment.
- Climate action and sustainability are woven into the life skills curriculum through a student-led Green Committee and annual Sustainability Audit, enabling pupils to develop a sense of purpose and agency as active participants in their communities.
- Leaders are also proactively preparing for the new RSHE framework, collaborating with stakeholders across all levels to ensure provision continues to evolve in line with pupil need.
- Evidence of the impact of the personal development programme is clear in pupils' outcomes, their growing confidence and independence, and in the sustained contributions they make as active members of their community.

Post-16 Provision

Judgement: *Strong Standard*

- The Post 16 curriculum is explicitly aligned with the Preparation for Adulthood framework, providing a high-quality roadmap toward independent living and community inclusion.

- Leaders carefully analyse the impact of the Post-16 curriculum and make astute, evidence-informed adaptations to ensure it remains responsive to the evolving needs of this cohort, for example, the development of our Pathway 1 curriculum ensures that even learners with the most complex needs make meaningful progress toward community participation.

- Functional Skills: Progress is highly consistent, with 73% of pupils making good progress in Reading, 69% in Writing, and 74% in Maths. Only one pupil across these core areas was performing below expected levels as a result of medical needs.

- Teachers are skilled at delivering the curriculum in a way that enables students to achieve well, providing the relational consistency that older learners need to develop confidence and independence. Since the introduction of a one-teacher, one-class model, feedback confirms that 85% of pupils demonstrate increased engagement and purposefulness

- Post-16 students are very well prepared for later life, with strong functional skills, authentic work experience, and clear pathways to supported internships, further education and community participation. For example, the community partnerships, including the school café, allotment, and Kentish Town City Farm provide experiences that are embedded within vocational units rather than delivered as standalone activities.

- The planned expansion of the employment transition cohort, including a new cohort at HHS by Spring 2027, reflects a forward-looking commitment to ensuring the Post-16 offer remains a leading model of specialist provision; preparing every student, with ambition and precision, for adult life.

Key Documents

1. School Improvement Plan  School Improvement Plan 2025-2027
2. SEF Toolkit Evaluation  TGS SEF New Ofsted Toolkit
3. KPI Documents  KPIs 2025-2026 - Report for LGC  KPIs 2024-2025 - Report for LGC
4. Progress & Attainment Reports [2024-2025 Link](#)
5. Teaching and Learning Report  Copy of 2024- 2025 T & L Report
6. Pupil Premium Report & Strategy  Pupil Premium Strategy 2025-2028.docx
 Pupil Premium Report 2024-2025.docx
7. Safeguarding Reports  26.01.06 The Grove SafeguardingBehAtt Snapshot final.docx
8. Careers Strategy  Careers Strategy  Careers & Enrichment tracker
9. Governor Reports  November 25 Headteacher Report for LGC  March 2026 Headteacher Report
 June 2026 Headteacher Report
10. Attendance Report
11. External Reports  Grove IP Report (HEP) March 25  The Grove_Final Report_10 March 26.docx
 May 2026 The Grove CP Report
12. Parent Surveys  Parent Questionnaire Spring 26
13. Staff Feedback  Staff Surveys  Staff Surveys
14. Pupil Feedback  Pupil Survey - April 2026
15. Pupil voice report
16. Website compliance  The Grove Website Audit.xlsx