The Grove SEF summary

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 **Read the Report** https://reports.ofsted.gov.uk/provider/25/145917	**Judgement:** *Outstanding*

The Grove: School Context Data 2026-2027
On roll: PAN: 155 with 161 on roll. Approximately 21.7% are girls. 100% of pupils 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:** 43.8% (70) **FSM:** 48.75% (78) **Additional Needs:** 2 pupils receive additional 1:1 (2:1) support funded by the Local Authority. 94% access speech and language, occupational, music and art therapies. **The curriculum** is structured across 5 pathways: 2.5% of pupils follow the Engagement Pathway, 49.7% work within the PKSS, 31.2% work at NC levels or follow KS4 qualification routes, 16.6% access bespoke Sixth Form programmes, with accreditation ranging from AQA Unit Awards and Entry Level qualifications to Functional Skills and GCSEs. **Attendance:** For the 2025-26 academic year, whole school attendance was 84.9%, with a persistent absence rate of 39.7% Attendance among Pupil Premium pupils is higher at 86.9%, and Looked After Children achieved 96.2%. There is a rising prevalence of Emotionally Based School Avoidance with 18 pupils (11%) now categorised as EBSA. **Safeguarding data:** 40 Children in Need and 4 pupils subject to Child Protection plans. 4 Looked After Children. **Behaviour:** 54 physical interventions across the academic year. **Bullying:** 58 incidents (Academic year 25-26) **Suspensions:** 14 (9 pupils) **Exclusions:** 0 (Academic year 25-26) **Staffing profile:** 3 Early Career Teachers and 2 teacher trainees.

Leadership and Governance	**Judgement:** *Strong Standard*
- Leaders use their detailed and insightful analysis of school performance for strategic decision-making that is consistently grounded in evidence. As a result, there are consistently strong standards across all areas of work. - Governance is robust, providing support and 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 remains the driver for improvement and uptake from teachers and middle leaders is 100%. Anchored in robust succession planning, our ambitious leadership team continuously upskills, with all members holding leadership qualifications and four currently pursuing Master's degrees or the NPQH.
- 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.
- Next Steps: While current leadership coaching and workload-reduction strategies effectively support staff development, *strategic capacity should be further strengthened through distributed leadership across middle leaders and class teams for effective operational autonomy and continue strong succession planning.*

Safeguarding	**Judgement:** Met

- 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.
- Next Steps: *Although an open, vigilant safeguarding culture is securely established and externally validated, further precision is needed in standardising staff logging and embedding adapted pupil voice tools to ensure communication differences never act as a barrier to reporting.*

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-analysised 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: In 25-26, disadvantaged pupils are largely outperforming their peers, with 44% making exceptional progress in Reading and 37% in Mathematics.

- Next Steps: ***Multi-disciplinary therapeutic integration successfully narrows attainment gaps for vulnerable cohorts, further embed the case-sampling audits and complete the evaluation cycle for the precision target setting across all Personal Learning Plans.***

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; in 25-26, 90% of pupils in pathways 1 & 2 demonstrated progress.
- Teaching is consistently highly effective across subjects and year groups. In response to data, this year sees piloting maths groups at KS3 to ensure the offer remains ambitious for all pupils. 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.

- Next Steps: ***While ambitious pathways and adaptive teaching secure strong learner engagement, pedagogical consistency across all five pathways must be fully standardised through The Grove T&L Handbook and the formal rollout of the new Engagement Profile Assessment Framework***

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.
- Across the school, 95% of pupils made at least Expected Progress in each core subject, compared with approximately 85% - 87% in 2024/25.
- KS2 Reading improved, with Good or Better than Good Progress increasing from 58% in 2024/25 to 72% in 2025/26, including a rise in Better than Good Progress from 35% to 45%.
- KS3 outcomes strengthened considerably. At least Expected Progress increased from 78% to 96% in Reading and Writing, and from 69% to 98% in Mathematics.
- KS4 Mathematics showed significant improvement. The proportion making Good or Better than Good Progress increased from 28% to 76%, while those making at least Expected Progress increased from 83% to 93%.
- Pupil Premium outcomes improved across all three subjects. In 2025/26, all 69 Pupil Premium pupils made at least Expected Progress, compared with 88% in Reading, 91% in Writing and 82% in Mathematics in 2024/25.
- Among pupils with attendance of 95% and above, Below Expected Progress reduced from 18% in Reading and 12% in Writing and Mathematics in 2024/25 to 1% in all three subjects in 2025/26.

- Next Steps: ***Accelerated progress across core subjects demonstrates the strength of our pathway model, yet securing exceptional outcomes across all cohorts requires refining qualification-led accreditation routes and centralising curriculum resources to eliminate variation in subject-specific progression.***

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 84.9%, comparing favourably with national benchmarks for similar specialist settings.
- Attendance for Looked After Children (96.2%) and Pupil Premium pupils (86.9%)
- High attendance remains a demonstrable driver of strong outcomes. In 2025–26, among pupils with attendance of 95% or above, 36% made Better than Good Progress in Reading, 33% in Writing and 42% 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.
- Next Steps: ***Proactive de-escalation strategies have successfully driven a 63.5% reduction in physical interventions, but persistent absence driven by Emotionally Based School Avoidance (EBSA) requires a more systematic, tiered intervention handbook with live tracking and 48-hour team feedback loops.***

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.
- Next Steps: ***Extensive enrichment and strong careers provision effectively prepare pupils for adulthood, but the consistency of autism pedagogy must be deepened by embedding the SCERTS framework across all key stages.***

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.
-Pupils in the Employment Transition cohort achieved level 1 and level 2 qualifications in English and Maths. This is the first set of results this high to be achieved in the 6th form.
- All leavers secured placements in Post 19 settings ranging from Social Care packages, Supported internships and Main stream college placements.
- Next Steps: ***Further develop the long-term impact of transition outcomes by embedding Preparation for Adulthood (PfA) independence competencies and expanding the employment transition cohort.***

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 2026 September Progress & Outcomes Report.docx

5. Teaching and Learning Report 2025/2026
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 Stratagy 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 SIP visit June 26
12. Parent Surveys Parent Questionnaire Spring 26
13. Staff Feedback Staff Surveys Staff Surveys
14. Pupil Voice Summary Pupil Survey - April 2026
15. Website compliance The Grove Website Audit.xlsx