

SEF Evaluation Headlines, The Grove School, March 2021

Evidence is shown in Green

(all evidence in to be found in the school's Ofsted ready file in the main school office and on the external hard drive kept in the school safe)

Ofsted descriptors are in black

School context

The Grove School is a 46-place school for pupils with SLD/PMLD aged 2-19yrs in a rural setting with high levels of socio-economic disadvantages.

Ethos

We are a happy, safe and supportive school where everyone is equally valued and nurtured to thrive.

Values

We:

- value learning with, from and on behalf of each other
- value flexible, creative and open thinking and approaches that are solution focused
- value and respect everyone equally whilst acknowledging individuality and diversity
- value, listen to and respect each other's opinions
- value and care for the environment and are actively involved in our community
- support, nurture and care for each other
- are kind, thoughtful and considerate to each other

Our Aims for Everyone on Our School Community

- To provide the highest standard of teaching and learning through setting challenging educational experiences that recognise everyone's potential, develops from their needs and builds on their success.
- For teaching and learning to be fun, enjoyable, motivating and meaningful.
- To encourage and develop independence for each pupil and for all involved in the school to have a 'voice' that is valued.
- To create and maintain an environment and approach to learning where there is equality of access and opportunity for all and where inclusion within our local community and beyond is priorities, especially with our Partnership of Schools and Business and Community Partners.
- To build a strong partnership with parents
- For our working surroundings to provide a happy and safe environment and for healthy lifestyles to be encouraged and supported.

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- To treat everyone with respect and dignity and to encourage a respect for the school environment and for the wider community. To provide a welcoming and supportive environment for everyone.

Ofsted categories are in blue, in the table below, Evidence is shown in green.

Effectiveness of leadership and Management are outstanding because:	Quality of Education are outstanding because:	Behaviour and attitudes are outstanding because:	Personal development is outstanding because:
<p>-Leaders high expectations of pupils in school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils</p> <p>Behaviour management plans for pupils Use of MAPA principles across school Staff training on MAPA Support of Clinical Psychologist Support of Occupational Therapist in writing behaviour plans</p> <p>-Leaders focus on the education provided by the school.</p> <p>Detailed pupil tracking Headteachers report Data analysis report Sept 2017 new assessment policy to reflect Rochford Review recommendations Assessment plan on a page and curriculum planning intentions Sept 2018</p> <p>-Continuing professional development for all staff is aligned to the curriculum.</p> <p>Professional development plan Planning cycle in school Appraisal target Impact of Professional Development on outcomes as shown on the plan</p> <p>-Leaders create a cohesive and consistent approach to effective teaching across school.</p> <p>All Gobs have clear roles and responsibilities Challenging Qs recorded in meetings</p>	<p>-Teachers have expert knowledge of the subjects they teach.</p> <p>Lesson observations Subject leads staff training Curriculum planning and development Subject action plans</p> <p>-Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.</p> <p>Lesson observations Lesson planning</p> <p>-Teachers check pupils' understanding effectively, and identify and correct misunderstanding.</p> <p>Lesson observations Lesson planning Assessment policy, including marking Ofsted Dec 2019 said Teachers know the needs of each individual pupil. They know what each pupil can do. They aim high for each pupil, no matter how significant their needs might be.</p> <p>-Teachers ensure that they embed key concepts in their long</p>	<p>-Pupils motivation and positive attitude to learning as important predictors of attainment.</p> <p>Pupils transition plans ASDAN action plans Work Experience action plan and electronic evidence file Business and Enterprise ethos across school Multi professional meetings</p> <p>-A strong focus on attendance and punctuality so that disruption is minimised.</p> <p>Attendance is above 95%, all absences are authorised, due to complex medical needs and to attend medical appointments, this absence rate is above the National average. Pupils who walk to school are always in either before the start of the school day or on time for 9.00 am start. We have no unauthorised absences</p> <p>-A calm and orderly environment in the school and the classroom.</p> <p>Lesson observations SIP report Governor visit reports</p> <p>-An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse -online and offline - are not accepted and are dealt with quickly.</p> <p>Nil return for recorded bullying Low level incidents dealt with through ELS sessions</p>	<p>-Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</p> <p>Lesson observations Subject leads staff training Curriculum planning and development Subject action plans Work experience where appropriate</p> <p>-Promoting Equality of opportunity so that all pupils can thrive together, understanding that difference is positive.</p> <p>Lesson observations Equality action plan Equality award portfolio Ofsted 2019 said Teachers know the needs of each individual pupil. They know what each pupil can do. They aim high for each pupil, no matter how significant their needs might be.'</p> <p>-Promoting an inclusive environment that meets the needs of all pupils.</p> <p>Lesson Observations Equality action plan Equality award portfolio</p> <p>-Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>Lesson Observations Post school progression Transition plans</p>

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<p>Lesson observations/new lesson observation sheets</p> <p>Appraisal targets</p> <p>Appraisal meetings and feedback</p> <p>-Leaders seek to engage parents and the community thoughtfully and positively.</p> <p>Parent contributions to IEP's</p> <p>Parent questionnaires</p> <p>Community projects</p> <p>Parent information events</p> <p>Parent workshops</p> <p>After school/breakfast clubs</p> <p>Open door policy</p> <p>-The way that leaders take into account the workload and wellbeing of the staff.</p> <p>Part of the school development plan</p> <p>School leaders and governors planning for work load reduction</p> <p>Governors report</p> <p>Staff questionnaires</p> <p>-Leaders and managers have high expectations and ambitions for all pupils.</p> <p>School data report</p> <p>Governors reports</p> <p>Class planning</p> <p>Moderation</p> <p>Book scrutiny</p> <p>-Impact of those reasonable for governance.</p> <p>Governors visits</p> <p>Governors minutes</p> <p>Governors Meetings</p> <p>Governors Audit</p> <p>-The use of pupil premium, our rationale for the spending and its intended impact.</p> <p>Pupil premium report</p> <p>Data report</p> <p>Bought in professional's reports</p> <p>Additional therapy support</p> <p>Additional professionals support</p>	<p>term memory and apply them fluently.</p> <p>Lesson observations</p> <p>Lesson planning</p> <p>Data report and data sharing with governors</p> <p>-Teachers are determined that pupils achieve well.</p> <p>Lesson observations</p> <p>Lesson planning</p> <p>-Pupils love the challenge of learning and are resilient to failure.</p> <p>Lesson observations</p> <p>Pupil discussions and their contributions to their</p> <p>Annual Reviews</p> <p>'Overall the school meets the requirements of outstanding teaching, learning and assessment'</p> <p>SIP report April 2019</p> <p>-The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.</p> <p>Lesson observations</p> <p>Pupil discussions and their contributions to their</p> <p>Annual Reviews</p> <p>Transition Planning and Post 16 planning</p> <p>-It is clear what end point the curriculum is building towards</p> <p>Lesson observations</p>	<p>ELS plans for pupils</p> <p>E-safety policy and lesson plans</p> <p>Staff training</p> <p>Behaviour plans for some pupils</p> <p>Ofsted Dec 2019 said</p> <p>'Staff listen intently to pupils. They learn how individual pupils communicate so that they can hear their opinions and feelings. Staff are tender and patient. They find ways to understand pupils. They unlock pupils' potential.'</p> <p>-A positive and respectful school culture in which staff know and care about pupils.</p> <p>Planned ELS lessons</p> <p>Next steps</p> <p>Objective 3: To ensure that pupils are able to organise and effectively manage their learning as independently as possible.</p>	<p>-Enabling pupils to recognise the online and offline risks to their well-being</p> <p>Post school progression</p> <p>Transition plans</p> <p>No pupils who go NEET</p> <p>-Knowledge of, and respect for, different people's faiths, feelings and values.</p> <p>Lesson Observations</p> <p>Equality action plan</p> <p>Equality award portfolio</p> <p>-Understanding of the consequences of their behaviour and actions.</p> <p>Lesson Observations</p> <p>Equality action plan</p> <p>Equality award portfolio</p> <p>-Use of a range of social skills in different contexts, for example working and socialising with different pupils.</p> <p>Lesson Observations</p> <p>Post school progression</p> <p>Transition plans</p> <p>Work Experience</p> <p>School trips and mini-bus trips into the community</p> <p>-Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>Lesson observations</p> <p>Subject leads staff training</p> <p>Curriculum planning and development</p> <p>Subject action plans</p> <p>Work experience where appropriate</p> <p>Arts award</p> <p>Sports premium money and evidence of its use on the school website</p> <p>-Pupils' understanding of the protected characteristic and how equality and diversity are promoted.</p>
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-The school has a culture of safeguarding.

Safeguarding audit

Safeguarding report to governors

Safeguarding spreadsheet

Staff training

Cause for concern sheets

Next steps:

Objective 2: All lesson observations will be consistent in criteria used to make judgements and will be moderated across the staff involved

Objective 6: To review teacher workload and how this can be reduced to ensure that staff can focus on tasks that impact on Teaching and Learning.

Pupil discussions and their contributions to their

Annual Reviews

Transition Planning and Post

16 planning

Ofsted 2019 said

'One of the keys to the success of this school is the way in which teachers set

targets for pupils. Teachers make sure that they fully

understand the information that is in pupils' education,

health and care (EHC) plans. They then write targets for

pupils based on their needs and their abilities. Teachers

use all of this information to plan activities in lessons

that help pupils to build on their skills and knowledge.

The system works well.

Teachers' planning ensures that pupils' individual needs

are met.'

-Parents are provided with clear and timely information on how well their child is progressing.

Annual Review meetings

Parent meetings

Home school diary

Lesson observations

-How leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points.

Lesson observations

Subject leads staff training

-The quality of careers information, education, advice and guidance, and how well it benefits pupils in choosing and deciding their next steps.

Next steps:

Objective 4: To develop the school as an environmentally aware school in which staff, pupils and parents understand the positive impact that they can have on the environment.

Curriculum planning and development

Subject action plans

-Reviews of schemes of work or other long term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leads.

Lesson observations

Subject leads staff training

Curriculum planning and development

Subject action plans

Staff meeting minutes

-A well-constructed, well taught curriculum will lead to good results because those results will reflect what pupils have learned.

Lesson observations

Subject leads staff training

Curriculum planning and development

Data report

Individual tracking sheets

-The progress that pupils are making in terms of knowing more, remembering more and being able to do more.

Lesson observations

Subject leads staff training

Curriculum planning and development

Data report

Individual tracking sheets

Next Steps:

Objective 1: To implement a new curriculum policy that will

	reflects the latest RSE/PHSE policy guidelines. Objective 5: To develop the use of outdoor learning as a means to motivate those pupils who find traditional lessons more challenging, ensuring that all areas of the curriculum are covered outdoors.		
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Overall Effectiveness

The Grove School continues to be judged as 'Outstanding' for overall effectiveness. The quality of Teaching as observed by the School Improvement Partner, Headteacher and Senior Leadership team are judged to be 100% 'Outstanding', as evidenced in the Headteachers report and feedback forms to staff.

Assessment is an 'Outstanding' strength of the school, the school can share with its stake holder's pupils on entry data, through the data analysis report, it is then able to articulate through the same report and in partnership with the governors how many pupils make outstanding progress within The Grove School, in line with the school's policy and ethos.

Behaviour throughout the school is consistently outstanding, the pupils in the school all have complex needs and there are many challenging behaviours associated with these needs but through a consistent approach and positive encouragement the pupils behave extremely well, as judged by governors, visiting professionals and our School Improvement Partner.

All areas of the school have consistently been judged outstanding by the School Improvement Partner.

Safeguarding has been developed further from the previous Ofsted inspection in July 2015, when the school was judged outstanding in this area, we have added additional levels of safeguarding through training an additional Safeguarding lead, completing case studies and including governors in this process.