

SEF Evaluation Headlines, The Grove School, December 2023

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 52-place school for pupils with SLD/PMLD aged 2-19yrs in a rural setting with high levels of socio-economic disadvantages. Our context remains the same, we continue to support pupils with SLD/PMLD, the pupils that we support may have a number of diagnosis such as Autism. They may have both physical disabilities and neurological conditions. Our curriculum has been developed over many years to meet the needs of these pupils on an individual basis.

Ethos

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

Values (reflecting British 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.

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- 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.
- 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 and can be found in our files of evidence in the main school office.

| Effectiveness of leadership and Management are outstanding because: | Quality of Education is outstanding because: | Behaviour and attitudes are outstanding because: | Personal development is outstanding because: |
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| <p>-Leaders ensure that teachers receive focused and highly effective professional development.</p> <p>Staff appraisals are focused and inform CPD planning</p> <p>School Improvement Partner support</p> <p>In house training</p> <p>Partnership working and sharing of expertise</p> <p>Working in partnership with other special schools</p> <p>-Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time, this consistently translates into improvements in the teaching of the curriculum.</p> <p>New curriculum now in place with new assessment policy written</p> <p>Staff training and CPD within their subjects</p> <p>Lesson observations and planning</p> <p>Staff training</p> <p>Subject leaders development and the development of the use of action plans</p> <p>-Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.</p> <p>Professional development plan</p> | <p>-Across all parts of school, series of lessons contribute well to delivering the curriculum intent.</p> <p>Lesson observations</p> <p>School improvement partner support for curriculum development</p> <p>New Medium term curriculum planning in place</p> <p>Subject leads staff training</p> <p>Curriculum planning and development</p> <p>Subject action plans</p> <p>-Teachers have a firm understanding of the school's curriculum intent and what it means for their practice.</p> <p>Lesson observations</p> <p>New Medium term curriculum plan</p> <p>Staff training</p> <p>Teaching Assistants and Governors have been part of the process to further develop the curriculum</p> | <p>-Pupils behave with consistently high levels of respect for others.</p> <p>Behaviour policy</p> <p>PHSE lessons</p> <p>Circle time sessions</p> <p>School ethos</p> <p>Limited number of incidents that require reporting</p> <p>Staff training</p> <p>No incidents of bullying</p> <p>Parent view responses</p> <p>Pupils responses to questions about their peer group</p> <p>No exclusions</p> <p>-Pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p> <p>Excellent attendance rates</p> <p>Pupils tell staff they feel safe to come to school</p> <p>Equalities award 2021</p> <p>Pupils are supported through PHSE lessons</p> <p>Development of lesson planning and resourcing that is reflective of a diverse society</p> | <p>-The school consistently promotes the extensive personal development of pupils.</p> <p>Lesson observations</p> <p>Subject leads staff training</p> <p>Curriculum planning and development</p> <p>Subject action plans</p> <p>Enrichment file</p> <p>Work experience where appropriate</p> <p>Community projects such as the Chain Bridge project</p> <p>-The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.</p> <p>Lesson observations</p> <p>Equality action plan</p> <p>Equality award portfolio</p> <p>Ofsted 2019 said</p> <p>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>Enrichment file</p> <p>Museum project</p> <p>Chain Bridge project</p> <p>-Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> |

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| <p>Planning cycle in school</p> <p>Appraisal target</p> <p>Impact of Professional Development on outcomes as shown on the plan</p> <p>Staff meetings and moderation sessions</p> <p>Staff questionnaires</p> <p>Triage meetings for class teams</p> <p>Meetings for governors to hear about school development and share good practice</p> <p>Focused governors visits</p> <p>-When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>-The way that leaders take into account the workload and wellbeing of the staff.</p> <p>All Gobs have clear roles and responsibilities</p> <p>Staff feel able to discuss workload issues</p> <p>Workload is being addressed through the new curriculum and through this the new assessment policy</p> <p>Staff are supported with extra time to complete work in the school day if this is needed</p> <p>New report formats have been developed</p> <p>Staff all now have a lead practitioner who supports with the filing and management of IEP's</p> <p>-Staff consistently report high levels of support for well-being issues.</p> <p>Governors minutes, staff meeting minutes</p> <p>Roles and responsibilities are constantly reviewed</p> <p>Staff questionnaires</p> <p>PPA is a priority to the school, each staff member has at least one day out of class each week</p> | <p>Theme plans ensure that the intent of our curriculum is concise and cohesive</p> <p>Lesson planning</p> <p>-The work given to pupils, over time and across school consistently matches the aims of the curriculum, which is informed by the National Curriculum, EYFS profile and Post 16 guidance and is then individualised for each pupil.</p> <p>Lesson observations</p> <p>Lesson planning</p> <p>Assessment policy, including marking</p> <p>Ofsted Dec 2019 said</p> <p>'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>-The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Lesson observations</p> <p>Lesson planning</p> <p>Further developed curriculum is progressive and ensures for sufficient challenge</p> <p>Post 16 planning and support with work experience</p> <p>Pupils IEPs and learning logs</p> <p>Data report and data sharing with governors</p> | <p>Circle time is used to discuss differences</p> <p>New Anti-bullying policy is in place</p> <p>Transgender training has occurred for all staff</p> <p>Nil return for recorded bullying</p> <p>-Pupils consistently have highly positive attitudes and commitment to their education.</p> <p>Lesson observations</p> <p>SIP report</p> <p>Governor visit reports</p> <p>Pupil responses to questions regarding their learning</p> <p>Circle Time responses</p> <p>Parent responses on the website</p> <p>-Pupils are highly motivated and persistent in the face of difficulties.</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>Headteachers learning walks</p> <p>Staff learning walks</p> <p>Governors visits</p> <p>Pupil questionnaires</p> <p>Parent view form</p> <p>Lesson observations</p> <p>Learning walks</p> <p>-Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</p> <p>Lesson observations</p> <p>Learning walks</p> <p>Enrichment file</p> <p>Museum projects</p> <p>Community based learning</p> | <p>Lesson Observations</p> <p>Equality action plan</p> <p>Equality award portfolio</p> <p>Community based projects</p> <p>Dance projects</p> <p>Working with other agencies locally for example the local theatre</p> <p>Collaboration with other schools</p> <p>Subject leads action plans</p> <p>Theatre groups coming to school</p> <p>Support of respite carers using school</p> <p>Support of Young Carers using school</p> <p>-There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p> <p>Lesson Observations</p> <p>Enrichment file</p> <p>Local partnerships</p> <p>Post school progression</p> <p>Transition plans</p> <p>-The school provides these rich experiences in a coherently planned way, we consistently strengthen the school's offer.</p> <p>Post school progression</p> <p>Transition plans</p> <p>A further developed Curriculum that ensures the pupils have a broad and inspirational curriculum</p> <p>No pupils who go NEET</p> <p>Post sixteen development</p> <p>-The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p> <p>Post school progression</p> <p>Transition plans</p> <p>A newly developed Curriculum that ensures the pupils have a broad and inspirational curriculum</p> |
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| <p>Staff requests around their working day and week are addressed and the school has enabled staff to reduce their working hours or to go part time if this is in their best interests</p> <p>Headteacher has ensured that the school is funded at the correct level so that the staff required to support the children are in place so helping with staff well-being.</p> <p>Next steps: Objective 4: To create a nurture group to support a targeted number of children. Objective 5: To restructure the school environment to enhance the learning and physical opportunities for all.</p> | <p>-Pupils' work across the curriculum is consistently of a high quality.</p> <p>Lesson observations Headteachers learning walks Governors visits focused on the new curriculum planning Moderation meetings both in school and with other schools Pupils IEPs and learning logs Lesson planning</p> <p>-Pupils consistently achieve highly, particularly the most disadvantaged.</p> <p>Lesson observations Pupil discussions and their contributions to their Annual Reviews Learning logs and jotters Schools data report Pupils Individual Education plans</p> <p>-The school's curriculum intent and implementation are embedded securely and consistently across school.</p> <p>Lesson observations Pupil discussions and their contributions to their Annual Reviews Headteachers learning walks Governors focused visits Transition Planning and Post 16 planning</p> <p>-Pupils with SEND achieve exceptionally well.</p> <p>Lesson observations</p> | <p>Chain Bridge project Enrichment file</p> <p>-Pupils actively support the well-being of other pupils.</p> <p>Lesson observations Learning walks Community based learning In school work experience Circle Time PHSE lessons</p> <p>-Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p> <p>Lesson observations Learning walks Parent view form Circle Time PHSE lessons</p> <p>Next steps Objective 1: To enrich children's learning through play. Objective 3: To ensure that triage meetings impact on the outcomes for pupils.</p> | <p>No pupils who are recorded NEET Post sixteen development Pupils IEPs</p> <p>Next steps: Objective 1: To enrich children's learning through play. Objective 2: To ensure that Augmented and Alternative Communication (AAC) is consistently used to enrich learning.</p> |
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Pupil discussions and their contributions to their Annual Reviews
 Transition Planning and Post 16 planning
 Holistic planning with other professionals such as Occupational Therapists
 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.'

Next Steps:
 Objective 2: To ensure that Augmented and Alternative Communication (AAC) is consistently used to enrich learning.

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. The individualised nature of planning for each child means that their Individual Education Plan files are case studies of their progress over time.

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 is a strength of the school and was judged outstanding in our previous Ofsted report and remains so, our safeguarding audit shows that there is only one area for development and this is sourcing supervision for the safeguarding team, we are in the process of trying to source this.