

## SEF Evaluation Headlines, The Grove School, May 2018

### 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 44-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.

- 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.

Effectiveness of leadership and Management are outstanding because:	Quality of Teaching, Learning and Assessment are outstanding because:	Personal development, behaviour and welfare of pupils is outstanding because:	Outcomes for pupils are outstanding because:
<ul style="list-style-type: none"> <li>Leaders and Governors have created a culture that enables pupils to excel. Linked with 2x TSAs and local partnership Middle Leaders action plans have been developed SLT have ensured that Performance management is completed for all staff Pupil tracking 'The headteacher is very organised and has some excellent processes in place to evaluate her school. She has high expectations for quality provision' School Improvement Partner report March 2018</li> <li>Leaders and governors focus on consistently improving outcomes for pupils. Detailed pupil tracking Headteachers report Data analysis report Sept 2017 new assessment policy to reflect Rochford Review recommendations New methods of assessment have been adopted from Sept 17, these include the MAPP learning intentions</li> <li>Progress is rising across the curriculum, including English and mathematics. Pupils tracking sheets Data analysis report to governors</li> <li>Governors systematically challenge senior leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers demonstrate deep knowledge and understanding of the subjects they teach. Lesson observations Subject leads staff training Curriculum planning and development</li> <li>Teachers plan lessons very effectively. Lesson observations Lesson planning Teachers provide adequate time for practice to embed the pupil's knowledge, understanding and skills securely. Lesson observations Lesson planning</li> <li>Teachers check pupils' understanding systematically. Lesson observations Lesson planning Assessment policy, including marking</li> <li>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well. Lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are confident self-assured learners. Pupil discussions, PHSE lessons Pupil contributions to their Annual Reviews Emotional Literacy results on the data analysis report</li> <li>Pupils discuss and debate issues in a considered way. PHSE lesson plans Pupil Council Minutes</li> <li>Pupils understand how their education equips them with behaviours and attitudes necessary for success in their next stage of education, training or employment and for adult life. Pupils transition plans ASDAN action plans Work Experience action plan and electronic evidence file Business and Enterprise ethos across school Multi professional meetings New Pathways developed</li> <li>Pupils value their education and rarely miss a day at school. 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.</li> </ul>	<ul style="list-style-type: none"> <li>Current pupils make substantial and sustained progress. Data analysis report Pupil tracking sheets IEPS Log books</li> <li>Pupils are typically able to articulate their knowledge and understanding clearly in an age appropriate way. Pupil tracking sheets Data analysis report Log books Lesson observations</li> <li>Pupils read widely. Lesson observations School library access Literacy projects/ Competitions School language programme</li> <li>From different starting points, the progress in English and mathematics is high. Data analysis report Pupil tracking sheets IEPS Log books Lesson Observations</li> <li>The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly. Data analysis report Pupil tracking sheets</li> </ul>

<p>All Gobs have clear roles and responsibilities</p> <p>Challenging Qs recorded in meetings</p> <p>Governor training is taking place before governing body meetings</p> <p>Governor visit templates have been developed, so that challenge is included in visits and this is recorded</p> <ul style="list-style-type: none"> <li>Leaders and governors have a deep, accurate understanding of the school's effectiveness.</li> </ul> <p>Gov visits are directly linked to SIP</p> <p>Visit templates</p> <p>Gov visits take place for Health and Safety and Safeguarding, this forms part of the headteachers report</p> <ul style="list-style-type: none"> <li>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.</li> </ul> <p>Performance management is embedded across school</p> <p>All staff receive performance management</p> <p>Reporting of this is succinct and effective, shared with Gov</p> <p>School development plan and Performance management is intradiscally linked. Salary reviews are integrated to performance management</p> <ul style="list-style-type: none"> <li>Arrangements for safeguarding are effective.</li> </ul> <p>School Central Record-complete &amp; updated</p> <p>Safeguarding CPD-face to face or online</p> <p>CP arrangements well managed</p> <p>Gobs completed safeguarding training</p> <p>Gov visit each half term, findings reported</p>	<p>Lesson planning</p> <p>School language programme</p> <ul style="list-style-type: none"> <li>Teachers are determined that pupils achieve well.</li> </ul> <p>Lesson observations</p> <p>Lesson planning</p> <ul style="list-style-type: none"> <li>Pupils love the challenge of learning and are resilient to failure.</li> </ul> <p>Lesson observations</p> <p>Pupil discussions and their contributions to their</p> <p>Annual Reviews</p> <ul style="list-style-type: none"> <li>Parents are provided with clear and timely information on how well their child is progressing.</li> </ul> <p>Annual Review meetings</p> <p>Parent meetings</p> <p>Home school diary</p> <ul style="list-style-type: none"> <li>Teachers are quick to challenge stereotypes.</li> </ul> <p>Lesson observations</p> <p><b>Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. That the sensory curriculum ensures that those pupils who are challenging to engage make at least expected progress. (School Development Plan Objective 3)</li> <li>2. That responses to questionnaires are acted on (school development plan objective 6)</li> </ol>	<ul style="list-style-type: none"> <li>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.</li> </ul> <p>Lesson observations</p> <p>SIP report</p> <p>Governor visit reports</p> <ul style="list-style-type: none"> <li>For individuals or groups with particular needs, there is sustained improvements in pupils' behaviour.</li> </ul> <p>Lesson observations</p> <p>SIP visits</p> <p>Governors visit reports</p> <ul style="list-style-type: none"> <li>Pupils work hard with the school to prevent all forms of bullying.</li> </ul> <p>Nil return for recorded bullying</p> <p>Low level incidents dealt with through</p> <p>ELS sessions</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> <ul style="list-style-type: none"> <li>The school's open culture actively promotes all aspects of pupils' welfare.</li> </ul> <p>Planned ELS lessons</p> <p>Safeguarding case studies (SDP 2015/16)</p> <p>Use of the Neglect Tool kit (SDP 2015/16)</p> <ul style="list-style-type: none"> <li>Pupils have excellent understanding of how to keep themselves safe online.</li> </ul> <p>Nil return for recorded bullying</p> <p>Low level incidents dealt with through</p> <p>ELS sessions</p> <p>ELS plans for pupils</p> <p>E-safety policy and lesson plans</p> <p>Staff training</p> <ul style="list-style-type: none"> <li>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and the wider community.</li> </ul>	<p>IEPS</p> <p>Log books</p> <p>Lesson Observations</p> <ul style="list-style-type: none"> <li>Higher proportions of pupils and of disadvantaged pupils progress onto a range of higher and further education establishments. Apprenticeships, employed or training.</li> </ul> <p>Post school progression</p> <p>Transition plans</p> <p>No pupils who go NEET</p>
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<p>Headteacher attends safeguarding board meetings</p> <ul style="list-style-type: none"> <li>Leaders have created a climate in which teachers are motivated and trusted to take risks. Lesson observations Pupil tracking Action Plans School improvement partner commented on how the headteacher encourages her staff to 'access training to develop their skills further' March 2018</li> <li>Leaders work to protect pupils from radicalisation and extremism is exemplary. Staff and governors training records Nil return on Racial Incident form 2016/7 PHSE lesson plans Prevent training</li> <li>Leaders promote equality of opportunity and diversity exceptionally well. Equality award Inclusion award PHSE lesson plans Communication programmes and aids</li> </ul> <p>Next steps:</p> <ol style="list-style-type: none"> <li>The Grove School will ensure that the local offer for SEND, of the Berwick Partnership is further developed through school to school support. (School Development Plan Objective 1)</li> <li>To develop the teaching of music appropriate to the needs of each pupil. (School Development Plan Objective 2)</li> </ol>		<p>RE policy Fundamental British Values statement PHSE lessons ELS individual lesson plans for pupils Lesson observations</p>	
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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

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. We have also developed multi-professional regular meetings to review safeguarding reports and monitor outcomes.