

SEF Evaluation Headlines, The Grove School, February 2022

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 50-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 (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.
- 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 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 development 2022/23 with new assessment policy being written</p> <p>Staff training and CPD within their subjects</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>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>-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 and common 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 develop the new curriculum</p> <p>Lesson planning</p> <p>-The work given to pupils, over time and across school consistently matches the aims of the curriculum.</p> <p>Lesson observations</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>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>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>-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>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>Museum project</p> <p>Chain Bridge project</p> <p>-Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>Lesson Observations</p> <p>Equality action plan</p> <p>Equality award portfolio</p> <p>Community based projects</p> <p>Dance projects</p>

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<p>Staff questionnaires Triage meetings for class teams Joint planning sessions for the new curriculum Meetings for governors to hear about school development and share good practice Focused governors visits</p> <p>-When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. -The way that leaders take into account the workload and wellbeing of the staff.</p> <p>All Gobs have clear roles and responsibilities Staff feel able to discuss workload issues Workload is being addressed through the development of the new curriculum and through this the new assessment policy New report formats will be developed to reduce workload</p> <p>-Staff consistently report high levels of support for well-being issues. Headteacher and governors are striving to ensure that staff feel that they are able to discuss any issues around workload Roles and responsibilities are constantly reviewed PPA is a priority to the school, each staff member has at least one day out of class each week 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 Headteacher has ensured that the school is funded at the correct level so that the</p>	<p>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>-The curriculum is coherently planned and sequences towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Lesson observations Lesson planning New curriculum is progressive and ensures for sufficient challenge Data report and data sharing with governors</p> <p>-Pupils' work across the curriculum is consistently of a high quality. Lesson observations Headteachers learning walks Governors visits focused on the new curriculum planning Moderation meetings both in school and with other schools Lesson planning</p> <p>-Pupils consistently achieve highly, particularly the most disadvantaged. Lesson observations Pupil discussions and their contributions to their</p>	<p>Governor visit reports Pupil responses to questions regarding their learning Parent responses on the website</p> <p>-Pupils are highly motivated and persistent in the face of difficulties. Ofsted Dec 2019 said '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>Lesson observations Learning walks</p> <p>-Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Lesson observations Learning walks Museum projects Community based learning Chain Bridge project John Muir awards and the work with Allanton Village Hall</p> <p>-Pupils actively support the well-being of other pupils. Lesson observations Learning walks Community based learning In school work experience Circle Time PHSE lessons Chain Bridge project John Muir awards and the work with Allanton Village Hall</p> <p>-Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p>	<p>Working with other agencies locally for example the local theatre Theatre groups coming to school Support of respite carers using school 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. Lesson Observations Post school progression Transition plans</p> <p>-The school provides these rich experiences in a coherently planned way, we consistently strengthen the school's offer. Post school progression Transition plans A newly developed Curriculum that ensures the pupils have a broad and inspirational curriculum No pupils who go NEET Post sixteen development Working as part of the pilot work for Post sixteen provision in Northumberland pilot scheme</p> <p>-The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. Post school progression Transition plans A newly developed Curriculum that ensures the pupils have a broad and inspirational curriculum No pupils who are recorded NEET Post sixteen development Working as part of the pilot work for Post sixteen provision in Northumberland pilot scheme</p>
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<p>staff required to support the children are in place so helping with staff well-being.</p> <p>Next steps:</p> <p>Objective 5: to develop the school's knowledge of the role of subject leaders.</p>	<p>Annual Reviews 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 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</p>	<p>Lesson observations Learning walks Circle Time PHSE lessons</p> <p>Next steps</p> <p>Objective 3: to develop a consistent approach to positive behaviour management across school</p>	<p>Next steps:</p> <p>Objective 6: to review and develop our EHCP review process to better support our pupils, parents and staff</p>
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their skills and knowledge.
The system works well.
Teachers' planning ensures
that pupils' individual needs
are met.'

Next Steps:

Objective 1: to develop the
implementation of the new PHSE
Curriculum
Objective 2: to develop and
implement the Post-14 curriculum to
focus on 'Preparation for Adulthood'
whilst fitting into the ethos of our
school curriculum.
Objective 4: to review our
curriculum to better support the
needs of all our pupils.

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 is a strength of the school and was judged outstanding in our previous Ofsted report