SEF Evaluation Headlines, The Grove School, September 2025

WRITTEN OCTOBER 2025, UPDATED MARCH 2026, UPDATED MAY 2026

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)

Comments from the last Ofsted report, June 2025 are shown in Purple

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.
- 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, Ofsted evidence is shown in purple and can be found in our files of evidence in the main school office.

Effectiveness of leadership and Governance are exceptional because:	**Effectiveness of curriculum and teaching are exceptional because:**	**Effectiveness of attendance and behaviour are exceptional because:**	**Effectiveness of Personal development and well-being are exceptional because:**
-Leaders have a clear and strategic approach to improvement, in which leaders accurately monitor the school's context and prioritise actions that address the most significant barriers to learning. School development plan Triage meeting minutes Safeguarding triage meeting minutes 'Whatever their needs, staff work effectively to enable pupils to succeed' -Leaders manage the school as an organisation effectively, including organising staff strategically. They remove barriers and distractions from core classroom activities. Staff deployment and ratios PPA time is in built into the timetable Succession planning is taking place with training being put in place. This includes for roles such as DSL. Training is being put in place to build leadership capacity. 'The quality of leadership is excellent' -Leaders make decisions in the best interests of pupils, including the experiences and outcomes of pupils who experience barriers. Curriculum planning Resources	-The curriculum is constructed, adopted and adapted to be ambitious, broad and balanced, informed by the best available evidence, and designed to give all learners, especially the disadvantaged learners, the knowledge they need to achieve and thrive in later life. New curriculum written by headteacher to meet the needs of the children., this is shared with other schools. Class groupings Assessment policies and procedures Own school literacy and mathematics programmes Resources bought and developed to support curriculum Book scrutinises Lesson observations Integrated enrichment is recorded for each class. 'The exceptional success of the curriculum is down to the way staff consistently and proactively help pupils to learn' -Leaders ensure that the planning and sequencing of the curriculum is clear and that all pupils can access it	-The school prioritise pupils' attendance and punctuality, as well as their positive behaviour and attitudes to learning, so that pupils benefit from the education and experiences the school offers. Attendance policy Above 90% attendance No unauthorised absences School ethos and aims 'Leaders rightly maintain a focus on attendance as a priority. They consider carefully the individual approaches which will best support pupils to attend school regularly. These supportive actions have ensured positive attitudes to attendance' -The school fosters a positive and respectful culture in which staff know, support and care about pupils including those pupils who are disadvantaged. As above Support for families with transport when needed Support for families with respite and holidays School ethos and aims 'Every possible avenue is explored to ensure that pupils' physical, emotional or developmental needs are met in full. Whatever their needs, staff work effectively to enable pupils to succee'	-The school ensures that the curriculum contributes to pupils' personal development and their SMSC development. School curriculum PHSE programme SMSC programme ASDAN Schools' ethos and aims 'Every possible avenue is explored to ensure that pupils' physical, emotional or developmental needs are met in full' -The school supports pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults. As above -The school develops and deepens pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As above Schools British Values statement -The school will promote equality of opportunity so that all pupils can thrive together and understand that individual

Use of school budget to develop building Use of school budget to buy in additional professional support 'They are driven to ensure that the whole school community continues to thrive' -Leaders have a reflective understanding of the school's strengths and areas of development, and taking effective action to engage the school community to improve and sustain high standards. Curriculum planning and development Assessment School Development Plan Staff PPA Staff training and support for career development of staff. 'School leaders, as well as governors, are extremely knowledgeable' 'School leaders have accurately evaluated and further improved the curriculum to reflect pupils' needs' -Leaders have a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects. Working collaboratively with other schools Part of Schools North East CPD planned to reflect School Development to include leadership training. Performance management linked to School Development Plan Extended outreach and inreach work Working collaboratively with stake holders 'The school ensures that staff access relevant professional development' -Leaders and those responsible for governance understand their respective roles and their performance in these roles, in a way that enhances the school's effectiveness. Governors' minutes/Governors training	and gain knowledge and skills incrementally to reach its stated aims. As above -The curriculum is designed to establish strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being. As above Multi-professional support to write targets Resources to support communication at all levels Use of technology to support writing Use of research from different sources 'The school's effective actions to improve how reading is delivered have had a marked, positive impact on pupils' reading knowledge and skills' -Leaders make sure that teachers have expert knowledge of the national curriculum, early years foundation stage and 16 to 19 study programmes as appropriate, the subjects/phases that they teach. CPD Collaborative working across partnerships Access to online platforms and information ASDAN Sharing practice with other schools 'This is a school where excellence is built into all that it does' -Leaders make sure that the curriculum is implemented in line with their intentions and that teachers teach subject curriculum	-The school has clear policies for attendance and behaviour that are applied effectively and proportionality. Attendance policy Behaviour policy Schools 'Golden Thread' Use of Golden time Positive reinforcement Staff interactions and relationships with pupils 'Leaders rightly maintain a focus on attendance as a priority. They consider carefully the individual approaches which will best support pupils to attend school regularly. These supportive actions have ensured positive attitudes to attendance. Most pupils attend school regularly, including students in the sixth form' 'Pupils behave exceptionally well in lessons and at social times. This is because of the school's extremely effective routines. Some pupils require a highly considered approach to support them in developing their social skills. Highly effective support helps them to self-regulate and gain independence. As a result, there is a calm and purposeful atmosphere around the school' -The school applies clearly defined consequences consistently and fairly when needed. As above -The school set clear routines and expectations for pupils' behaviour across all aspects of school life, not just in the classroom. As above Community learning, feedback from visits -The school develops pupils' motivation and positive attitudes to learning, since these are important predictors of attainment and instil important behaviours for future learning. PHSE programmes SMSC programmes School ethos and aims	characteristics make people unique; this include, but is not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010. As above PHSE policy PHSE subject leaders' files 'Whatever their needs, staff work effectively to enable pupils to succeed' -The school will develop pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. Behaviour plans and individual risk assessments if needed Triage meeting minutes Multi-professional working Use of budget to buy in additional Occupational therapy support IEPS Swing programmes Staff ratios 'In lessons, pupils engage well with their learning' -The school will develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. Behaviour plans and individual risk assessments if needed Triage meeting minutes Multi-professional working Use of budget to buy in additional Occupational therapy support IEPS Swing programmes Staff ratios 'Some pupils require a highly considered approach to support them in developing their social skills. Highly effective support helps them to self-regulate and gain independence'

Governors' visits School Development Plan 'School leaders, as well as governors, are extremely knowledgeable' -Parents and the school community engage and participate in a thoughtful and positive way that supports pupils' education. Annual review contributions Annual review minutes Parent view online Additional parent meetings -The responsible body take into account the workload and well-being of leaders and, in turn, leaders take into account the workload and well-being of their staff. New curriculum planning Governors' visits Governors' minutes Full day PPA for 5 staff and half day for staff member with three children Additional time out of class when requested PPA cover provided by headteacher and teacher with QTS Next steps SEF Section: Leadership and governance Objective 1: For a specific member of staff to complete their Early Careers Teaching (ECT) years SEF Section: Leadership and governance Objective 3: Staff will be able to support all pupils in school.	effectively, focusing on the most important knowledge or concepts, presenting information clearly, checking pupils' understanding systematically and adapting their teaching appropriately. Subject action plans Lesson observations Book scrutinises Headteachers daily visits to classrooms Moderation 'The exceptional success of the curriculum is down to the way staff consistently and proactively help pupils to learn' -Leaders ensure that assessment is used effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently and develop their understanding. Assessment Policy Assessment procedures IEPS Book scrutinises Lesson observations Data report Annual reviews 'Staff know pupils well. They modify and tailor the curriculum skilfully so that the work is at the right level' Next steps SEF Section: Quality of Education Objective 2: To ensure that parents are informed of their child/young person's progress overtime.	'Pupils are highly motivated to succeed and enjoy celebrating their achievements' -The school creates an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively. PHSE programmes SMSC programmes School ethos and aims Schools anti-bullying policy Pupil questionnaires Ofsted parent view Nil return Racist incident form 'Staff create a safe and secure environment for pupils to learn. Warm, trusting relationships between staff and pupils are part of this success'	-The school enables pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forces marriage, substance misuse, gang activity, radicalisation and extremism – making them aware of the support that is available. E-safety programmes PHSE lessons Lesson observations Safeguarding lessons and plans Staff training Safeguarding triages 'Pupils learn how to become more independent and how to keep themselves safe' -The school enables pupils to recognise the dangers of using technology and social media inappropriately. As above -The school develops pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including providing them with enrichment activities and opportunities to be active during the school day. School curriculum Food technology lessons Life skills lessons IEPS Lesson observations School nurse support Support for parents and dieticians' clinics PHSE policy 'Pupils benefit greatly from the many well-designed opportunities for community experience. They enjoy a plethora of opportunities to visit places of interest and participate in outdoor activities'

			--The school develops pupils' age-appropriate understanding of healthy relationships through relationships and sex education. PHSE programmes SRE programmes School policies and procedures 'Topics covering relationships education are sensitively adapted to match pupils' needs and understanding' -The school supports pupils' readiness for the next phase of education, training and employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils. ASDAN Life skills lessons Class groupings Independent careers advisor Work experience if and when appropriate Person centred planning if appropriate Visits to potential next step's locations Open event Support to parents 'Teaching encourages pupils to follow their interests and develop their talents. As a result, pupils can achieve accredited awards in a range of academic, vocational and practical subjects' 'Pupils, and students in the sixth form, benefit from comprehensive individualised careers education, information and guidance. Staff work relentlessly to explore possible next steps or career pathways. As a result, pupils have the information required to make well considered decisions about their next steps'
Effectiveness of Inclusion is Exceptional because:	Effectiveness of Achievement is Exceptional because:	Effectiveness of Early Years is Exceptional because:	Effectiveness of Post-16 is Exceptional because:
Identifying, assessing and meeting needs and reducing barriers	-The school secures important foundational knowledge in language and communication, reading, writing	-Leaders understands the strengths and areas of development of the school's early years	-The school has high-quality study programmes that are tailored to the needs of individual students.

-Leaders understand that they most effective inclusion strategy begins with everyday high-quality inclusive teaching, which most benefit for the pupils who find learning hardest and reduces the need for individual adaptations. Inclusion policy School ethos and aims Staff training School curriculum IEPS Resources Development of the school site Collaborative working with other schools Use of technology Sharing practice with other schools, North Specialist group and North panel 'School leaders have accurately evaluated and further improved the curriculum to reflect pupils' needs. The exceptional success of the curriculum is down to the way staff consistently and proactively help pupils to learn' -Leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing barriers. As above Staff training Succession planning Budget use to ensure the right staff ratios 'The school ensures that staff access relevant professional development. This means staff know the most effective ways to support pupils. They skilfully adapt lessons around pupils' multiple needs' -Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable	and mathematics so that pupils can access the whole curriculum. School curriculum School's language policy School's numeracy policy Collaborative working with professionals Assessment policy and procedures -The school supports children to read fluently. School curriculum School's language policy Specialist support 'The school's effective actions to improve how reading is delivered have had a marked, positive impact on pupils' reading knowledge and skills' -The school secures pupils skills and knowledge enabling them to undertake tasks. Schools Curriculum Schools' ethos and aims Schools' environment Schools resources 'Whatever their needs, staff work effectively to enable pupils to succeed. The school's high expectations help pupils to achieve the very best outcomes' -The school ensures that pupils make progress from their starting points, in that they know more, remember more and can do more; they learn what is intended, and develop broad and deep subject knowledge across the curriculum. Schools' curriculum Schools' assessment policy and procedures Book scrutiny Lesson observations Triage meetings Moderation meetings	provisions, and the effectiveness of their actions to improve it. School development plan Deployment of EYFS lead Lesson observations Staff development Schools' curriculum 'Pupils learn how to become more independent and how to keep themselves safe. This starts in the early years and continues through to the sixth form' -The schools planning, design and implementation of an early year's curriculum is ambitious for all children. As above -The school has a curriculum and care practices that meets the needs of a range of children who attend the school. As above -The content of the curriculum being taught is systematic, progressive and is explained effectively, so that children gain the necessary foundations for the rest for the rest of their schooling. As above Moderation Assessment policy Lesson observations Book scrutiny IEPS Schools' curriculum 'School leaders have accurately evaluated and further improved the curriculum to reflect pupils' needs. The exceptional success of the curriculum is down to the way staff consistently and proactively help pupils to learn' -The school ensures the children develop, consolidate and deepen their knowledge, understanding and skills across all areas of learning and development in the EYFS. As above	Schools' curriculum IEPS Schools' assessment policy and procedures Post 16 planning cycle Annual reviews Pupil contributions to Annual reviews ASDAN 'Pupils, and students in the sixth form, benefit from comprehensive individualised careers education, information and guidance. Staff work relentlessly to explore possible next steps or career pathways. As a result, pupils have the information required to make well considered decisions about their next steps' -The school works to support, improve and accredit students' English and mathematics knowledge when needed. As above 'As a result, pupils can achieve accredited awards in a range of academic, vocational and practical subjects' -The school works to identify and tackle barriers for students who are disadvantaged, those who have SEND, those who are know (or previously known) to children's social care or who may face other barriers to their learning and/or well-being. IEPS Collaborative working with social workers Schools' curriculum Schools' environment Schools' ethos and aims 'Whatever their needs, staff work effectively to enable pupils to succeed. The school's high expectations help pupils to achieve the very best outcomes' -The school makes sure study programmes include relevant and substantial vocational/technical and academic qualifications that prepare students for the

adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. As above Pupil and parent voice at reviews and parent meetings Collaborative target setting Multi-professional working 'Staff know pupils well. They modify and tailor the curriculum skilfully so that the work is at the right level. Pupils' education, health and care plans are rigorously reviewed and, when needed, updated to ensure that they are clear and accurately reflect pupils' needs' -Leaders work closely with parents, taking their views into account and making best use of their knowledge of their children. As above Parent meetings Open door policy IEP grids Ofsted parent view -Leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests. NA -The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and reviewed regularly. Plan is available on the website Plan meets the above requirements **Supporting disadvantaged pupils** -Leaders have secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these; this includes regularly	'Whatever their needs, staff work effectively to enable pupils to succeed. The school's high expectations help pupils to achieve the very best outcomes' -The school equips pupils to produce high-quality work that reflects the breadth and depth of their learning. Schools' curriculum Lesson observations Annotations Schools marking policy Moderation meetings 'In lessons, pupils engage well with their learning. Those who are able to sustain concentration on their tasks and engage well with their learning, producing high-quality work. Staff listen to pupils, supporting them to communicate their wishes and feelings' -The school equips pupils to achieve well in national tests and examinations, where relevant, and across the wider curriculum. Schools' curriculum ASDAN Post 16 planning Enrichment activities Stretch and challenge for every child 'As a result, pupils can achieve accredited awards in a range of academic, vocational and practical subjects' -The school prepares pupils, at each phase, for the next stages of education, training or employment. Post 16 planning cycle Open events Visits to provisions available Transition plans Annual review meetings	-The staff focus on developing children's communication and language. Collaborative working with other professionals Alternative communication aids if required Schools' curriculum -Leaders identify and support groups of children that may require additional support. Moderation Assessment policy Lesson observations Book scrutiny IEPS Schools' curriculum	next stage of their education, training or employment. Schools' curriculum Schools' environment Schools' ethos and aims ASDAN Post 16 planning Work experience if relevant and appropriate 'As a result, pupils can achieve accredited awards in a range of academic, vocational and practical subjects' -The school ensures that study programmes are relevant to reginal and local employments needs and include purposeful work experience, work related learning and industry placements. As above -The school ensures that non-qualifications activities (for instance, tutorials, work develop study, leadership and volunteering) develop students' social, emotional and employability skills. As above 'Personal development is forged around what pupils need to prepare them for adulthood' -The school provides access to high quality, individualised careers advice and guidance that prepare students well for the future. Collaborative working with other professionals Independent careers advice 'Pupils, and students in the sixth form, benefit from comprehensive individualised careers education, information and guidance. Staff work relentlessly to explore possible next steps or career pathways. As a result, pupils have the information required to make well considered decisions about their next steps'

reviewing their strategy for pupil premium and for early years pupil premium, if this applies. Part of research projects Staff CPD and personal reading Subscription to different sources of information Collaborative working Pupil premium policy School curriculum 'School leaders have accurately evaluated and further improved the curriculum to reflect pupils' needs' -The pupil premium strategy is aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy. As above School development plan Governors' minutes -The pupil premium strategy is implemented and monitored effectively, including through training and support for staff. Staff training and CPD Governors' visits ana minutes Lesson observations Pupil premium report -The school ensure that necessary adaptions to approaches are used to support disadvantaged pupils in a timely and effective way. Use of technology Staff deployment Class group planning IEPS School curriculum 'School leaders have accurately evaluated and further improved the curriculum to reflect pupils' needs' -Leaders approaches, including developing the pupil premium strategy, have a positive impact on pupils' learning. Pupil premium report	Collaborative working with other professionals No children who have left as NEET, we know where children are after they finish school Working with Post 16/18 providers and the partnership team on next steps 'Staff work relentlessly to explore possible next steps or career pathways. As a result, pupils have the information required to make well considered decisions about their next steps'		

IEPS Lesson observations **Supporting pupils with SEND** -A qualified SENCo is empowered, through their leadership status within school, to lead whole-school improvement for pupils with SEND. Two SENCo's in place Moderation Book scrutiny Lesson observations IEPS School reports for Annual Review -The published SEN information report is easily accessible and accurately describes the school's provision. SEN information report is on the website -Leaders identify pupils' emerging or changing needs quickly and accurately, make sure support is effective and draw on a specialist advice. Triage meetings IEPS Annual reviews Lesson observations and reviews Multi-professional working to set targets Use of annotations to review learning Class team meetings to discuss progress 'School leaders have accurately evaluated and further improved the curriculum to reflect pupils' needs' -Leaders use a 'graduated approach' All pupils receive the above support as they all have EHCP's -Leaders make sure their work improves the progress and achievement of pupils with SEND and do not lower their expectations of them. Data analysis report Individual target setting IEPS			

Annual review reports Annual review minutes 'Whatever their needs, staff work effectively to enable pupils to succeed. The school's high expectations help pupils to achieve the very best outcomes' -Leaders are committed to their role in the local partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND; they promote the local offer and help pupils with SEND, and their families, to find out what support is available and how to access it. Member of Berwick Partnership and SENDco group Outreach work In reach work Governor of special school Member of Schools North East Part of research projects Supporting SEND after school groups in school Supporting respite on school site Information sharing on website -Leaders meet the needs of pupils with SEND, and adapt the environment, teaching and the schools' wider offer in ways that support them to access education. Triage meetings IEPS Annual reviews Lesson observations and reviews Multi-professional working to set targets Use of annotations to review learning Class team meetings to discuss progress 'Staff create a safe and secure environment for pupils to learn. Warm, trusting relationships between staff and pupils are part of this success. In lessons, pupils engage well with their learning. Those who are able to sustain concentration on their tasks and engage well with their learning, producing high-quality work.			

Staff listen to pupils, supporting them to communicate their wishes and feelings. They manage pupils' behaviour with refined expertise' -Leaders monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being. As above -Leaders support successful transitions for pupils with SEND, whether that is into or within the school or on to other settings or adulthood. Transition planning support from Year 9 Visits to available next step provisions Open event for parents to meet providers Collaborative working with social workers No children who have left as NEET 'Pupils, and students in the sixth form, benefit from comprehensive individualised careers education, information and guidance. Staff work relentlessly to explore possible next steps or career pathways. As a result, pupils have the information required to make well considered decisions about their next steps. Leaders' ambition for every pupil is of the highest order' **Supporting pupils who are known (or previously known) to children's social care** -The designated teacher for looked-after and previously looked-after children is appropriately qualified and experienced. Deputy Headteacher DSL Further two staff DSL trained Staff training in place -Each looked-after child had a personal education plan and receives high-quality support to improve their learning and/or well-being. Plans in place as with every child in school -The designated safeguarding lead and other leaders use their knowledge of pupil's social			

care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance. Collaborative working with social workers No LAC or PLAC children with poor attendance -Leaders share information effectively with the local authority, and support the authority to complete statutory assessments in relations to pupils' social care needs. Supporting social care meetings Ensuring annual review meetings are collaborative Safeguarding triage meetings -Leaders work well with social workers, virtual school headteachers and other professional to plan and provide multi-agency support for pupils who are known (or previously known) to children's social care. As above			

Safeguarding

The following evidence reflects how the school meets the criteria for safeguarding:-

- Safeguarding policy
- Safeguarding training
- Safeguarding protocols
- DSL trained staff
- Safeguarding triage meetings
- Multi-professional working
- Attending and organising meetings
- Reporting and recording
- Safeguarding supervision

'The arrangements for safeguarding are effective.'

-The school protects pupils for maltreatment and harm, whether within or outside the home or online; the school is vigilant, maintaining an attitude of 'it could happen here'

-The school works with safeguarding partners and other relevant agencies, in line with 'Working together to safeguard children' to help and protect pupils.
-The school is open and transparent, sharing information appropriately with others, actively seeking expert advice when required, making sure all safeguarding decisions are accessible for scrutiny, and accepting challenge so that the right decisions are made.
-The school recognises that safeguarding issues might occur in any provision at any time.
-The school ensures that all those who work with pupils are trained well in supporting them to be safer, and are empowered to speak out and take action when there are concerns.
-The school recognises that pupils who do not attend school (children missing education) might indicate safeguarding concerns, including neglect, emotional, physical or sexual abuse, or other harms both in and outside their home; these include concerns about child criminal or sexual exploitation, gangs, or online harm.
-The school actively seeks and listens to the views and experiences of pupils, staff, and parents and carer (who we will refer to as 'parents' throughout, for ease of reading), and dealing promptly with any concerns.
-The school has appropriate safeguarding and child protection arrangements, which ensure that leaders and staff:

- Identify pupils whose families may need help and support from other agencies
- Identify pupils who are at risk of harm or who have been harmed; this can include, but is not limited to, neglect, abuse (including from their peers), violence, grooming, exploitation, emotional, physical and sexual abuse and online harm.
- Secure the help that pupils need and, if required, refer concerns in a timely way to those who have expertise to help.
- Manage safer recruitment and allegations about adults who may pose a risk to pupils.
- Are aware of and respond to some pupils' increased risk of needing help and protection, including those with special educational needs and/or disabilities (SEND) and pupils who do not communicate verbally.

-The school is receptive to challenge, and reflects on practice, so that safeguarding policies, systems and processes are kept under continual review.
-The school maintains a single central record of pre-appointment checks, in paper or electronic form.

Overall Effectiveness

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

Assessment is an 'Exceptional' 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 'Exceptional', 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 'Exceptional' by the School Improvement Partner. Due to us doing the following: -

- Our partnership working
- Mentoring other headteachers
- Staff development through training staff and succession planning
- Outreach working
- Working collaboratively with other professionals
- Sharing curriculum design
- Developing research informed approaches
- Mentoring other schools with curriculum design
- Sharing effective teaching strategies
- No NEET pupils
- Ensuring excellent enrichment opportunities

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.

'Pupils at Grove School receive the highest quality care and education'

'Staff create a safe and secure environment for pupils to learn. Warm, trusting relationships between staff and pupils are part of this success'

'This is a school where excellence is built into all that it does'

'Pupils behave exceptionally well in lessons and at social times'

'The quality of leadership is excellent'