

GROVE SCHOOL  
part of the Marches Academy Trust

# LGB ANNUAL REPORT

2023 - 2024



# Trust vision and values

## Our vision:

Achievement through caring

## Mission statement:

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.

## Our values:



# SCHOOL PRIORITIES



# School Priorities (SDP) 2023 - 2024

	<b>The Quality of Education:</b>
1.1	Ensure that teaching and learning (curriculum implementation) provides all students with at least 'Good' learning experiences.
1.2	Revise, refine and define assessment principles at KS3 (Assessment Principle Project)
1.3	Disadvantaged students are aware of effective strategies to revise and have access to knowledge organisers for each subject with opportunities within school time to use them accordingly.
1.4	The progress and attainment of SEND and disadvantaged students are in line with targets and closing the gap to their non-disadvantaged peers.
1.5	Implement the Lexonik programme to improve reading standardised scores and vocabulary.
1.6	Improving whole school literacy standards through the implementation of the Confident Communicator whole school strategy.
	<b>Behaviour and Attitudes</b>
2.1	Improve Attendance to reach a target of 96%
2.2	Permanent exclusions, suspensions and internal exclusion rates to be reduced in comparison to 22-23 academic year and are, at least, in line with national averages
2.3	Alternative provision facility to demonstrate a positive impact on the attendance, behaviour, attitude to school and improve educational outcomes of students, within and beyond their time accessing the REACH centre
	<b>Personal Development</b>
3.1	To have no variability within the Discovery curriculum teaching
3.2	To increase the awareness of the protected characteristics with the No Outsiders programme.
3.3	All disadvantaged and SEND students have attended at least one school trip with funding available to support those who need it. Disadvantaged and SEND students play a crucial role in raising money for charitable organisations.
	<b>Leadership &amp; Management</b>
4.1	Ensure robust quality assurance is in place across all facets of the school bringing sustained improvement.
4.2	Ensure there are clear systems, structures and processes for identifying, tracking, intervening with, and monitoring SEND profiles
4.3	Ensure full implementation of the Learning For Life Framework by all staff.
	<b>VI Form</b>
5.1	Growing the Sixth Form: Aiming to recruit a minimum target of 50 students from the current Y11 cohort and enhance this provision through effective collaboration with SJT, LLS and the wider Marches Academy Trust.
5.2	Collaboration: Monitor and evaluate the collaboration with SJT and LLS.

# 1. Reflections – a summary of the year

Unbelievably, we have found ourselves in the closing moments of another academic year. Since my arrival at the start of 2024, time really has flown by. Within this annual report, I have tried to capture the progress we have made this academic year. I formally began here at The Grove School in January 2024. Prior to this, Hugh Jackson was the Acting Head of School, and steered the school through a potentially difficult and turbulent time with care and great tact.

There has been a significant cultural shift over the past six months which has prioritised the wellbeing of staff and children & young people (CYP) and focused on 'rewriting the narrative' of Team Grove, ensuring that there is a culture of positivity and potential running through every decision. Though there is much work to be done, there is a real sense of optimism and change from all areas of our community.

We have increased rewards for more CYP, especially the great many who do the right things, day in, day out. Within the community we have ensured that we have welcomed local charities, sports groups and other local societies to share the message that The Grove is open to the community.

We have welcomed record-breaking numbers into events within the school, which has energised and breathed new life into our journey.

Looking ahead, we must continue to pursue our sole mission of improving the life chances of the CYP within our community, which we will relentlessly focus on with a clear direction of ensuring that we secure 'Achievement through Caring'. We are excited by The Shore project for our new Year 7 CYP over at Grove House, and for the launch of our new Sixth Form centre at the heart of the school.

There has been much work undertaken, and much, much more yet to come.

## 2. Safeguarding children and young people (CYP) including attendance of CYP and staff

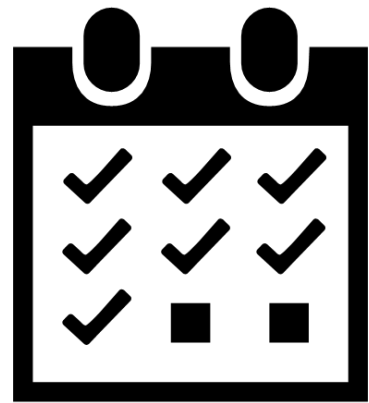


### Safeguarding

Safeguarding remains a strength of The Grove.

Contextual safeguarding information includes

- Complex issues in the community remain prevalent, this is primarily in relation to Child Exploitation (CE) concerns. In reaction to this, we have raised the profile of CE awareness amongst students. Our DSL remains informed via mapping meetings (hosted by the police and social care), enlist the support from outside agencies such as TREES (together reducing and ending exploitation) Branch and the local policing team.
- When contextual issues arise, we have a flexible approach to our PSHE curriculum, which allows responsive content to be delivered to our young people. This could be delivered through curriculum time, guest speakers or drop-down days within the week.
- Parental mental health is a concern - We currently have 9 students on roll who have lost a parent due to suicide and a further 5 students who have lost a parent in relation to substance misuse. Our DSL has contacted the coroner and obtained data in relation to Shropshire suicides and analysed this to compare against other towns in the county, they have also secured a meeting with the MP to raise this concerns and request additional support for families in Market Drayton.



### Attendance

Attendance remains a key priority for The Grove. Our attendance sits below national average (89.5% vs 90.5%). It has improved in the summer term, this is a main area of focus – good attendance transforms student’s lives. Simply put, our attendance is not yet good enough.

There has been a careful diagnosis of why attendance has not been improved, and key areas of improvement include messaging and consistency of chasing lates/unauthorised absences. There has not been a strong enough collective accountability for attendance, too much falling on too few staff and families have not been accurately informed of the impact that low attendance can have on their child’s outcomes – which has led to a more relaxed approach from some families to sending their children into school.



- Safeguarding will remain the highest priority. Our systems are strong, and more staff will be trained into a Keep Safe team to ensure that CPOMs has a wider use amongst a targeted tier of staff.
- There has been a careful attendance action plan devised, which has clear impact measures.
- Good attendance will be rewarded more regularly. This has already begun but will continue to have much higher profile.
- Support from the Trust in ensuring systems are robust and effective.

# 2.1 Safeguarding – external and internal reviews

To ensure that our systems are robust the following external and internal reviews have taken place for our safeguarding systems.

Below are a couple of examples of both internal and external reviews that have been held this year:

Safeguarding Review		Comments
Check on Personalised Learning Plans	External – Local Authority	Robust system, recommendations made over students who may need to utilise PLP's beyond a 12 week period.
Check on Single Central Record	Internal – MMAT monitoring check	All compliant, move to all electronic files.
Safeguarding Review	External – Safeguarding specialist	Hosting June 26 <sup>th</sup> 2024.
Safeguarding Deep Dive	Internal – Hosted by Amy Chevin Dooley	Safeguarding is effective



### Meet our Student Ambassador Safeguarding Team

- The Safeguarding Ambassador team is well established and have been trained by external expert Sian Dean. The group meet weekly and have supported assemblies.
- Time to Talk lunchtime sessions to resume in September.
- New recruitment process to be undertaken before the end of the year.

## 2.2 Attendance report - staff

Staff attendance has improved as the year has progressed. The inevitable winter months saw a spike in the number of staff that were absent from work. Set against a national context, our staffing absence has significantly reduced through the year, which is testament to the new culture that has filtered through the school.

There has been a significant positive reduction in staff absence since January.

### How has the shift occurred?

- There is a new culture, which focuses on wellbeing for staff and students.
- Formal procedures managing staff absence have been equitably and consistently applied.
- Capacity has been added in both the teaching and support structures, which has reduced the workload burden, which nationally has had a significant impact on attendance of staff



### Update on Staffing 2024/25

- We have been supported financially by the Trust to ensure that we have a full staff body, with specialists in all areas, for September.
- We will be taking cover in-house, eradicating any inconsistencies from supply teaching agencies.
- In an innovative move, we will be sharing two colleagues with Longlands Primary, who will help with the development and delivery of The Shore provision.



- Continue to build a culture of inclusiveness and teamwork amongst the staffing body, embedding initiatives that achieve radical candor, challenging and incredibly supportive and developmental.
- Taking cover in-house will allow staff the chance to potentially gain time to use developmentally, reducing the burden of staff absence.
- Encourage and develop centralized planning systems.



**PEOPLE FIRST**



# 3. People First

Behind every great school is a team of staff who intrinsically drive change for the young people they serve. The Grove has a strong staff body who have an aligned moral purpose on achieving the best for the young people in the team.

This year there has been a careful focus on developing the staff body, through wellbeing initiatives, continued professional development and a resetting of culture across the school.



## Wellbeing

A range of initiatives have been implemented that have helped raise morale and purpose here at The Grove



## Resetting of Culture

The Headteacher leads weekly culture talks, aligning staff with the guiding vision for our change, send monthly 3-2-1 Launchpad newsletters out and have worked closely on developing a staff team with a 2%er mindset.



## Continued Professional Development

With the support of the Trust we have been able to support several staff across the NPQ's, send staff on Behaviour conferences, Teaching like a Champion (TLAC) Conferences, visits to external schools and have supported other schools within the Trust on their Ofsted inspections.



- Continue to build a culture of inclusiveness and teamwork amongst the staffing body, embedding initiatives that achieve radical candor, challenging and incredibly supportive and developmental.
- Taking cover in-house will allow staff the chance to potentially gain time to use developmentally, reducing the burden of staff absence.
- Encourage and develop centralized planning systems.

## 3.1. Wellbeing

This year there has been a priority placed on wellbeing for staff, which has had a noticeable impact on the staff, CYP and other stakeholders around the school.

There are a range of wellbeing strategies that Team Grove have as part of their wellbeing offer. These include:

- Regular culture briefings which allow for staff voice to be regularly gathered and helps to inform the schools next steps.
- A new designated staff room space, replacing an ageing, older room which had no access to natural lighting, which was barely used.
- Daily Tea and Toast, fresh fruit and suggestions box available in the staff room.
- Meetings have been reviewed to be purposeful and meaningful – adopting the mantra of ‘not meeting for meetings sake’.
- Golden Ticket initiative – nominating a colleague for a day off in the following term – over 150 nominations were submitted in the first term!
- Support from the MMAT, such as the access to SAS and annual Trust nominations help complete the wellbeing offer.



Add picture of new staff room, fruit

# 3.2 We Thrive survey

The most recent We Thrive survey demonstrated that staff are excelling in the following areas:

## Team Grove's strengths

**Attention** – we interact positively with each other.

**Common Bond** – we are positive in our team, and feel we can be constructive.

**Skills** – we have the skills we need to thrive.

**Personal Performance** – we know what is expected of us.

There are two key areas of development; productivity and wellbeing:

## Three productivity recommendations:

Capability – Resources

Cognitive – Team Co-operation

Capability – Knowledge

## Three wellbeing recommendations:

Confidence – Headspace

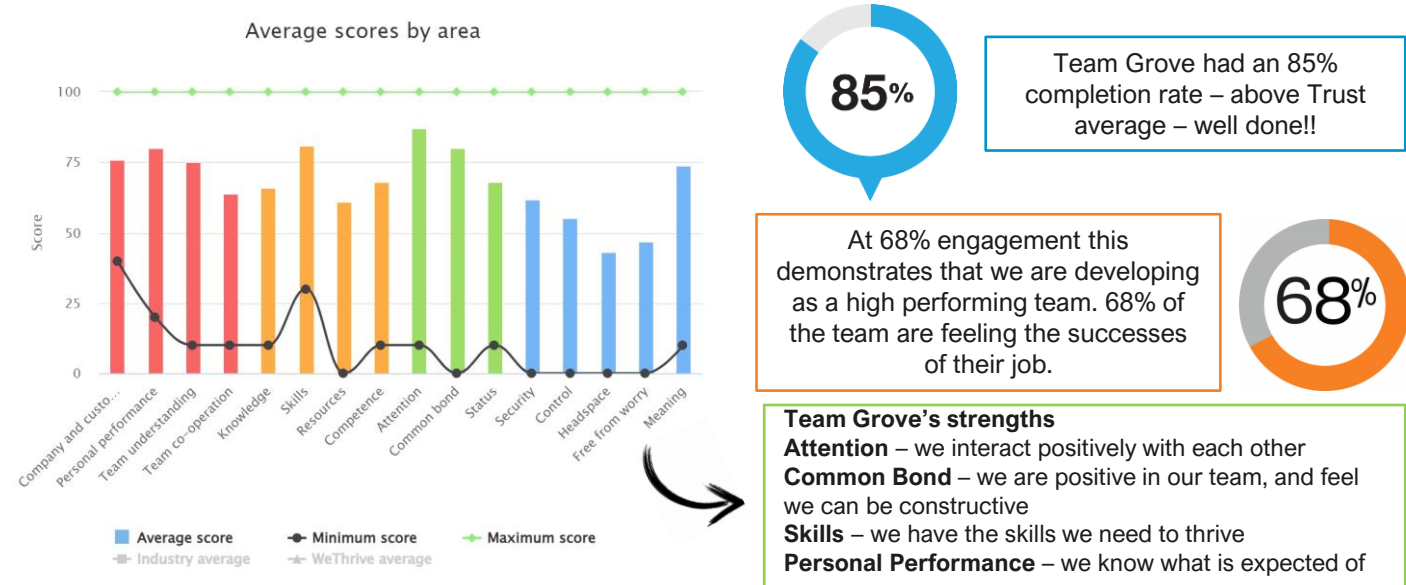
Confidence – Free From Worry

Confidence – Control

The image shows the newsletter that was produced to help staff understand and digest the results; there were also actionable next steps for the team to help collectively improve.



Team Grove,  
Please find the feedback from our most recent We Thrive staff survey. As you will all know, wellbeing is at the forefront of the most effective and high-performing teams. This gives us a clear platform to grow as a team together – as our culture emanates all pockets of our school's journey to being truly great.  
Keep up the good work,  
Mitch



**Three productivity recommendations:**  
Capability – Resources  
Cognitive – Team Co-operation  
Capability - Knowledge

**Three wellbeing recommendations:**  
Confidence – Headspace  
Confidence – Free From Worry  
Confidence - Control

**How have these areas been recognised, and what can we do to address them?**

**Capability – Resources**  
Collectively staff have recognised a lack of staffing and an historical sense of not being able to offer challenge to one another. Staff would also like more time to carry out their duties.  
**What can we do?**  
We have established an open-door culture from all leaders and established a new wellbeing team to drive change. We are also looking at recruiting more staff and, where possible, giving time back to staff.

**Capability – Team Co-operation and Knowledge**  
There is a sense that there are too many 'islands' around the school, and that sometimes projects and initiatives are led by the few not the many. There is also a sense of not understanding the motivation behind people's actions or motivations.  
**What can we do?**  
Listen to each other. Share all of our ways of thinking and ensure that big decisions have time for debate. We have also introduced communal spaces, such as the staff room, to be able to bring teams together. Within CPD sessions, we could also start to work across teams. Sharing data, and other information in a timely manner will also help us build trust in our team.

**How have these areas been recognised, and what can we do to address them?**

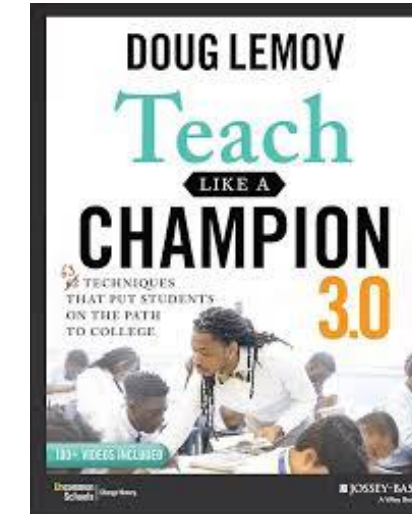
**Confidence – Headspace**  
At times staff are feeling overloaded. Staff are struggling to identify the high impact actions they can take and sometimes feel that they need to be busy doing things that have little or no impact.  
**What can we do?**  
Make meetings productive and purposeful. Empowering staff to understand their role, where they fit within Grove and how they can develop the staff around them.

**Confidence – Free From Worry**  
At times there is a mix of expectations on what each member of staff should and could achieve. This is sometimes because there is a lack of clarity on what success looks like  
**What can we do?**  
We can ensure that regular moments of reflections in line management and in meetings become typical. Clearer communications on expectations will be developed with staff around different aspects of Team Grove.

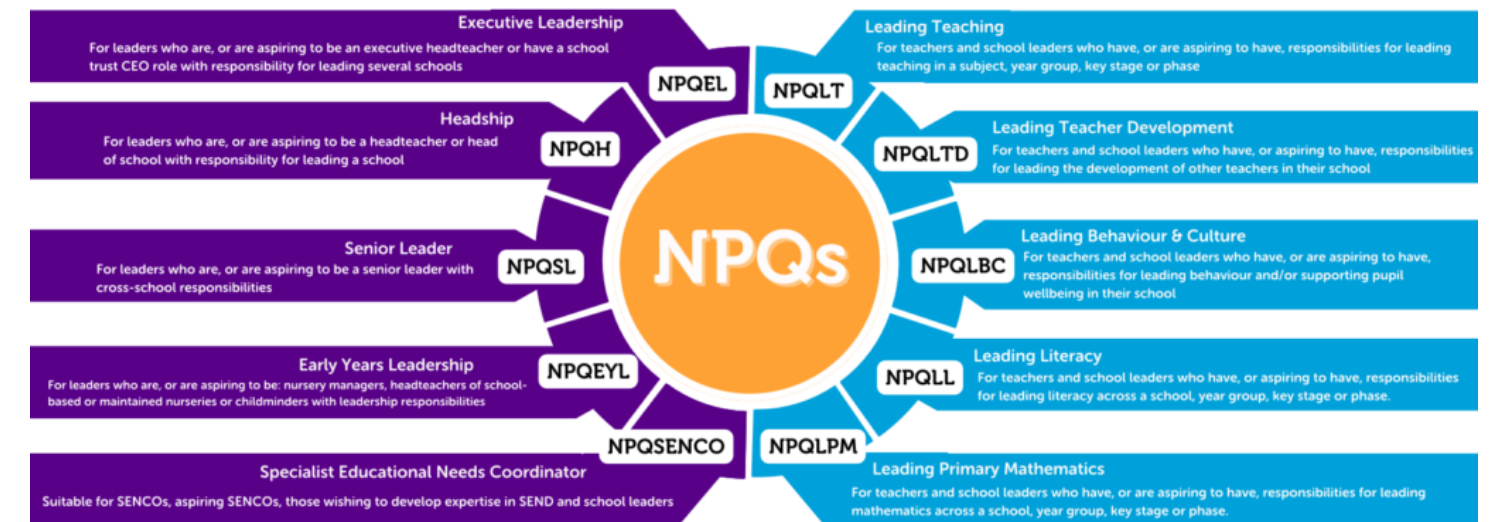
**Confidence – Control**  
We feel that there is sometimes pressure that can be self-generated. Perfectionism can sometimes impede our productivity. Messaging can sometimes be poor and arrive at clumsy times. Leaders at all levels do not always model the careful  
**What can we do?**  
We can ensure that there is a focus on getting the right things right, and that the focus continues to improve the urgency around the right things. Sending late emails/messages need to be discouraged. There will also be more

# 3.3 Professional Learning – developing a culture of continuous learning

All staff at The Grove School have been completing training on Embedding Formative Assessment (Year 1) which has seen staff adapting and reviewing a range of techniques to assess CYP knowledge and understanding across the curriculum, undertaking peer observation and feedback as a continuous cycle that will continue into the 2024-2025 year through the SSAT-created programme. This has been further enhanced through including ‘Means of Participation’ training on a range of techniques to provide typicality in approach to delivering lessons by all teachers. This year alone, there have been 4 members of staff that have been trained by Doug Lemov in these techniques and these have featured within the CPD provisional for all staff’s professional development.



There have been a range of staff undertaking National Professional Qualifications this year. 1 member of staff has successfully passed the NPQ Leading Teacher Development, 4 members of staff are preparing for their final assessment on the NPQ Senior Leader programme, with 2 other staff recently starting the qualification in February 2024. There are 2 staff currently completing the NPQ Leading Teaching qualification that will complete in 2025. 2 staff are also completing the NPQ Headship qualification, with one member of staff currently awaiting confirmation of award. This highlights the commitment of the school to invest in professional learning and develop staff to further support the improvement of the school and its staff.



We also have 2 staff completing the Early Careers Framework training through STEP, the Shropshire Teaching School Hub. One member of staff is due to complete this training in July 2024 with the other completing the first year of the training programme in August 2024. They have been supported by 2 Early Careers Mentors (ECMs) who have also been trained through the Best Practice training programme for supporting staff in the classroom and embedding excellent practice.

To develop continuous developmental feedback, we launched the Typicality Chequebook. Staff have received over 300 ‘slips’ since its launch in May 2024.

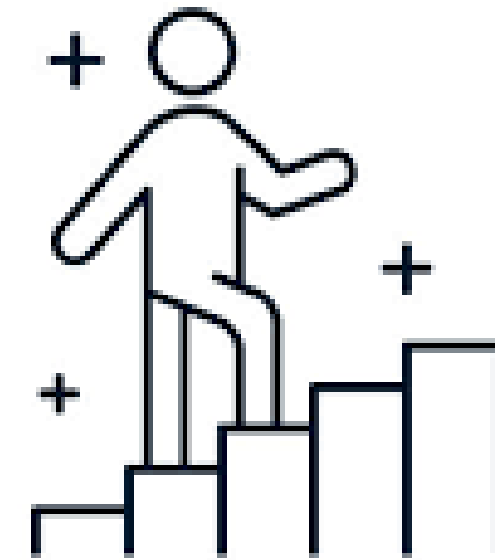
Quality of Education: Teaching and Learning		grove school	
Typicality Development Sheet		part of the Marches Academy Trust	
Teacher		Date	
Subject		Class	
Observer		Focus:	
Great practice seen in the lesson:		Have you considered:	
Embedding Formative Assessment strategies used:		Confident Communication strategies used:	

## 3.4 Talent Pathway – investing in our staff and their progress

With support from the Trust we have been able to give each member of staff a career pathway and aspiration. This has grown from questionnaires, interviews and informal chats.

As a result, we have two members of support staff that would like to explore teaching opportunities. We have plotted each member of staff's career aspiration, which has allowed us to begin to personalise CPD opportunities, for both teaching and non-teaching staff.

We also have a number of staff who have taken on internal opportunities in curriculum and pastoral positions, via a secondment. In ensuring our staff are intrinsically and extrinsically motivated we are able to ensure that



- With support of the Alliance Leading Learning (ALL) continue to support staff through external CPD qualifications.
- Also, through the ALL, have an increase in trainee teachers to help mould and potentially grow our own.
- Explore closer links and work cross-phase.
- Continue to improve the pathway offer for support staff.


## 3.5 Equality, diversity, inclusion and belonging (EDIB) impact

Equality, Diversity, Inclusion and Belonging has remained high on The Grove School's agenda this year as part of our culture to foster belonging and community both within and outside of the school. Our Discovery Programme – that includes PSHE, CEIAG and an appreciation of the wider world – remains at the heart of our form tutor programme with CYP having discussions, reflections and teaching about what it means to be a positive citizen within the community. This curriculum has been enhanced through six immersive days throughout the academic year that has seen a range of speakers, musicians, careers fairs come in to talk to CYP and share their experiences of being part of a diverse community and allowed them to explore fundamental British values in a dynamic way.

Leadership of our EDIB strategy has changed throughout the year with a nominated staff EDIB ambassador within the Trust and leading on EDIB training that has focused upon developing a more inclusive curriculum, in addition to exploring further work about protected characteristics and unconscious bias.

This focus has also seen a team from the Student Leadership Group, working under the supervision of our Student Diversity Lead, to help develop wellbeing spaces, an LGBTQ+ student group and organizing a week of Pride-focused activities.

This calendar will develop further next academic year and include projects such as 'Banning the Banter' and extending our Personal Development experience further.

The graphic features the words "next" and "steps" in a grey, sans-serif font. A blue staircase graphic starts under "next" and goes up to "steps", ending in a blue arrow pointing to the right.

- Continue to keep the EDIB profile high
- Embed the 'Ban the Banter' initiative
- Ensure that there is a clear plan for embedding Belonging across The Grove, considering how students can contribute and develop their school community.

## 3.6 MAT networks and collaboration

This has been an important year for further working with Trust staff and our partner schools to continue to raise standards and showcase our talented staff.

We have had two members of staff that have developed and undertaken workshops in the Trust Conference (February 2024) and several of our leaders that have provided specific support to our other secondary schools, such as in English and RE/Personal Development where our leaders have also supported schools outside of the Trust.

The Collaboration Days that have been undertaken throughout the year have allowed staff to be able to work together on substantial projects in preparing the Trust for the future educational landscape and in raising standards across our schools. These have included the developing of literacy, reviewing and refining the purpose and assessment at Key Stage 3 – specifically Year 7 and Year 8 at The Grove School – and also in supporting the development of the MMATi alternative provision packages across our networks. This has been further supported through Network Meetings with secondary schools to support subjects in developing their curriculum and supporting the raising of standards.

Additional collaboration has also featured in areas of whole school leadership and specialisms such as Curriculum, Teaching and Learning, Raising Standards and CEIAG, EDIB and literacy.



Marches Academy Trust

Add a Caption

Save from Safari



- Ensure that The Grove takes full advantage of the Trust links, especially the work around The Shore.
- Collaborate further to ensure that the assessment principals are embedded consistently.
- Offer support into Trust-wide events.



# LEARNING FOR LIFE



# 4. Learning for Life

Learning for Life is a Trust-wide framework that centralises the behaviours, expectations and attendance of our CYP.

Much work has been undertaken to ensure that The Grove is inclusive for all of our learners. This year saw a REACH centre established which was not serving the correct purpose. As a result we took decisive action to close the centre and ensure that the CYP that were in the provision now attend lessons across the school. This has had a positive impact on their learning.

Focus has been shifted on careful adaptive teaching strategies to ensure that all CYP receive the first wave teaching that they deserve. Training and CPD has been delivered on the most effective adaptive teaching strategies.

Attendance remains a focus for our school. This is discussed earlier in this document. As the culture transforms at the school, we know that we are making The Grove a more welcoming and nurturing environment where our learners can thrive.

Marches Academy Trust LEARNING FOR LIFE FRAMEWORK	INCLUSIVE LEARNING	INCLUSIVE HEALTH & WELLBEING	INCLUSIVE SAFEGUARDING	INCLUSIVE ATTENDANCE	INCLUSIVE COMMUNITIES
<b>WAVE 4</b> CYP on this wave require a bespoke approach comprised of one or more pillars of the UL framework.	<b>WHAT?</b> CYP WITH SPECIFIC NEEDS (EHC/F, IOP) AND CYP WITH A SIGNIFICANT PROGRESS DEFICIT (SEE GUIDANCE) <b>WHAT?</b> Identify CYP who need a bespoke package and make necessary adjustments to ensure opportunities are not limited and that the intervention has impact on the disadvantage is not long term.	<b>WHAT?</b> CYP WITH A HEALTH/WELLBEING NEED REQUIRING SIGNIFICANT ALTERATIONS <b>WHAT?</b> Recognise the difficulties of CYP with mental health needs() responding with care and compassion. CYP has access to the support, learning & opportunities to feel safe & belong.	<b>WHAT?</b> CYP AT RISK OF SIGNIFICANT HARM <b>WHAT?</b> Alert to CYP identified, ensuring there are carefully considered plans & relevant support documents in place with robust reviews (e.g. risk assessment) & immediate to report concerns.	<b>WHAT?</b> CYP WITH SIGNIFICANT AND SUSTAINED ABSENCE RATES WARRANTING EWO 3, FAST TRACK <b>WHAT?</b> There are clear processes for timely responses to significant absence & secure access to learning for all CYP. There is an intelligent child-centred plan to supporting CYP.	<b>WHAT?</b> CYP OR FAMILIES AT RISK OF DISAFFECTION FROM THE COMMUNITY <b>WHAT?</b> The needs of individual CYP and families are considered broadly and bespoke plans are developed with CYP, families and partner agencies. Plans are likely to include Wave 4 for all other elements of the UL, and the broader community links.
<b>WAVE 3</b> CYP on this wave require a personalised, person-centred approach comprised of one or more pillars of the UL framework.	<b>WHAT?</b> CYP REQUIRING PERSONALISED SUPPORT AND CYP WITH A CONCERNING PROGRESS DEFICIT (SEE GUIDANCE) <b>WHAT?</b> Identify CYP need(s), understand how to support, share their profiles well across school and secure accessible learning to ensure achievement for all. Oigs are regularly monitored at senior leader level - impact has a high priority and is timely.	<b>WHAT?</b> CYP WITH A HEALTH/WELLBEING NEED THAT REQUIRES SPECIALIST SUPPORT <b>WHAT?</b> CYP are accessing learning in a compassionate & comfortable way. Full understanding to meet need(s) met by the school.	<b>WHAT?</b> CYP THAT REQUIRES SUPPORT TO STOP SIGNIFICANT HARM <b>WHAT?</b> All staff know what makes different behaviours harmful, abusive, ensuring systems and preparations are carefully observed with regular review and referred for appropriate support.	<b>WHAT?</b> CYP WITH SUSTAINED ABSENCE RATES, FOR DISA, CYP EWO 2/EWO 3 FAST TRACK, FOR NON-DISA, CYP EWO 2, EWO 5 <b>WHAT?</b> Where attendance is a barrier to accessing learning, it is managed as a priority and plans are in place to reduce barriers and improve attendance.	<b>WHAT?</b> CYP OR FAMILIES WHOSE ACCESS TO THE COMMUNITY HAS BEEN AFFECTED AND WARRANTS ADDITIONAL SUPPORT <b>WHAT?</b> Systems effectively involve families & large school-home agency links. Support to overcome barriers that inhibit familial involvement ensure cohesive and collaborative working to permit CYP access to school and specifically learning.
<b>WAVE 2</b> CYP on this wave require a combination of adaptations and interventions in one or more pillars of the UL framework.	<b>WHAT?</b> CYP REQUIRING SPECIFIC INTERVENTIONS, CYP WITH A PROGRESS DEFICIT (SEE GUIDANCE) <b>WHAT?</b> Identify the CYP barrier(s) to learning and outline an effective intervention strategy to overcome them - focus on the barrier(s) and not just the consequent behaviour(s). Oigs are regularly monitored at senior leader level & impact has a high priority and is timely.	<b>WHAT?</b> CYP WITH HEALTH OR/AND WELLBEING NEEDS WHICH REQUIRE ADDITIONAL CONSIDERATION AND SUPPORT <b>WHAT?</b> Schools have effective knowledge and CYP are identified & receive timely support. The curriculum design is adapted so all CYP can access learning and thrive.	<b>WHAT?</b> CYP AT RISK OF NEGATIVE IMPACTS TO WELFARE AND/OR LIFE OUTCOMES <b>WHAT?</b> All staff, where concerns are sustained, implement appropriate and effective interventions to negate negative impact upon and improve the CYP life outcomes.	<b>WHAT?</b> CYP WITH ONGOING ABSENCE, FOR DISA, CYP EWO 1, FOR NON-DISA, EWO 2 <b>WHAT?</b> Procedures are in place that prioritise attendance as an indicator of unmet needs & ALL absence is tightly reviewed. All potential barriers to attendance are addressed through early help.	<b>WHAT?</b> CYP OR FAMILIES THAT REQUIRE SPECIFIC SUPPORT FOR SMART PERIODS <b>WHAT?</b> Systems effectively involve families & large school-home links, interventions to overcome barriers that inhibit familial involvement ensure active involvement to permit CYP access to school and specifically learning.
<b>WAVE 1</b> CYP on this wave require adaptations in one or more pillars of the UL framework.	<b>WHAT?</b> CYP WHERE PROGRESS DEFICIT EMERGING (SEE GUIDANCE) <b>WHAT?</b> Assess need(s) and plan adaptations to meet them. Where CYP are unable to attend the physical teaching space make adaptations to allow continued access to the curriculum. Oigs are recognised and intervention where they are closing.	<b>WHAT?</b> CYP WHERE OBSERVATIONS, INCIDENTS AND BEHAVIOURS ARE STARTING TO EMERGE THAT INDICATE A STRUGGLE TO THRIVE <b>WHAT?</b> CYP assess, understand and adapt to support the barrier(s) to positive mental health and wellbeing. Support CYP to allow self-care in addition to developing skills & strategies to thrive.	<b>WHAT?</b> CYP WHERE CONCERNS ARE EMERGING <b>WHAT?</b> Emerging concerns are recognised, recorded and relevant parties alerted. Homes are supported and adaptations to CYP provision are implemented.	<b>WHAT?</b> CYP WITH EMERGING ATTENDANCE CONCERNS, FOR DISA, CYP 1ST SCHOOL LETTER, FOR NON-DISA, CYP, EWO 1 <b>WHAT?</b> CYP barriers to attendance and punctuality are assessed and understood, and adaptations are made to support CYP, beyond the attendance team and in to the classroom.	<b>WHAT?</b> CYP AND FAMILIES THAT REQUIRE ADAPTED PROVISION AND ADDITIONAL RESOURCES TO ACCESS THE UNIVERSAL OFFER <b>WHAT?</b> Strong systems & strategic programmes involve families in school-led or partnered community programmes. Programmes are planned by ongoing family needs such as family-focused learning.
<b>PRE-WAVE</b> All CYP have access to the universal offer and for CYP on this wave, their needs are being met.	<b>WHAT?</b> ALL CYP ACCESSING THE CURRICULUM EFFECTIVELY AND DEMONSTRATING AGE-RELATED EXPECTED PROGRESS & DEVELOPMENT <b>WHAT?</b> All needs are met through quality first teaching and CYP supported to thrive. Reading skills and functional skills are not a barrier to learning. Where CYP are unable to attend the physical teaching space, CYP can access the curriculum.	<b>WHAT?</b> ALL CYP WHO DEMONSTRATE POSITIVE MENTAL HEALTH AND WELLBEING, OR SELF-CARE STRATEGIES TO WEATHER NEGATIVE PERIODS <b>WHAT?</b> CYP voices are heard, they belong to their school community and feel a sense of belonging & inclusion. They are able to provide self-care and develop skills in caring for others.	<b>WHAT?</b> CYP WITHOUT ADDITIONAL NEEDS - THESE CYP CAN THRIVE AS THERE ARE NO SAFEGUARDING CONCERNS <b>WHAT?</b> All staff receive CP training, regular updates & are aware of concerns/symptoms that may require additional services, and can engage CYP and parents/families to these.	<b>WHAT?</b> CYP WHO ARE MISSING TRUST ATTENDANCE TARGETS > OR = 9% IN PRIMARY, > OR = 9% IN SECONDARY <b>WHAT?</b> Patterns of absence are identified early and there's an acknowledgement that specific groups require more intensive tracking. CYP are educated & supported to be resilient.	<b>WHAT?</b> CYP, FAMILIES, SCHOOLS & COMMUNITIES <b>WHAT?</b> Schools have a SCP (School Community Plan) that details a clear understanding of community engagement and they are the heart of the community. Community engagement is a whole school approach.


# 4.1 Wave system and the development of behaviour and SEND

**Wave:** Behaviour continues to steadily improve. The number of CYP who have been recognised as being on an intervention Wave. We have worked hard to be clear that accuracy and identity of Wave CYP is now much more robust. Heads of Year working closer with year designated well-being leaders is focusing support for students at waves 1-2 to limit those CYP moving through to waves 3 and 4.

## Outline levels of support school-wide:

- Appointment of two further wellbeing leaders have added capacity and support across the school. Wellbeing leaders are now assigned to a specific year group and work closely with Heads of Year to support consistent management of CYP.
- Additional capacity of intervention to focus on waves 1 and 3 is being implemented (e.g. Embrace, Forest schools) which will support CYP prior to reaching waves 3 and 4. MATi (Trust) attending The Grove once a week to support pastoral teams (this is happening across all schools).

**SEND and wellbeing team** working closer than ever to discuss CYP and provide wrap around support. Fortnightly meetings between the teams with a focus on sharing good practice and developing strategies. There also needs to be a stronger focus on adaptive teaching strategies in the classroom.



- Continue to raise the standards and expectations of behaviour, whilst ensuring that those CYP who need the correct interventions receive them in a timely manner.
- To work with SEND Peer mentor from NASEN.
- To ensure that adaptive teaching is confidently used.

# BELONGING



# 5. Belonging

There has been a lot of work undertaken on rewriting the position of The Grove within the local community. There are strong historical links with the school and the local community which have suffered in recent years. To build a real sense of belonging we have begun to re-engage the community.

Our work on The Shore, based in Grove House, will have a profound impact on the sense of belonging at the school. We are planning a careful curriculum, personal development offer and integration with the community within this project to ensure that there is a careful sense of belonging being built.

We have also taken the time to listed carefully about what CYP want from their school. As a result of this we have:

- Removed the locked door system.
- Increased rewards.
- Ensured that the environment is built for them – tennis tables, extra sporting equipment and moved to a larger communal dining space in the hall, which has fostered a real sense of belonging.
- Meet regularly with CYP.



# 5.1 Connecting with our communities and community plans

We have re-visioned The Grove to have the community at the centre of all that we strive for. As part of a growing Community Steering group, we have a clear action plan for impact over the next 12 months, which includes three key strands:

1

## **Priority 1 – Grove ‘out’: supporting all areas of our community**

Through positive student and school action, engage with groups from 0-99 to have The Grove at the heart of the community.

2

## **Priority 2 – Grove ‘in’: the community is a fundamental part of our school**

CYP are responsible citizens of Market Drayton and see that they are a part of (and nurtured by) the community.

3

## **Priority 3 – Grove ‘bridge’: foster positive relationships through shared experiences which connect the school and the community**

The community is physically present in the school and sees what happens. The community works with the school and vice versa.



We have hosted local groups, societies and sporting teams who are now in talks to work closely with The Grove over the next 12 months. Our communications have all been tailored for our community and the community voice and perception of The Grove is beginning to positively change.

Our community plan can be found on our website.



- Ensure that there are meaningful, lasting and authentic connections made with the community – leading on annual community events such as fireworks, summer fayre, Market Drayton 10K.
- Ensure that the curriculum and specifically work within The Shore creates a real; sense of pride within the community.
- Support local businesses and charities with events.

# LGB AND GOVERNANCE



# 6. LGB and governance

Over the course of this academic year, the Governors have continued to serve The Grove and our wider community well. A new Chair appointed by Trust, and new Vice Chair were elected in the autumn term, both bringing strong experience of governance and quality assurance skills.

Highlights of the LGB's vital work includes:

- The LGB has filled all Governor roles, including experienced and trained governor as Link for Safeguarding, PP and SEND.
- A Governor who is Headteacher of a large Primary school has taken the link role covering The Shore project.
- New staff Governor elected in spring term with link regarding Wellbeing of staff supported by a Governor who has vast governance experience and knows the school well.
- Link governance areas have remained the same for this year but are to be reviewed next year in line with the Trust's strategic priorities.
- Key link roles relating to Safeguarding, Health and safety, and educational standards have experienced governors in place.
- Post 16 link governor has been changed with a parent governor taking on the role.
- A focus this year has been the attention to impact statements ensuring these capture strong challenge and impact.
- Actions from the LGB meetings are recorded in a separate document for review and a rolling list of current impact statements is produced so that Governors are clear on the impacts that have been recorded and those that are pending.
- Link report forms have been altered so that actions and impact are recorded clearly on the form and in the LGB minutes.
- Minutes record how Governors are challenging and engaged in the LGB meeting, link meetings and in other visits during the day and after school.
- Community engagement is seen as key and a senior Governor, engages with a senior leader in a regular meeting with key figures from the community with valuable support from post 16 students.
- Moving forward, we have a community governor and two parent governors to replace. This is an excellent opportunity for parents both new and existing to broaden the skill base of the LGB.



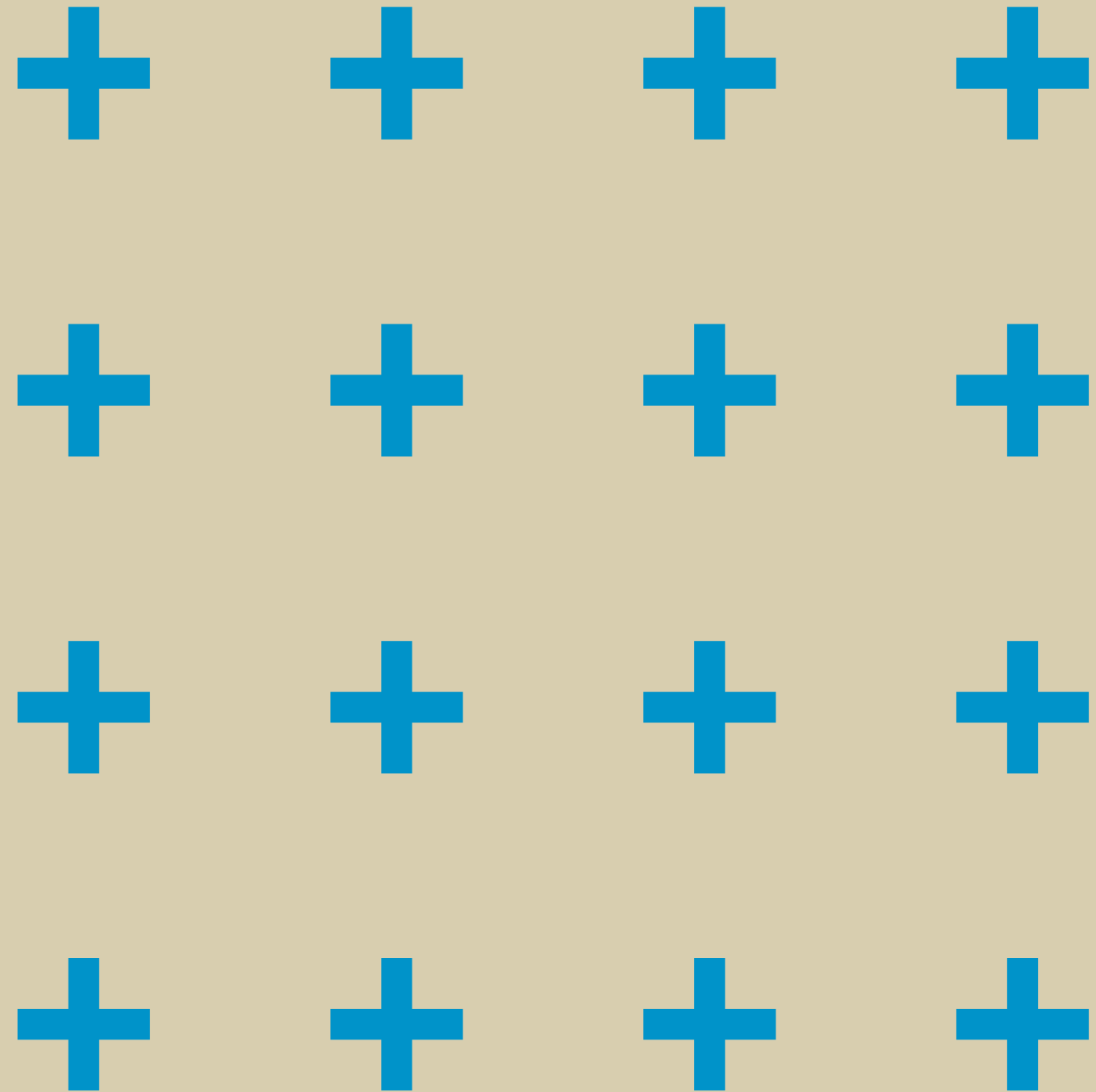
**THANK YOU!**

*We would like to say a big Thank You to all of our Governors, a group of talented and highly committed volunteers, who help hold our school accountable for the improvements here at The Grove.*

*This year we would like to also thank Peter Ingham for his 28 years of service, Sheila Halsall (24 years) and Chris Ingham (4 years), who have, or will be, standing down from governing the school this year. We thank the,*



# SCHOOL HEALTH AND SAFETY - GDPR COMPLIANCE



# 7. Health and safety including GDPR compliance

Health and Safety remains a key focus for our staff and CYP. Our Operations Manager, along with our site and IT teams, offer regular training sessions to ensure we are compliant with practices in the workplace.

Our annual Health and Safety Audit was undertaken in the Summer term went well, with no significant areas of concern.

There have been no reported GDPR breaches.

There have been no SAR or FOI requests.

## Capital Bids

- We are delighted to have been successful in three bids via the capital bids process:
  - Water Tank replacement
  - Re-roofing of T-Block
  - Re-roofing of Grove House

## Other exciting developments

We have had significant work undertaken on our new Sixth form block, The Shore, based at Grove House and have secured funding for an outdoor gym.



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