



grove school

Part of the **Marches** Academy Trust

LGB ANNUAL REPORT 2022/23

Our Vision & Values

Our vision:
Achievement
through caring



A Mindset to Succeed

Working towards Trust Strategic Priorities



People First.

There are 10 staff completing National Professional Qualifications developing a range of talents and securing succession planning for the future. The school has also completely embraced the Equality, Diversity, Inclusion and Belonging agenda by changing the schools recruitment literature and educating staff and students about celebrating difference.

Learning for Life

We have created a strong curriculum across each key stage giving all students a range of experiences and opportunities to allow them to thrive. Teachers are delivering lessons which are sequenced to build strong knowledge and develop understanding through powerful questioning supported by live feedback throughout leading to strong progress in learning. The extra curricular offer has also expanded with over 50% of students taking part in activities.

Connecting with our Community

Partnerships across the community are significantly stronger this year. The Community Steering groups are all making progress on their plans and further interventions exist with the Mental Health support team and Social Prescribing Healthy Lives Advisor that all now based at our school.

Sustainable Future

A real focus has been on reviewing energy consumption across the whole school which has made a big impact. Energy use has reduced leading to not only financial savings but also reduced impact on the environment.

Reflections

We started this academic year with real vibrancy and energy after securing the best ever results for The Grove School with Year 11 and Year 13 students making us the sixth highest performing school in Shropshire. Our sixth formers went on to study at their university of choice and Year 11 moved on to our Sixth Form, other colleges, apprenticeships and employment.

Staff development has focussed on ensuring the highest quality of teaching and learning in lessons and refining our rewards and behaviour policy so that every student has the greatest opportunity to improve their knowledge, skills and understanding while at the same time developing positive attitudes and resilience and appreciating the importance of conducting oneself with the highest moral standards based on our school values.

Ofsted visited in April and saw the significant improvements that had been made in the school since the last inspection in December 2017. They noted that the Quality of Education, Personal Development, Sixth Form and Leadership and Management are Good which is testament to the immense work of all stakeholders. Students spoke highly of the support they receive from staff and staff said they were overwhelmingly positive to work at the school.

The next year will bring further enhancements to strengthen and build on the great work already taking place to ensure all our young people are confident and equipped to face the everchanging world in which they live.



Sonia Taylor
Headteacher



Attendance

The school priority is working with students and parents to improve attendance to meet pre-pandemic level by setting an ambitious target of 96%. Attendance to date this year is 89.5% compared to a national average of 89.9%.



Strides being taken are rewarding students for excellent attendance, sharing weekly attendance statistics during tutor time and holding conversations when a student is absent, meeting with parents and working closely with the Education Welfare Officer.



Our Attendance Officer tracks attendance closely and works with specific groups of students to overcome challenges causing absence.

The main focus groups targeted for improving attendance are Year 9, students with SENS and students who receive free school meals. The main reasons for absence within these groups is illness, much of which is related to social, emotional and mental health issues.

Actions taken to support these groups of students are:

- the senior leader completing training on Emotional Based School Avoidance and using the strategies with students
- the Attendance Officer holding small group intervention sessions with pupil premium students to understand barriers to attendance and help them overcome them.
- Heads of Year meeting with parents.
- Education Welfare Officer working with families.

This has led to an improvement in attendance for each of these groups but this will remain a priority over the next academic year too.

School Development Plan

Priorities for 2023/2024

Quality of Education

- Ensure that teaching and learning (curriculum implementation) provides all students with at least 'Good' learning experiences.
- Revise, refine and define assessment principles at KS3 (Assessment Principle Project)
- The progress and attainment of SEND and disadvantaged students are in line with targets and closing the gap to their non-disadvantaged peers.
- Implement the Lexonik programme to improve reading standardised scores and vocabulary.

Behaviour and Attitudes

- Improve Attendance to reach a target of 96%
- 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.
- Alternative provision facility to demonstrate a positive impact on the attendance, behaviour & attitudes and improve educational outcomes of students.

Personal Development

- To have no variability within the Discovery curriculum teaching.
- All disadvantaged and SEND students have attended at least one school trip with funding available to support those who need it.
- To increase the awareness of the protected characteristics with the No Outsiders programme.

Leadership and Management

- Ensure robust quality assurance is in place across all facets of the school bringing sustained improvement.
- Ensure there are clear systems, structures and processes for identifying, tracking, intervening with, and monitoring SEND profiles
- Ensure full implementation of the Learning For Life Framework by all staff.

Sixth Form

- Growing the Sixth Form
- Monitor and evaluate the collaboration with SJT and LLS.

Improvements to Infrastructure & Processes

The school has implemented a framework for health and safety auditing and assessment. This framework ensures robust standards of compliance and supports the Health and Safety Management System (HSMS). This systematic approach to managing health and safety risks provides effective policies, procedures, and practices that aim to prevent incidents and injuries and promote a culture of safety and health among employees and students. The HSMS proactively identifies and manages health and safety risks, aiming to protect the wellbeing of employees and other stakeholders.

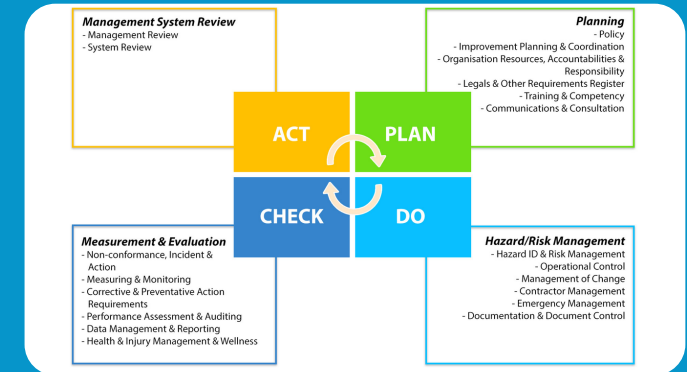
By implementing the framework, the school leadership has confidence that The Grove complies with legal requirements, strives to improve our reputation within the community, and increase employee morale.

Health and safety action plans are derived from audit and assessment activities. These plans are reviewed by the senior leadership team and local governing board. This creates a focus and demonstrates the school's commitment to continual improvement.

The replacement window project is planned for completion August 2023.

Security improvement projects are planned for completion August 2023:

- Complete 2m boundary fencing, including 2m gates from Great Hales Street entrance
- Installation of external door access control
- Installation of access control pedestrian gate at the front entrance



LGB & Governance



The Local Governing Body meet six times a year contributing to the strategic direction of the school leading to school improvements.

Areas in which they have made an impact this year are:

1. Governors studied examples of where the curriculum has been changed to take EDIB into account and seen the evidence of the positive impact of this change.
2. Governors considered the creation and commitment to a community group as being an important positive direction for the school in developing stronger community links.
3. Governors recognised the potential in the Behaviour Hub, have championed its progress and monitored its positive impact within the school.
4. Governors checked and championed safeguarding processes to ensure that students feel safe in school and keep this under review by receiving reports from student surveys.
5. Governors are aware of the extensive demands on school resources and the evident lack of external support for both exclusions and suspensions with the resultant effect upon students and families. They routinely monitor the ongoing consequential impact during their board meetings.
6. Governors are reviewing the diversity of their own governing body and how this impacts on the school.



People First Strategy



Our school invests in staff through delivering a highly effective professional development programme throughout the year as well as working with external providers to engage with the latest thinking and research to enhance practice.



This year the school were successful in their application to work with Tom Bennett through the Department for Education Behaviour Hub Programme. A number of senior leaders completed extensive webinars and face-to-face sessions with a range of experts leading to a much deeper understanding of the challenges faced by schools across the country concerning behaviour and attitudes since the pandemic. This has led to the creation of a new more refined behaviour policy and a revision of the rewards systems. While the implementation is in its infancy early signs are positive.

Ten staff are benefitting from completing National Professional Qualifications building our talent pool further and supporting succession planning.

Strengthening how we can meet the needs of all learners is a priority and we have invested by supporting the Assistant Headteacher in gaining her SENCO Qualification and another member of the SEN team has been successful in gaining his qualification to administer Access Arrangements for students.

We held our first collaboration day as a Trust in February and feedback from staff was exceptionally positive because they had the day to work in their faculty teams refining their curricular, sharing best practice, holding high quality professional discussions that led to improved practice across the school.

The wellbeing of staff is vital and this year we invested in the SAS insurance scheme giving staff access to immediate health and wellbeing support. We have also completed the We Thrive survey again giving us valuable insight into how we can improve the working lives of our team.



Learning for Life

Inclusive curriculum

Building an accessible and varied curriculum for all students in each key stage has been a success and even though this is an area that will always be reviewed we have seen great learning taking place across the school. Our teachers are always striving to ensure they deliver lessons giving all students the opportunities to build great knowledge and understanding and strengthen their skills.

Extra-Curricular Activities

Over 50% of our students engage in the extra curricular activities that are on offer. We want to see this build and are looking at how we can offer more variety. It is great to see trips and visits taking place this year with feedback from students being highly positive.

Adaptive Teaching

The school has made great strides in implementing the new Learning for Life framework where all teachers become more expert in understanding the needs of our students and helping them to flourish in all aspects of their learning. While this is early in its implementation we are seeing impact across all subjects and we are looking forward to seeing this develop further next year.

REACH Centre

A totally new concept at The Grove this year is the creation of our REACH centre where students facing barriers to their education access small group work to build their self esteem, develop self awareness and emotional regulation as well as building their academic skills by accessing small group teaching in a variety of subjects. The aim of this programme is to equip those students to develop greater motivation and access a full education.



Guest Speakers

It has been great to see so many live guest speakers visiting our school this year. The typical experience in the past was visitors being on Zoom or Teams. The students across all key stages thoroughly enjoy hearing from external speakers and learning of their experiences. Our Sixth Form regularly benefit from this helping to shape their future career choices.

Duke of Edinburgh Scheme

So many of our students are benefitting from being part of this scheme with participants in each of the Bronze, Silver and Gold award schemes. For the Gold Award we work with our Trust partner Sir John Talbot giving our students the opportunity to network with their peers from other schools.

Gatsby Benchmarks

This is a standard that assesses the quality of our schools' impartial information, advice and guidance regarding Careers Education. The Grove is the first school in Shropshire to achieve 100% in each of the eight categories for five years in a row. This is no easy task and is testament to the excellent curriculum planning and dedication of the staff to give the students the best real world experiences.

Connecting with our Communities

The Grove is a true community school that works closely with a number of groups for the benefit of students and families in order to encourage all students to make a positive contribution to society.

Community Steering group

This is a group of volunteers with varied expertise and skills who have come together to help our school address some of the challenges faced within our community. It is a new initiative resulting in each group targeting a specific area of concern ranging from the dilapidated look of our town to substance misuse with some children. This group is making a real difference.



Safer Neighbourhood Team

We work very closely with our local police and benefited from them bring the **Knife Bee** to our school where students had the opportunity to see the extent of knife crime and the impact that can have on people's lives.



Anderson Shelter

After visiting a war museum two of our Year 10 students approached their history teacher asking to build an Anderson Shelter to show all students, particularly primary school children what it was like to live in the war. They recruited older engineering students to build the shelter and secured funding for materials from local businesses resulting in the erection of the shelter which will have its official opening at the end of July. Staff, parents, students and volunteers worked tirelessly over a number of weekends and have built a true replica. It's brilliant.

Fashion Show for Cancer Research

We had a brilliant evening working with the local charity shop to present a fashion show where our students and staff modelled the clothes highlighting the benefits of supporting local charities and the environment by purchasing clothing from them. It was enjoyed by all and raised funds for Stand Up to Cancer.

School Improvement



Quality of Education

The main focus has been on implementing the work completed during the curriculum review. We have seen impact on results with the huge improvement in results from 2019 to 2022 where Progress 8 reached 0. We have strengthened teaching further by creating a Grove framework based on the latest research on how students learn more and remember more resulting in greater efficacy of teaching across the school. Ofsted rated this as good.



Behaviour and Attitudes

The bulk of this work was centred around our successful application to work with the Behaviour Hub the Department for Education's programme to support schools across the country in improving behaviour and attitudes. The impact has been the development of a new rewards and behaviour policy where early indicators show that staff are clearer about the system and students report they are aware of the expectations about conduct and behaviour and the consequences if they are not followed. There are a minority of students who are facing challenging behaviour and the school have developed a provision that is being piloted to support them. This work will continue next year.



Personal Development

The Discovery Programme has been implemented with success and students report greater understanding of their development. We are the only school in Shropshire to have achieved the full Gatsby Benchmarks for the fourth time. Ofsted rated this as good.

Leadership and Management & Sixth Form

Collaboration with Sir John Talbot and LLS has strengthened and numbers have improved again for September 2023. Ofsted rated both as good.

Sustainable Future

The school has embarked on a range of Trust driven initiatives to promote and focus efforts on a sustainable future plan, these support the Trust Sustainability Policy.

1. Thermo-Zoning

The why?

- Energy reduction
- Bubble breaking/ team building
- Pollution reduction
- Structured securing of premises

2. Zero food waste

The why?

- Reduce food waste.
- Build relations with local community.
- Reduce hunger.
- Educate pupils on food recycling.

3. Champions of change

The why?

- Helps to promote the value of the change being made and influences positive culture development.

4. Digital Sustainability

The why?

Digital E-waste reduction

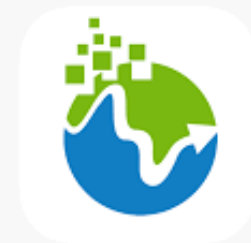
- 5 billion phones will be put into landfill (Worldwide)
- E-waste the single fastest growing category going to landfill.

5. MMAT Market Place - where you can reuse and share unwanted items.

Recycle, Reuse, Re-Love

The why?

- Instant savings
- Reduce carbon footprint and landfill.





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