

Inspection of Grangewood School

Fore Street, Eastcote, Pinner HA5 2JQ

Inspection dates: 26–27 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils' actions show that they are happy and enjoy coming to this welcoming school. We found that pupils' welfare and future quality of life are what drives everyone's high expectations. Leaders want to keep improving the school.

Staff provide the pupils with the chance to develop important life skills and communicate effectively. This means that pupils have a choice and a voice in the way they learn, and they really are heard. Pupils' needs do not become barriers to them enjoying their learning.

Pupils' behaviour is well managed. Day-to-day routines are straightforward to understand and this brings focus to learning. Pupils generally listen carefully to their teachers and to each other because classrooms are structured and calm. They are respectful and caring, with each other and with staff. Pupils who find it hard to manage their feelings get thoughtful and prompt support.

Pupils enjoy the opportunities provided by the outdoor spaces and equipment there. They explore and discover in the nature area. They stretch themselves physically using a range of tricycles and scooters or on the swings and climbing frame to develop greater body control. Staff available at lunchtimes and breaktimes help pupils to eat, socialise and play together, strengthening their relationships.

Staff, parents and carers agree that there is no bullying. Staff know how they would help pupils identify and deal with bullying if it did occur. Pupils' trust in staff to help and support them is obvious in all their interactions. As a result of this, pupils thrive.

What does the school do well and what does it need to do better?

Leaders have given a lot of thought to what they want each pupil to learn as they progress through the school. Lessons take account of pupils' ideas and interests. This sparks pupils' interest in learning. Leaders and staff help pupils to develop important life skills and independence. Each pupil is supported to grow in confidence, and be able to be part of the wider community. Staff and therapists work well together to provide safe and inspiring environments, both inside and out of the school. Education, health and care plans are used well to plan for pupils' learning.

Well-planned morning routines encourage all pupils to communicate and interact, getting the day off to a productive start. Pupils who are unable to talk use a range of resources to help them communicate and make choices. These may be communication books or electronic aids, which pupils use proficiently. This helps pupils build relationships and social skills. We could see that this helps them express their personalities and build character.

Teachers understand the importance of reading and communication. The development of pupils' language skills is strong. Pupils make small and important

steps in the way that they communicate with others because lessons are carefully planned. Pupils make use of specially designed grids or form a simple sentence, either verbally or with symbols.

Pupils have good opportunities for creative development in art and music. Through appealing topics, often linked to texts, pupils develop a better understanding of these different subject areas.

Teachers give thought to the order in which they introduce new knowledge and skills to pupils. The most skilful teaching helps pupils to remember the most important information they have learned. Teachers plan work that builds on what pupils know and can do. However, leaders know that some teachers still need time to develop their skills and subject knowledge. Leaders have begun to train and support these teachers so that they can help pupils to learn more.

Children in the early years make a good start to their education. They learn to communicate well. They settle into school routines, and learn to use signs and symbols. Staff use a practical approach to successfully help children to use their learning and apply it to different situations. Pupils enjoy working outside and use the range of equipment, including the nature trail, to fuel their curiosity.

Pupils can focus on their work because behaviour is managed skilfully. Pupils show respect to their friends, teachers and visitors. Members of staff use the same approach and language so that pupils understand what is expected of them.

The headteacher is well regarded by pupils, staff and parents. Leaders work with parents to develop effective partnerships. Trustees understand their responsibilities. They carry out their duties thoroughly and effectively. They hold the headteacher to account for the quality of education and the well-being of pupils and staff in the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular training and updates about safeguarding. They spot when pupils need help and support. Staff are vigilant and ensure that they report any concerns promptly. There are strong systems in place to check and record the safety of pupils.

Leaders and trustees are knowledgeable about their duties to safeguard and protect pupils. The designated leaders for safeguarding act promptly to keep pupils safe. They work with a range of external agencies to get pupils the help and support they need.

Leaders are clear about the risks that are most likely to affect their pupils. They ensure that all staff are able to notice and report on these to keep the pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve well when teachers' subject knowledge and understanding of the agreed programmes of study are insecure. Leaders should continue to check that teaching is consistently focused on helping pupils learn and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138157
Local authority	Hillingdon
Inspection number	10133417
Type of school	Special
School category	Academy special converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	Board of trustees
Chair of trust	Barry Nolan
Headteacher	Susan Douglas (executive headteacher) Liz Edwards (head of school)
Website	www.grangewoodschool.co.uk
Date of previous inspection	3–4 July 2018

Information about this school

- Grangewood School is a primary academy special school in the London Borough of Hillingdon.
- The school caters for pupils aged from three to 11 with severe learning difficulties and complex needs, including autism and multi-sensory impairment.
- The school is part of the Eden Academy Trust.
- All pupils have an education, health and care plan.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with a range of staff, including senior and curriculum leaders.
- We spoke with two members of the trust, including the chair, and with the chair of the local advisory board.
- The arrangements for safeguarding pupils were scrutinised. We looked at safeguarding records and the school's central record, which records the checks

made on adults to ensure that they are safe to work with children. We also checked that staff have regular safeguarding training and updates.

- We analysed the school's self-evaluation and development plans.
- We met with pupils in lessons and at social times. We took account of the 17 responses to the Ofsted staff survey.
- We took account of the views of 11 parents who responded to Ofsted's parent survey, Parent View. The lead inspector also spoke with one parent on the telephone.
- We did deep dives in reading and communication, mathematics, creative arts and physical development. This involved meeting with senior leaders, curriculum leaders and teachers, discussing curriculum plans, visiting lessons, speaking to pupils about their learning, and looking at pupils' work.

Inspection team

Karen Matthews, lead inspector

Ofsted Inspector

Diane Rochford

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020