

# Grangewood School

## Inspection report

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<b>Unique Reference Number</b>	102467
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	308017
<b>Inspection dates</b>	3–4 December 2008
<b>Reporting inspector</b>	Heather Yaxley HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	78
Government funded early education provision for children aged 3 to the end of the EYFS	15
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Phil Haigh
<b>Headteacher</b>	Mr John Ayres
<b>Date of previous school inspection</b>	20 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fore Street Eastcote Pinner HA5 2JQ
<b>Telephone number</b>	01895 676401
<b>Fax number</b>	01895 621584

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<b>Age group</b>	3–11
<b>Inspection dates</b>	3–4 December 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Grangewood is a day special school for pupils with severe learning difficulties, profound and multiple learning difficulties and autism. The school population reflects the diverse nature of the local area. Around two thirds of the pupils are from minority ethnic backgrounds, with the largest groups from Asian or Asian British heritages. Almost half of the pupils speak English as an additional language and the proportion is increasing. The most common home languages are Somali, Punjabi and Tamil. The proportion of pupils receiving free school meals, currently around half, has steadily increased over the past three years. Boys outnumber girls by two to one. Four pupils are too ill to attend school full time. Four pupils are looked after by their local authority. There are 15 children in the Early Years Foundation Stage (EYFS) and the nature of pupils' complex learning needs means that they enter school with skills well below those seen nationally. The school offers a training and outreach programme to other schools and is recognised by the National College for School Leadership as a Support School. In collaboration with the local authority, the school has entered into a formal arrangement to support a local special school identified by Ofsted as causing concern. Externally accredited awards gained since the last inspection include Investors in People, Basic Skills Mark, Inclusion Mark, Active Schools Award and the National Healthy School Award. In January 2007 the school was inspected as part of the Ofsted Survey Inspection Programme for the degree and effectiveness of parent and carer involvement in children and young people's education, and was judged to be outstanding in this aspect of its work.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

In its mission statement, Grangewood aims to 'provide an outstanding quality of education for our pupils by developing the school as a learning community'. This they do exceptionally well and so, as stated in the school's evaluation of its performance, the quality of education and care provided to its pupils is outstanding. The school's focus on developing itself as a learning community has paid dividends for the whole community. For the pupils, the unfaltering emphasis on reducing their anxiety ensures that they can take maximum benefit from the learning opportunities provided, because they are calm, confident and ready to learn. For the staff, the commitment to professional development has increased the school's capacity to provide what the pupils and their families need, at a time when they need it, without delay. This is demonstrated by the school's employment and training of its own therapists, as well as opportunities for non-teaching staff to train as teachers. For the families, the partnership between home and school ensures that learning takes place within a range of practical, social situations. It takes account of any worries, any cultural considerations and the aspirations that the parents and carers have for their own children. These things result in an outstanding level of care, guidance and support, provided by a highly skilled and well-respected team.

It is not surprising then that pupils make outstanding progress in their academic and personal development. Reliably good and sometimes outstanding teaching, together with an outstanding curriculum, makes a significant contribution to pupils' progress. Aspects of care, guidance and support make an extra difference. For example, the work of the therapists proactively tackles pupils' emotional and physical well-being, removing potential barriers to learning. Similarly, the individual attention given to the small group of pupils identified as requiring, or ready for, an extra boost helps them to make accelerated progress. The school's own analysis of the quality of teaching and learning is the same as that of the inspector. The school acknowledges that the difference between lessons that are outstanding and those that are good is in the quality of identifying, planning and delivering sufficient opportunities in lessons for pupils to independently show what they can do. Pupils of all ages and abilities, whether they have been at the school for a short while or since they were very small, are all undoubtedly pleased to be at Grangewood. Their families, too, are very pleased with the level of support provided. Many took the opportunity to give positive examples of their experiences of the school's support through the pre-inspection questionnaires.

None of this could happen without the outstanding level of leadership and management. The headteacher empowers and facilitates staff to examine current practice and to look for new ways of doing things. He very successfully brings out the best in the staff, effectively developing their management skills by challenging them to seek and solve areas of relative weakness themselves. Neither staff, nor governors, are complacent. They interrogate what they do, reflect on what they find and maintain a strong strategic vision for the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The outstanding effectiveness of the EYFS makes a significant contribution to pupils' development as they progress through the rest of the school. The EYFS coordinator is very experienced and leads a highly skilled team. Their attention to detail and high expectations often help the children to achieve things that their parents and carers did not think possible. Thorough preparation prior to admission ensures that the needs, interests and abilities of each

new child are very well known by the staff. Learning activities and personal plans provide a good balance between variety and routine. This means that new children have the best possible opportunity to settle quickly, without becoming too dependent on particular people or particular ways of doing things. Having settled quickly, children immediately start to make very good gains in their learning. Parents and carers report that this gives them confidence at a time when many are unsure of what the future holds for their children. The families are given very good information about their children right from the beginning, with sensitivity, honesty and, above all, with an extremely positive outlook.

By the time they finish the Reception Year, the children have made outstanding progress from their individual starting points across a range of areas. They make particularly good gains in their personal and social development. Most children are beginning to use a limited range of signs and symbols to indicate preferences and this increases their ability to make choices, enjoy their education and work confidently with others. Robust assessments ensure that pupils' responses are captured and recorded. These are used very effectively to plan for additional activities to consolidate and build upon skills across a range of situations. Over time, this gives a very clear picture of each child's progress. Children have good opportunities to join with older pupils and firm induction into whole-school behaviour management and communication systems. This means that, when they enter Key Stage 1, children are well prepared for the next phase of their education, as shown in their continued progress.

### **What the school should do to improve further**

- Plan more opportunities in lessons to help the pupils to show more of what they can do and can contribute independently.

## **Achievement and standards**

### **Grade: 1**

As expected in relation to their complex learning difficulties, pupils' attainment at the end of Key Stage 2 is exceptionally low compared to that seen nationally. More importantly, the school's tracking system clearly shows that pupils make outstanding progress from their starting points. In addition, when compared to the available national data, tracking shows that pupils at Grangewood make significantly better progress than those with similar abilities in other schools. Different groups of pupils achieve equally well in all subjects. Using 'P-levels' to track small amounts of progress over time, teachers and governors have a clear understanding of how well each pupil is doing. They make very good use of this information to set targets that will stretch individuals and sensibly expect different rates of progress for pupils with different levels of ability.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding in relation to their learning difficulties. Pupils show immense pleasure and excitement in their learning, for example when the Junior 1 class made pizzas that were truly the product of their own efforts and choices. Other pupils across the school are still talking avidly about the recent 'bear hunt'. Pupils take part with enthusiasm in many opportunities to celebrate one another's community languages and customs. Their contribution to the wider community extends to electronic communication with schools in other countries, as well as working alongside pupils in other local schools. These opportunities result in increased levels of engagement and achievement. Pupils' excellent social

and moral development makes a significant contribution to their ability to keep themselves and others safe and healthy. For many pupils, the way that they respond to signs and symbols ensures that this happens. Pupils' behaviour is very good, as are their trusting relationships with adults. This helps them to use their skills independently to the level of their ability. Although pupils' attendance is very low, considering the high rate of absence of some pupils due to very bad health, attendance is good overall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

There are many strengths in the quality of teaching and learning. Relationships between pupils and staff are very good, as is the support from non-teaching staff. The business of learning is given high priority, as demonstrated by the quality of the learning environment, high expectations for pupils to participate and the way that lesson objectives focus on developing personal skills. Where this is most effective, teaching plans provide specific opportunities for pupils to show what they can do independently, maximising their preferred styles of communication. In some lessons teachers miss opportunities for pupils to respond to adult-led activities and to acknowledge their own successes. Nevertheless, pupils' access to learning is significantly enhanced by augmented communication and thorough assessments of their abilities, needs and preferences.

### **Curriculum and other activities**

#### **Grade: 1**

The quality of the curriculum makes a significant contribution to pupils' enjoyment and recall of learning. The curriculum is organised through detailed medium-term plans for four different levels of ability. This works very well because the full range of National Curriculum subjects is used to extend pupils' skills in ways that are meaningful and relevant, and includes individual targets from their annual reviews. Curriculum plans ensure that learning activities are age-appropriate and tailored to pupils' interests very effectively. The provision for information and communication technology has significantly improved since the last inspection, not only through better resources but also through more opportunities to use the technology to enhance lessons and learning.

### **Care, guidance and support**

#### **Grade: 1**

Multidisciplinary teamwork is one of the exemplary aspects of the care, guidance and support to pupils and their families. Not only is the team very skilled, but all members work in tandem to ensure that pupils are treated with dignity, understanding and respect, while securely focusing on maximising their learning potential. Visitors cannot fail to be impressed by the way that this exemplifies the school's 10 golden rules. The staff unfalteringly apply these guiding principles to all that they do and this effectively ensures that the perspectives of the pupils are well understood. Adults are staunch advocates for pupils' rights to be heard and understood, to have a view and to make choices, and to participate in their own education.

## Leadership and management

### Grade: 1

The headteacher and chair of governors have been at the school for some time, but this does not mean that they are complacent or settle for anything other than the best for the pupils, their families and the staff. There is a strong commitment at all levels of management to learn from their monitoring and evaluation. This is not always apparent in their written improvement plans. Similarly, the way that they will judge their success is not always written in sufficient detail. Nevertheless, through regular meetings of the four school improvement teams there is a high level of professional debate and collaboration to achieve their aims. The accountability of these teams to the governing body works very effectively to challenge practice. For example, the governor leading on analysis of data ensures that the tracking of pupils' progress is interrogated extremely thoroughly. Similarly, the work of the teams has led to good improvements to the learning environment, resources and staff expertise since the last inspection. This is all helping the school to plan with confidence for the future and ensures that Grangewood School is very well placed to improve even further.

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**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

17 December 2008

Dear Pupils

Inspection of Grangewood School, Pinner, HA5 2JQ

Thank you for your help when I came to inspect your school. I think that Grangewood School is an outstanding school.

I enjoyed talking to you and looking at your work. You work very hard. You are very happy and you really love coming to school. You like playing with your friends.

Mr Ayres and all of the staff take very good care of you and help you to learn lots of things.

Yours faithfully,

Heather Yaxley

Her Majesty's Inspector