

Grangewood School

Fore Street, Eastcote, Pinner, HA5 2JQ

Inspection dates 26–27 June 2014

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|--------------------------------|----------------------|--------------------------|----------|
| Overall effectiveness | Previous inspection: | Not previously inspected | |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make excellent progress from their low starting points. From the moment they join the school they work very hard in lessons and make great gains in communication, literacy and numeracy.
- Teaching is typically outstanding. Teachers plan lessons which capture pupils’ interest and attention and make them want to learn more.
- Pupils behave impeccably well in lessons, at break and lunchtimes and when on visits out of school. They show their love of learning by being very positive in class.
- School leaders and managers are totally focused on making the school even better. They have a relentless drive to improve their pupils’ learning and life experiences.
- Highly effective systems for keeping pupils as safe as they can be ensure that they are extremely well looked after.
- Governors know the school very well because they visit regularly and have well-developed systems for monitoring everyone’s work.
- Pupils’ spiritual, moral, social and cultural development is very well promoted. They participate in a wide range of cultural and sporting events.
- Therapists and health staff based at the school make a highly effective contribution to teaching and to pupils’ achievements.

Information about this inspection

- Inspectors observed 13 lessons. On three occasions a member of the school’s leadership team joined them. They reviewed displays of pupils’ work and records of the many learning activities they take part in at school and in the wider community.
- Meetings were held with school leaders and managers, including members of the governing body and the chief executive of the Eden academy trust. The views of staff (including therapists) and pupils were gained in meetings and by checking the questionnaire which was returned by 59 members of staff.
- Inspectors reviewed important documents including the school’s systems and records for keeping pupils safe. Minutes of governors’ meetings were scrutinised.
- The school’s systems for monitoring its own work were evaluated to find out how it knows what is working well and what needs to be further improved.
- Inspectors sat with pupils at lunchtime, observed them in the playground and listened to them read in class.

Inspection team

Bob Pugh, Lead inspector

Additional Inspector

Keith Homewood

Additional Inspector

Full report

Information about this school

- Grangewood is an average-size special school, which provides for children who have severe learning difficulties. Over half of all pupils have an autistic spectrum condition. Almost all pupils have language and communication difficulties. The number of pupils at the school has increased considerably since the previous inspection.
- All pupils have a statement of special educational needs. Pupils come from the London Borough of Hillingdon and from neighbouring authorities. Some have long journeys to and from school each day.
- Many pupils come from homes where English is not the first language. Approximately one third of pupils are eligible to receive the pupil premium (additional government funding for children who are looked after and those eligible for free school meals), which is much higher than the national average.
- Grangewood School converted to become an academy school in October 2012. When its predecessor school of the same name was previously inspected by Ofsted, it was judged to be outstanding. Since 2012 it has worked in close collaboration with other special schools in the area. The Principal has responsibility for all of these schools. The head of school at Grangewood works very closely with the Principal and other academy leaders.
- A team of therapists is employed directly by the academy to work with pupils at this school on a daily basis.

What does the school need to do to improve further?

- Support pupils in achieving even higher rates of progress by:
 - promoting a greater use of high-quality information and communication technology (ICT) equipment.

Inspection judgements

The achievement of pupils is outstanding

- All groups of pupils make excellent progress, including those with English as an additional language and those supported by additional funding. This rapid progress during their time at the school is made from low starting points. They are very well prepared for the next stages of their lives and learning. In a few cases pupils transfer to a mainstream primary school. They achieve extremely well compared with pupils with similar needs in other schools.
- Pupils in the Early Years Foundation Stage get the best possible start. In exceptionally well-planned activities, they share experiences with others and learn to follow requests and instructions from teachers and assistants.
- Because teachers compare their assessment of their pupils' achievements with those in other schools, pupils and their parents and carers can be confident that the information they receive about how well each one is doing is accurate.
- In all lessons, pupils work hard and try their very best. They make great gains in communication, literacy and numeracy. In a well-planned English lesson, pupils showed how much they understood in a story and how enthusiastic they are about learning. Some signed correctly with the support of an assistant while others were really curious to discover what would happen next in the story.
- Pupils demonstrated how much progress they make with physical skills and body coordination in a lively physical education lesson. They ran, threw and caught objects and worked enthusiastically at every activity on the circuit.
- Many pupils are able to join in with the assessment of their own work. They learn to use symbols to show how much they have understood.
- The wider community celebrates pupils' outstanding achievements. They make well-received contributions to local art exhibitions. All have the opportunity to improve their physical skills when they attend events at the local sports arena. One pupil made such good progress in music that he was able to gain a distinction at grades one and two drumming exams.
- Pupils who are eligible to receive additional funding make progress which is at least as good as others. Those who come from homes where English is not the main spoken language take great strides forward with their communication. This is because they are so well taught by specialist teachers and therapists.

The quality of teaching is outstanding

- Teaching at this school is outstanding. Teachers have a detailed knowledge of their pupils and they plan lessons which capture the interests of each child. Because planning is so closely focused on getting each pupil to do their best, everyone has the very best chance to learn exceptionally well.
- Teachers have very high expectations that their pupils will work hard in lessons. They take care to check that everyone has understood as much as possible, by repeating, revisiting and reinforcing key learning points.
- They listen to pupils read regularly and take time to help pupils build up the sounds in unfamiliar words or sign with them to help them understand what the story is about.
- In all lessons, teaching assistants provide highly effective support. They play a vital role in helping pupils to learn more when classes break up into smaller groups. They provide essential information for teachers about how much individuals have learned which helps ensure their needs are met in future lessons.
- The school's therapists make an excellent contribution to the quality of teaching. They work alongside teachers in lessons to provide additional expertise when language and communication

or movement and body coordination skills are rehearsed.

- Every opportunity is taken for strengthening learning. For example, at snack and lunchtime, all staff encourage pupils to respond positively, to make choices and to help themselves to the best of their abilities. When necessary, they provide very careful guidance and sensitive support to ensure that everyone is refreshed and enjoying their meals.
- Teachers use all available resources to promote strong learning. In highly effective learning in the Early Years Foundation Stage, the teacher gained and held everyone's attention by energetic and creative use of the physiotherapy parachute and some balloons. In a lesson for younger pupils, flashing sticks and other objects were used to great effect to help pupils develop strong observational skills and to enjoy their learning.
- There are occasions when the strength of teachers' planning is hampered by the lack of ICT resources. This means that pupils do not always have equipment for personal research and communication.
- Teachers and their colleagues take great care to record and celebrate pupils' successes. The 'wow boards' to be seen in classrooms are well used to note achievements and to teach pupils how to notice and respond to the successes of others.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They say that they greatly enjoy coming to school and meeting their friends. Their attendance levels are high compared with similar schools. They have extremely positive attitudes towards learning, which helps them to achieve exceptionally well.
- Pupils say that they know who can help them when they feel worried or upset.
- Challenging behaviour never interrupts lessons and time is very well used throughout the day. When teachers see that a pupil is becoming distressed or flustered, they resolve the situation with great skill, for example, by changing the people working with the pupil or simply by giving extra time to think about what has to be done.
- Bullying of any kind is virtually unheard of at this school. On those rare occasions when there are incidents, they are thoroughly investigated and followed up. Effective support is offered to the victim and perpetrator.
- The school's work to keep pupils safe and secure is outstanding. All staff are highly trained to be vigilant about their pupils' safety and well-being. Very good teaching helps pupils to understand common dangers at school and in the wider community.
- Arrangements for keeping pupils safe are outstanding. Governors and school leaders ensure that all their systems meet or exceed national requirements.
- Risk assessment is sensitive and closely matched to the needs of the individual in any setting, on or off site. When staff have to move pupils who have difficulties walking, they do so with utmost care. They ensure that the pupil understands what will happen and has every chance of doing as much as possible for themselves.
- The '10 Golden Rules' demonstrate the highest expectations of everyone in the school community. They emphasize a shared set of values for staff and pupils, and explain what everyone can expect from each other.
- There is no discrimination of any kind and all staff work exceptionally hard to promote excellent relationships among pupils.

The leadership and management are outstanding

- School leaders and managers at every level demonstrate a total commitment to continuous improvement. They strive to ensure that pupils have the best possible life chances. The Principal and headteacher set the highest standards through their relentless commitment to improving all areas of the school's work.
- School leaders make certain that everyone has an equal opportunity to use every available

resource to get the most out of their time at school. They work tirelessly to make sure that all activities for pupils help them to learn as much as possible. As a result, pupils speak with genuine enthusiasm about the many memorable experiences they have.

- Parents and carers are extremely positive. They welcome the opportunities to develop their own skills. One wrote, 'I have recently attended a course [at the school] for parents. We have seen a big difference in his speech and he is a lot happier. We are so grateful for all the staff's hard work.'
- School leaders have developed and implemented extremely effective pupil tracking systems. These provide them with excellent information about how well everyone is doing and what needs to improve.
- They quickly intervene when a pupil's progress slows, by providing extra support or different teaching methods. Therapists make a particularly strong contribution to ensuring that pupils have the emotional and physical strength to learn well and participate fully in lessons.
- Pupils' spiritual, moral, social and cultural development is very well met. Different religious festivals and personal celebrations are marked throughout the year. Staff make successful use of notable world events for teaching about other cultures. For example, the music and art of Brazil during the World Cup has enhanced the learning of pupils this term.
- Professional development is thorough, well organised and highly focused on improving teaching. Highly effective performance management systems for teachers are rigorous. These are based on a deep and accurate understanding of what everyone has to do to keep the school improving. They make a priority of how everyone can make the best contribution to the overall improvement of the school.

■ The governance of the school:

- The governing body, in partnership with the academy trust, makes a strong contribution to maintaining high standards. Governors have a complete understanding of how well the school is doing in comparison with others. This is because they fully scrutinise and challenge reports on pupils' achievements and the quality of teaching in the school. Their links with other schools in the area provide them with useful opportunities for comparing progress. Governors know that the additional funds made available, such as the pupil premium and primary sports funding, have been used to great effect; for example, that pupils have successfully improved their sports skills at a professional sporting arena. Governors speak knowledgeably and with pride about the high levels of parental participation in the training which the school makes available. All expenditure is closely monitored and school leaders are held to account to ensure that resources are used efficiently.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 138157 |
| Local authority | Hillingdon |
| Inspection number | 431294 |

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

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| Type of school | Special |
| School category | Academy special converter |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 99 |
| Appropriate authority | The Eden Academy Trust |
| Chair | John Marr |
| Headteacher | John Ayres (Principal) Hilary McDermott (Head of School) |
| Date of previous school inspection | Not previously inspected |
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