

Contextual Statement

Grangewood School is a primary academy special school in the London Borough of Hillingdon, serving pupils from 3 - 11 with severe learning difficulties (SLD) and complex needs, including autism and multi-sensory impairment. All pupils have an education, health & care plan (EHCP). The school is part of a multi-academy trust comprising seven special schools, both primary and secondary, in Northwest London and the North of England.

The school expanded by taking on Sunshine House primary pupils from September 2021, as well as a Key Stage 1 satellite group at Pinkwell Primary School from September 2022.

Currently there are 138 pupils on roll, across the three sites. The school census 2023 provides the following information:

- 30% of the pupils have a combined diagnosis of autism spectrum disorder with severe learning difficulties (SLD).
- 70% have SLD or profound and multiple learning difficulties (PMLD).
- 69% are boys, 31% are girls.
- The proportion of pupils who are known to be disadvantaged is in line with national averages.
- 52% of the children speak English as an additional language, although the majority experience the same difficulties in communication in both/all languages. The most widely spoken community languages are English, Tamil, Urdu, Panjabi and Somali.
- There is currently one looked after child on roll

We are proud to provide a fully integrated therapy service for pupils, offering extensive therapy input seamlessly interwoven in learning throughout the day.

The school has relocated to a purpose-built building. It has been designed with the most up to date provision, taking into account the needs of the pupils. The provision moves away from classrooms with 8/9 pupils to Learning Hubs with 20 pupils. The Hubs have a large communal area with four smaller adjoining rooms for learning activities. Incorporated with these areas there are smaller group rooms for 1:1 work.

SEF Judgements

Grangewood currently evaluates the performance of the school as Outstanding

Quality of Education – Outstanding

Behaviour and Attitudes – Outstanding

Personal Development – Outstanding

Leadership and Management – Outstanding

EYFS – Outstanding

The School Development Plan will be ragged at the end of each half term, before being shared with the Board of Trustees. Heads of School will discuss their ragged SDP with their Executive Heads or Cluster Lead.

The colour code for ragging is as follows:

Black – target completed.

Green – target on track to be completed on time.

Amber – target not on track and at risk of not being completed on time. Intervention required. Comments section should identify what this intervention will be.

Red – target not on track and unlikely to be completed.

White – not yet started.

Grangewood School Development 2024-25

1

•**Quality of Education A**

- Teaching and Learning – to continue to enhance the role of all staff working within the hub model. To ensure that the Teaching Assistants are supporting teaching to maximise learning.

2

•**Quality of Education B**

- Curriculum and Assessment – looking at the strategic overview of the curriculum and assessment for the current GUV site and the formation of Pinn River. Embedding the Learner pathways for all to understand

3

•**Behaviour and Attitudes**

- To promote and celebrate pupils experiences through a rewards system that increases positivity and motivation with the whole school.

4

•**Personal Development**

- To introduce and promote pupil voice, which supports skills for moving towards secondary school and adulthood.

5

•**Leadership and Management**

- To continue with the development of the leadership with the change of the AHOS to DSL, and then addition of a new Middle Leader to the Senior Management Team
- Navigate through the new changes to of leadership for Grand Union Village and Pinn River Free Schools.

6

•**EYFS**

- To embed and establish the Early Years setting within the newly formed Hubs, and to ensure there is a clear strategy that supports the statutory framework.

Target : Quality of Education A

Teaching and Learning – to continue to enhance the role of all staff working within the hub model. To ensure that the Teaching Assistants are supporting teaching to maximise learning.

Analysis of SEF leading to the target

- It has been recognised through Learning Walks and development visits that the use of the space and management of staff is still an area leaders would like to develop more this year.

Lead personnel: Liz Edwards and SLT

CPD to support target: Continued internal professional development through weekly CPD meetings, and appraisals.

Outcomes	Impact	Review and Evaluation	Funding	Trust Priority
- TAs are positioned well when working with pupils in Hubs to promote effective interaction - TAs provide questioning and scaffolding opportunities that are fully implemented in all learning opportunities throughout the school day - TAs contribute to 'good or better' teaching and learning through the active promotion of facilitation & independence skills - TAs utilise their skills in communicating how learning has taken place and communicate next steps in appropriate language that is relevant to all pupils both verbally and in written form	TAs feel more confident in their role as facilitators of learning and support the learning. Teachers have the confidence in and the expectation of TAs to lead specific aspects of all learning. TAs have a clear understanding of what differentiation means within their Hub teams. They are able to make a positive contribution to the learning process through professional dialogue in Hub, key stage and department meetings. Pupils are fully supported with their needs and make maximum progress.	Regular Learning walks SMT weekly meetings Peer Reviews and Development visits		Our Team

5. TAs fully understand the 'why' of what they are doing when working with children, not simply the how and the what. Within this there is an understanding of the Learner Pathways
6. Teachers will have support and guidance in how to effectively deploy TAs

RAG Review

Autumn 1		Autumn 2	
Spring 1		Spring 2	
Summer 1		Summer 2	

Target : Quality of Education B

- Curriculum and Assessment – looking at the strategic overview of the curriculum and assessment for the current GUV site and the formation of Pinn River. Embedding the Learner pathways for all to understand.

Analysis of SEF leading to the target

The school continues make good progress with the Hub model and has implemented clear routines and procedures across the school. We are now working on coordination and understanding of the learner pathways to include Learner Characteristics.

Lead personnel: Nicola Witts and Tansy Heymer

CPD to support target:

Outcomes	Impact	Review and Evaluation	Funding	Trust Priority
1. The learner pathways are clearly established and are understood by all staff 2. Learner Characteristics are developed to support staff understanding. 3. There is a clear moderation embedded in the school year to provide a solid evidence for the impact of the Hub model 4. Planning will be clear for different Learner Pathways which is transferred into Medium Term planning and daily hub plans. 5. Leaders will analyse children's progress at suitable intervals, through Learning	Teachers will feel confident to plan hub groups and deliver a variety of lesson that are accessible to all learner pathways Staff are trained in what learner curriculum pathways are, how they are different and what children will access them. This will provide further confidence about the quality of curriculum delivery Pupils will be taught and progress through the right styles of learning in these pathways and	Regular Learning walks SMT weekly meetings Peer Reviews and Development visits Learner Progress meetings Outcomes Report		Our Outcomes Our Future.

Journal scrutiny on Tapestry, as well as Learner progress meetings. 6. Future planning of the curriculum supports the move to Pinn River and supports staff and pupils for the eventual move.	parents will have these explained through on going parent meetings.			
RAG Review				
Autumn 1		Autumn 2		
Spring 1		Spring 2		
Summer 1		Summer 2		

Target : Behaviour and Attitudes

To promote and celebrate pupil's experiences through a rewards system that increases positivity and motivation with the whole school.

Analysis of SEF leading to the target

Analysis from last year was to:

- We celebrate pupils achievements through assemblies, Star of the Week and 'wow' moment boards in Hubs. However it has been recognised that we would like to have a whole school reward process this coming year where there is a central area for Hubs to be rewarded/celebrated.

Lead personnel: Liz

CPD to support target:

Outcomes	Impact	Review and Evaluation	Funding	Trust Priority
- To continue to promote and endorse the 10 Golden Rules, through assemblies and foci of the week, and staff bulletins - To gain a consistent approach to the Ten Golden Rules - To set up a whole school rewards system that is clear and easy to use for the year that GW is at GUV. - For all pupils to access this through their Hub learning and is centralised. - To have a centralised system that all can view the progress of each hub. A rewards 'jar' to be displayed in the central corridor.	The school has a positive and celebratory ethos running throughout. Pupils feel valued. Parents feel that their child achievement are recognised and rewarded through this extended element of the curriculum and rewarded. School well being is supported and enhanced	Termly review of rewards with staff team Feedback from parents via Parent Coffee mornings.	Set up costs of display area Termly reward for Hub	Our Culture

6. To promote the system with Parents/carers and for them to be informed on the celebrations.				
RAG Review				
Autumn 1		Autumn 2		
Spring 1		Spring 2		
Summer 1		Summer 2		

Target : Personal Development

To introduce and promote pupil voice, which supports skills for moving towards secondary school and adulthood.

Analysis of SEF leading to the target

- To be proactive in light of the changes to the RSHE curriculum and to support the well-being for pupils,
- Senior leader was successful in Senior Mental Health lead course. She implemented a work well being focus in the school which included CPD on managing own emotions, attachment theory, and well-being workshops.

Lead personnel: Katherine Tuohy

CPD to support target:

Outcomes	Impact	Review and Evaluation	Funding	Trust Priority
1. To hold regular pupil voice meetings that are based around learner pathways for access 2. To promote pupils' choice and voice with support from the SALT team; choice grids to made to support access 3. To promote engagement and confidence with all the young people in the school 4. To arrange pupil voice meetings with other academy schools and to share experiences through this 5. To feedback to parents through the family services team on the pupils' choices and thoughts.	There is a recognition of all pupils' voice irrelevant of need and learner pathway. It contributes to the school's improvement with pupil and staff wellbeing. Pupils will be able to voice their opinions of certain topics Staff will feel valued and supported in their work well being. Parents feel supported and reassured that their child is being listen to. Choices made by pupils are carried out and recognised.	Feedback to SMT Review of Pupil Voice meetings with staff team Parent Surveys Staff Surveys		Our Culture

Grangewood School - Development Plan

	Surveys will be carried out parents and staff to monitor the work and impact.			
RAG Review				
Autumn 1		Autumn 2		
Spring 1		Spring 2		
Summer 1		Summer 2		

Target : Leadership and Management

To navigate changes within the team school leadership team, ensuring roles and responsibilities remain clear and well-distributed, and that new members of the team or those taking on new responsibilities feel appropriately supported.

Analysis of SEF leading to the target

There are changes within leadership responsibilities and roles this year.

- Headteacher balancing her responsibilities at Grangewood with her role planning for the Pinn River Free School.
- Assistant Headteacher taking on responsibility of DSL, from Headteacher.
- Middle leader joining Senior Management Team.
- Designate Head of School for Grand Union Village will be based on site from January 2025.

These changes need to be carefully managed to ensure that leadership responsibilities are clear within the leadership team, and also to the wider staff team. There needs to be support for those taking on new roles. This will support succession planning for both Free Schools.

Lead personnel: Liz Edwards

CPD to support target:

Outcomes	Impact	Review and Evaluation	Funding	Trust Priority
1. The new DSL has a full induction into her role and is supported through this with the current DDSL, and the Eden Safeguarding Lead. 2. CPOMS is used widely and confidently throughout the school 3. The new Middle Leader is clear on her job role and how she will work with the other phase leaders	The DSL is fully confident in her job role and safeguarding in the school continues to be effective CPOMS is embedded and analysis is used at school and Trust level to identify patterns. Leadership of Grangewood maintains clear and agreed visions for all stakeholders. A successful balance of time is maintained to ensure Grangewood is maintained as Outstanding and the Free Schools are set up	Feedback to SMT Feedback from Eden Safeguarding Lead Evaluation through the various strategic groups: Free School SHS		Our Team

4. The Designate Head of Grand Union Village has a clear remit in the Spring term that supports the transition with the Head of Pinn River (currently the Head of GW) 5. The leadership team of Grangewood maintains clear communication through variety of meetings SMT SLT SHS Strategy Free School Strategy				
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RAG Review

Autumn 1		Autumn 2	
Spring 1		Spring 2	
Summer 1		Summer 2	

Target : EYFS

To embed and establish the Early Years setting within the newly formed Hubs, and to ensure there is a clear strategy that supports the statutory framework.

Analysis of SEF leading to the target

- This year we have a new EYFS Teaching Assistant Team and therefore have recognised the need for a refresh on expectations and processes
- We have recently done an audit on the EYFS at the Grand Union Village Site and reflected on particular areas that the team would like to work on

Lead personnel: Rosie Seabrook

CPD to support target: Specific Monday after school EYFS time will be allocated to staff in this Hub to fully understand and support EYFS strategy

Outcomes	Impact	Review and Evaluation	Funding	Trust Priority
1. To develop the outdoor area to enhance the curriculum and provide exciting enriching outdoor learning opportunities. To develop a seamless transition between outdoor and indoor learning 2. To support the foundations for learning for development into year 1 by providing good routines and whole school process 3. To enhance the learning areas to include role play, learning posters, small world activities 4. To develop: Understanding the world: opportunities to enrich and widen vocabulary in relation to our culturally,	All EYFS staff can clearly articulate and identify what good early years teaching looks like under the new curriculum. Learning walks conducted by the senior leadership identify all EYFS teaching and provision to be 'good' or 'outstanding'. EYFS data flags up gaps in learning in the new curriculum. Pupils are swiftly identified for interventions to address gaps in learning Parents feel confident in their child's start to their education	New parents survey Learning walks Peer Observations Outcomes report		

socially, technologically and ecologically diverse world. Identified as an area through the recent EYFS audit 5. To develop Independency skills and self help skills: Visual prompts for washing hands / self-care. Resources for supervised tooth brushing (including toothbrushes, toothpaste and toothbrush holders),				
RAG Review				
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Reviewer moderation

Date and name of reviewer	Reviewer comments and recommendations	Actions taken by school
11/9/24	PBB and LE discussed and evaluated each target. SEF and SDP were discussed in terms of reflection and impact and next steps.	Documents updated