

Grafham Grange School
Summary Self-Evaluation Report

Date of this version: Autumn (December) 2020

Principal: Janet Tremble

Purpose of this document:

To provide stakeholders with a summary of:

- The context of Grafham Grange School
- The current self-evaluation against the 2019 Ofsted framework along with the agreed judgements made by OFSTED in the inspection in February 2020
- The evidence of impact and progress
- The links between the school's self-evaluation and the identified development and improvement priorities to move the school forward

Staff input has been considered within this document.

School self-evaluation 2020-21	
Overall Effectiveness	3
The Quality of Education	3
Behaviour and Attitudes	2
Personal Development	2
Leadership and Management	2

Context of the school:

Grafham Grange School is a special school for students aged 10 – 19 years (current cohort 10 to 16 years). All our students have needs under the Social, Emotional and Mental Health (SEMH) needs. All students have Educational, Health and Care Plans (EHCPs) for SEMH and present with comorbid needs and as such the school does not cater for students with, for example, a primary diagnosis of ASD. There are currently 49 boys on roll. The school transitioned to co-educational from September 2019 but does not currently have any female students.

Grafham Grange School became a member of the Orchard Hill College and Academy Trust (OHCAT) on 1st January 2018, sponsored by Orchard Hill College, an outstanding college for primarily adult learners who have a range of complex needs and disabilities. Since September 2019 Grafham Grange has been designated as a 'day provision' having closed its residential provision in July 2019.

The school was last inspected by OFSTED in February 2020, with the following judgements:

- Overall Effectiveness Requires Improvement
 - The Quality of Education: Requires Improvement
 - Behaviour and Attitudes: Good
 - Personal Development: Good
 - Leadership and Management: Good

Students in Years 7 to 11 are taught in a secondary model – this is in place to support any possible move/ dual registration with mainstream schools. Students in Year 6 are taught within a primary topic based curriculum.

The profile of the school is as follows:

Need identified in EHCP (not specifically diagnosed)	Need identified in EHCP (not specifically diagnosed)
Social Anxiety/Communication	Impulsivity
Attention Deficit Hyperactivity Disorder	Literacy
Attention Deficit Disorder	Medical
Oppositional Defiant Disorder	Autism Spectrum Disorder/Asperger's
Speech and Language	Specific Learning Difficulties
Conduct Disorder	Tourette's
Pathological Demand Avoidance	Other Associated Needs (Hypervigilance, Hypersensitivity, Specific Emotional Difficulties)

All students at Grafham Grange School are taxied into school with 39 students coming from the Surrey Local Authority, 4 from West Sussex, 2 from Kingston, 2 from Hampshire, 1 from Merton & 1 from Windsor & Maidenhead.

41 of the 49 students are White British, 3 are Any other mixed background, 2 Gypsy/Roma and 3 refused to provide this information.

28 students are entitled to the Pupil Premium Grant.

A considerable proportion of students have experienced a history of disrupted education which for many has led to them being out of school for a significant period of time or not receiving an Education, Health and Care Plan until well within the secondary phase of their education.

The school works proactively with both families and the local authority to support improvements in attendance for all students. The school works closely with the families of children with low attendance or those classed as school-refusers; remaining in contact with families and the local authority until either improvements in attendance are seen or a suitable alternative provision is found for the child. The school currently has three non-attending students for whom the school has employed an off-site tutor.

Overall effectiveness	Grade	3
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Historically, the school has experienced had been a number of changes in leadership over a short period of time. However, with a substantial leadership team in place since September 2019 and with the support of OHCAT and other schools within the Surrey and Sussex Hub (SASHub), positive impacts within the school have been seen in terms of student engagement, reduction of higher level behaviour incidents and RPIs (physical interventions).

The Senior Leadership Team consists of the Principal, Deputy Principal, Assistant Principal (both of whom are qualified SENCOs), the Pastoral Manager (also Designated Safeguarding Lead - DSL) and the School Business Manager. The Principal, Deputy and Assistant Principals are Deputy DSLs ensuring a clear oversight of safeguarding across the school. The School Nurse, Deputy Pastoral Manager and Mental Health and Well-Being Advisor are all Deputy DSLs.

As a team the SLT have redesigned the timetable to better meet the needs of the students changing the lesson duration to support focus in class and introducing a vocational curriculum. This was undertaken following the positive experience of the school during the March 2020 lockdown period. High expectations of the academic achievement of students remain with students having access to GCSEs, Functional Skills, Entry Level, BTec, NCFE and AQA Unit Award Scheme. The rewards and consequence system has been updated.

The Teaching Evaluation Schedule (TES) is a school system which supports staff in Teaching and Learning. The TES is a suite of tools used to monitor the quality of education and support teachers via formal observations, informal drop-ins and work scrutiny. In addition areas such as wider responsibilities, relationship with families and report writing are all part of the TES.

All teaching staff have appraisals linked to the improvement required in terms of student progress and quality of teaching (as per the School Improvement and Development Plan). In addition all teaching staff are expected to agree an objective which focuses on either personal or professional improvement which will impact upon the school.

Safeguarding is effective. Consistent use is made of the safeguarding reporting system (My Concern) which is scrutinised at a weekly meeting chaired by the Regional Safeguarding DSL. This meeting is attended by the school's DSL and a member of the Senior Leadership Team to discuss any incidents or concerns and put in place any required actions. Links are proactively made with a range of outside agencies including the Local Authority LADO. As a result safeguarding concerns are dealt with swiftly and effectively and all staff and students know who to speak to if they have a concern. This was highlighted in the OFSTED Inspection February 2020: *'The arrangements for safeguarding are effective. The leadership team has ensured that safeguarding arrangements are fit for purpose. Thorough systems are in place for checking on the suitability and recruitment of staff. Safeguarding training is comprehensive and up to date. Staff know what to do to raise concerns about a pupil and they follow the correct procedures diligently. Effective communication between parents, external agencies and the school ensures that any concerns are dealt with promptly. Pupils are taught how to stay safe online and in the community. Pupils who spoke to the inspectors all confirmed that they feel safe at the school.'*

There are strong and positive relationships between students and staff. Staff demonstrate skills when talking to students and use effective verbal de-escalation techniques, often avoiding the use for any physical interventions (RPIs). Using software introduced the school was able to identify that 'peaks' in behaviour tended to coincide with new students entering the school and as a result more focus is put onto the integration of students at the start of their placement. This includes team building sessions at external outdoor education sites to develop team work, access to therapeutic support to alleviate anxiety and pastoral support to assist in the settling in period.

As a result of these measures the number of serious incidents and physical interventions has shown a downward pattern over the last academic year 2019-20 and into the start of the new academic year 2020-21. This is despite there being, overall, 15 new students within the school in 2020-21 and the introduction of two new year groups introduced.

The school has recently reviewed and enhanced parts of the curriculum to ensure that it best meets student needs. Significant changes such as the length of lesson, the introduction of a Vocational Curriculum and additional award programmes such as ASDAN, AQA Award Scheme Programme and Functional Skills have already taken place. As a result the curriculum is increasingly meeting the needs of individual students with students in Years 9 and 10 able to access the Functional Skills examinations along with Year 11 students. This approach allows students to not only gain a sense of what they will experience in GCSE external examinations but also allows them to build up a portfolio of achievements to sit alongside the AQA Awards. This focuses greatly on the student's self-esteem as well as academics achievements.

Senior leaders know the strengths and weaknesses of the school well and what is required to improve its performance. As a result the CPD is more focused towards teaching and learning skills and ensuring that staff grow more confident in dealing with the range of complex needs within the school

The current areas for improvement and development focus are:

- To significantly improve the quality of the learning experience for all students; securing the average teaching of 2c or above in academic courses and the embedding of appropriate vocational qualifications into a holistic education.
- Ensure that all staff are supported and engage in Appraisal supporting the School Development and Improvement agenda. The appraisal system to be supported by appropriate and high quality CPD opportunities
- Support student and staff physical and mental well-being
- Build and develop middle leadership capacity to ensure that Grafham Grange makes good and sustainable progress in providing high quality outcomes that benefit the learner.
- Engage in meaningful communication with all stakeholders with a focus on enhancing communication with parents and carers and the voice of student and staff.

These form the School's Improvement and Development Plan for 2020-21.

As the school is embedding a redeveloped curriculum, alongside a embryonic assessment system, and quality of education is a quantifying judgement, the school would currently grade its overall effectiveness as 'requires improvement'; this is in line with the judgement made by OFSTED in February 2020. The school judges its safeguarding as being effective and personal development, behaviour and attitudes and leadership and management as 'good'. These judgements are in line with the judgements made by OFSTED in February 2020.

① The quality of education	Grade	3
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The vision of Grafham Grange School and as such, the intent of the curriculum, is to be able to provide every child with access to an academic education at a level appropriate to them. Which is further tailored to meet their needs with opportunities for vocational learning. This combined with support to help them to learn strategies to enable them to deal with the anxiety and challenges they face, which impact on their self-belief, will enable them to succeed in any form of education and beyond.

Context of the curriculum

The school has enhanced the curriculum for the academic year 2020-21. In brief the following changes have been made:

- Lesson times have been altered. This was undertaken following the positive impact a reduced day was seen to have had on the mental health and well-being of students attending school during the lockdown period. Lessons are now 45 minutes long, with a later start time in the morning of 9.15am and an earlier finish time in the afternoon of 2.35pm. The later start ensures that students are not travelling through the rush hour traffic, allows them a more settled start to the day with a second breakfast available. Furthermore some students are able to take their medication at home at a more appropriate time. The later finish means students are getting home at a more comparable time to their peers and siblings, and again are not travelling through rush hour traffic. The school removed the half day on Friday so that overall learning time has not be compromised.
- The Vocational Curriculum has been introduced to better meet the needs of the students without removal of the academic opportunities, thus giving the students a realistic broad and balanced education suitable for their needs. The Vocational Curriculum is supported by the AQA Unit Award Scheme to allow all students to achieve in their vocational learning.
- History has been introduced at KS3 following feedback from students.

- AQA Award Scheme Programme is interlaced into the vocational opportunities to ensure that students gain a sense of achievement and to ensure all avenues of non-academic education are recognised as part of the curriculum offered to students at Grafham Grange School. This also supports the school's commitment work to grow the student's confidence and self-esteem.

The school is increasing the therapy opportunities available to students. In the academic year 2020-21 the school have a part-time School Counsellor, part-time Speech and Language Therapist, part-time Art Therapist and a full-time Mental Health and Physical Well-Being Adviser. Along with weekly sessions for some students, a weekly timetabled well-being session is in place for all students in Years 9, 10 and 11 to support the student's individual well-being. The school also access a local Therapy Farm.

The school offers children, for whom education has been a challenge, a range of academic subjects giving them the same opportunity to achieve at GCSE as they would be offered in mainstream education. There is no 'dumbing down' in expectations. This pathway is then tailored to their individual needs. These individual needs may be met with GCSE examinations, Entry Level examinations, Functional Skills, along with access to more vocational opportunities. The school have had zero NEETS as of the year 11 leaving date for the past three years. Leavers tend to go onto college placements, 6th Form colleges and apprenticeships.

Learning is underpinned by strong and up to date subject knowledge. Teaching experience in the school ranges from trainee and NQT upwards thus ensuring that both experience and the most up to date learning methods are accessible to all staff. The school is supported by the Orchard Hill College and Academy Trust (OHCAT) training school which offers three teacher training courses. Currently three members of the teaching staff have completed their training through the DET (Diploma in Education and Training – specialist pathway SEND) and one member of teaching staff is currently completing this course in 2020-21.

With the developing curriculum, teaching and planning is focused on being developmental and sequential, building on the prior learning of the students. Teachers produce subject reports looking at how to bring significant people, times, situations – the cultural capital – into their subjects to enhance the learning of the student. For example in Art Year 6 students have looked at poster art around WW2 (Remembrance day, The blitz, Propaganda). Artists such as Andy Goldsworthy, Georgia O'Keeffe and Paul Cezanne are introduced to year groups to motivate and inspire.

Teachers are asked to look at their subject implementation as 'backward' planning – to think about the college/ employment opportunities their subject could give the learner and then plan back from the application to the (GCSE) examinations to the KS4 to KS3. To support this staff are required to produce a subject report which breaks down the planning into sections of the 3Is, Cultural Capital and a section asking them '*What do your learners within your subject look like when they leave Grafham Grange?*' Staff are given exemplars to support their planning and, once the pandemic allows, opportunities to engage with other schools to share practice and resources both within and outside the Trust.

Senior leaders look at the implementation via learning walks, lesson observations and work scrutiny. They expect to see the 'non-negotiable' Learning Intentions stated in each lesson to support the child in understanding what they are learning.

Strengths

The school offers a curriculum of breadth and depth. The school curriculum sets an expectation that all students have the opportunity to sit GCSE examinations whilst offering a bespoke pathway, if required, via functional skills, entry level and AQAs. The curriculum supports both the academic ability of the students whilst meeting the needs of students as identified in their EHCPs, for example literacy and numeracy booster sessions, access to a school counsellor or supporting students in accessing the outdoor environment safely. By balancing the academic and vocational needs and interests of the students it works to build up the confidence and self-esteem of the students. Examples of this can be seen in the introduction of a book club to encourage independent reading and, following a request from students the introduction of a Business class within the Vocational Curriculum. For one specific student who had dis-engaged with Maths and since participating in the Business class is slowly re-engaging in the Maths classes.

Year 6 students are supported in a nurture approach to education and social interaction and the curriculum is focused on a primary topic model which meets the academic and social needs of the students. Literacy and numeracy skills are a focus. There is dedicated time within the Vocational Curriculum and post-registration morning slots for other students requiring additional support in these areas.

The curriculum is evolving, allowing for sequential planning from year to year with the ultimate aim of preparing the students for the skills and knowledge needed for GCSEs and preparation for adult life.

The school has a detailed programme for measuring the quality of teachers work. The Teachers Evaluation Schedule (TES) measures the quality of work across various areas including professionalism, engagement with parents, wider contribution to the school and of course the quality of teaching. Each term every teacher is assessed in these areas with feedback and next steps provided. The school has improved

the quality of teaching to a current average of 3a (emerging Good grade). The school expected the quality of teaching to be 'Good' (2c and above) by the end of the academic year, however the impact of C-19 meant that the TES could not be completed. The school has retained the target grade of a 2c or above within its Improvement Plan. This expectation features within the teacher appraisal objectives.

This comprehensive system of teacher evaluation allows senior leaders to monitor the implementation of curriculum intentions and their impact, alongside other elements of teaching practice to develop a fully-rounded, high quality practice, whereby communication with families is as important as an arranged lesson observation. The TES allows for support to be targeted where it has comprehensively been identified rather than relying on a single observation on a 'good' or 'not so good' day. All teachers are subject leads and as such have Subject Reports outlining their Intention, Implementation and Impact of their curriculum subject.

As subject leads, teachers have a good knowledge of the subjects they teach. Pastoral and Learning Support Assistants (PALs) were attached to subjects and are given co-planning sessions with the subject teacher. As a result PALs were better informed of the learning intention of the lessons in order to support the content delivery and the learning of the students. Unfortunately the school had to return to year group support due to the increase in students and teaching staff but a slower uptake of PALs. After October 2020 half term the school will return to subject PALs.

Senior leaders have a clear understanding of the strengths of the teaching from the TES as well as the areas for development. As a result of the training and support programme in place during the academic year the school expects to continue to enhance the teaching quality.

Reading is a priority. In September 2019 a literacy coordinator was appointed who redesigned the library and opened a lunchtime book-club. This year the Literacy Coordinator along with the Assistant Principal, English teacher and potential English subject PAL, has overseen the introduction of Accelerated Reader into the school to develop whole school reading and literacy, following OFSTED feedback. The coordinator has also been attending selected lessons such as Geography which offer greater reading and writing opportunities which can pose challenges to the students. This is to support both students and staff.

The Literacy Coordinator, along with the SENCo, oversees the assessment of student applicants to Grafham Grange using the LASS (Lucid Assessment System for Schools) Literacy Assessment Software to assess attainment in reading and spelling for students with dyslexia and specific learning needs. The Literacy Coordinator uses Lucid Exact to make assessments of students for examination access arrangements.

Students are supported in order to be prepared for the next stage of learning. The school and external providers support students with interview techniques and application writing. The school has had zero NEETs on the year 11 leaving day for the last three years. Work experience in Year 11 allows students to engage in a potential employment or apprenticeship opportunity post 16. The school has undertaken follow-up contact with leavers.

To ensure students are not disadvantaged all students have access to:

- Art
- Design Technology or Food Technology
- English
- Geography
- Maths
- PE
- Science

all up to GCSE or equivalent level.

In addition the school has introduced KS3 History and IT following feedback from students. The school has plans to introduce this as a GCSE option in the future. The Vocational Curriculum also supports students wishing to study Business and additional core subjects.

The school is cultivating an ethos of holistic education, where the focus on the social needs of the students which impact on their access to education, is addressed alongside their academic and vocational abilities. The school looks to provide every child with access to an academic education at a level appropriate to them – GCSE, Entry Level, and Functional Skills – but further tailors this to meet their needs with opportunities for vocational learning such as mechanics, horticulture or cooking. This approach is combined with therapeutic and pastoral support to help them to learn strategies to enable them to deal with the anxiety and challenges they face, which impact on their ability to engage and succeed.

The school can only grade itself as 3 (RI) at this moment as the progress data required to show the impact on learning is not well enough embedded to support a clear analysis due to the embryonic nature of the curriculum in some areas, assessment and tracking system and the introduction of new subject areas which are designed to better meet the needs of the students. This grade was agreed in the judgement made by OFSTED in February 2020.

Improvement focus for 2020-21:

- To significantly improve the quality of the learning experience for all students; securing the average teaching of 2c or above in academic courses and the embedding of appropriate vocational qualifications into a holistic education (SDIP 2020-21).
 - Review subject based lessons to ensure curriculum meets needs and builds cumulatively upon previous learning and is sequential in its delivery within subjects.
 - Review subject based lessons to ensure the quality of lesson delivery moves from 3a to 2b+ in grading with all non-negotiable aspects of teaching and learning embedded.
 - Through the TES, senior leaders to ensure classroom staff (teachers and support) are checking students' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback via the school feedback procedures in place; enabling the monitoring of effective delivery, impact and the quality of feedback provided to students.
 - Ensuring that the work given to students is both appropriate and challenging.
- Supporting students with their self-esteem so that they are more willing to articulate challenges they are encountering with their learning and to generate the strategies needed to overcome them.
- Ensure that all staff are supported and engage in Appraisal supporting the School Development and Improvement agenda. The appraisal system to be supported by appropriate and high quality CPD opportunities (SDIP 2020-21)
 - Ensuring that appropriate support and CPD is on offer to all staff.
- The students struggle with diversity so involving the students in creating an environment where difference is valued is a focus within the PSHE subject.

2 Behaviour and attitudes

Grade

2

Strengths:

The school has high expectations of students' behaviour. Behaviour and attitudinal expectations are discussed at the end of each lesson in order to allocate, via the SIMs system, house points, gold or red tokens to each student. This ensures a consistent message to students of expectations and provides a clear system to recognise their achievements. As a result students have a clear understanding of the behaviour that is expected and the procedure followed by staff. These are visually presented in posters around the classrooms. Expectations are recognised and celebrated with the awarding of certificates, public recognition and reward trips.

Many students have experienced significant challenges in their lives before they arrive at Grafham Grange. The understanding of the student's backgrounds by the staff results in positive relationships between staff and students. As a result many situations are resolved by the skilful de-escalation techniques employed by staff. Staff are trained to support students verbally in the first instance to ensure that any physical intervention is a last resort. They are also trained in supporting one another during an incident. When a physical intervention has to be undertaken the training and awareness of staff ensures that it is reasonable and proportionate. As such RPIs have continued to decrease which is particularly positive given there being, overall, 15 new students within the school in 2020-21 with two new year groups introduced.

The school have Positive Behaviour Support Plans for each student to give them a voice in how best to support their behaviour and to ensure staff have more specific knowledge in how to support each child which is produced by the Deputy Pastoral Manager to give effective support to staff in managing student behaviour.

Students are motivated by the reward system which ties into the house points and tokens awarded in class for behaviour and learning. End of term trips, such as paintballing and Thorpe Park, are awarded to the highest tallying students for positive behaviour and learning.

Staff have a comprehensive understanding of students' learning difficulties and special educational needs. As a result, many students enjoy coming to school regularly. Historical data shows that in the academic year 2017-18 (for day students) the attendance was at 69.8%; for day students in the academic year 2018-19 this rose slightly to 71.6% and before the lockdown period had risen again to 78.5%. Autumn Term 1 for 2020-21 shows attendance at 81.24%. This has risen again into Autumn Term 2 to 86.7%.

Expectations of behaviour are understood by both students and staff. Staff are effectively supported in managing student behaviour and following a staff meeting a consequence system is in place to balance the rewards system.

The school has a behaviour reporting system which allows more specific information to be provided by staff allowing for scrutiny of the possible antecedents for the behaviour and a clear method of review to enable future strategies to be put in place to avoid a repeat of the behaviour.

Bullying data shows a pattern where peaks in behaviours reported as bullying coincide with the entrance of new students into the school. This is recognised by all staff and as a result more focus is put onto the integration of students at the start of their placement with team building sessions at external outdoor education sites to develop team work, access to therapeutic support to alleviate anxiety and pastoral support to assist in the settling in period.

The school works proactively with the Local Authority Inclusions Officer to address the persistently absent (PA) students or students of concern. The Inclusions Officer works with the school to identify students for home visits and letters are been issued in order to highlight the issue of low attendance to parents and carers and to offer support to increase attendance of the child.

The school support students in managing their behaviour ensuring that students understand the social acceptability and law around certain behaviours engaging external services such as the police liaison officers if relevant. Students have assemblies covering such behaviours and these are linked in sporting incidents and current news where possible. As such fixed term exclusion (FTE) figures are reducing, Reintegration meetings take place with parents and carers either face to face or via telephone due to the distance of some families. Data shows that there were 53 exclusions in the 2018-19 academic year with 15 students receiving 2 or more exclusions over that time. Prior to the lockdown period this had reduced to 14 exclusions with 3 students receiving 2 or more exclusions. There were no exclusions issued during the lockdown period whilst the school was open. Autumn Term 1 for 2020-21 showed 3 exclusions for 3 students.

The school recognises that due to the nature of the challenges faced by the students behaviour has to be a consistent focus. The high number of students experiencing anxiety is reflected in their inability to address this succinctly and calmly and as such is often articulated in an unacceptable manner by ways of language and abusive comments. However it is recognised by all staff that overall improvements in the behavioural attitudes of students are becoming more positive, with them being able to reflect on incidents and articulate their concerns and anxieties thus looking to use strategies to help them reduce the number of behavioural outbursts and find more appropriate ways to express their concerns and anxieties.

The school is grading itself as 2 (Good) in the area of Behaviour and Attitudes. This grade was agreed in the OFSTED inspection in February 2020.

Improvement Focus:

- The reduction in the use of inappropriate language by a number of students.
- The students struggle with diversity so involving the students in creating an environment where difference is valued is a focus.
- Continue to improve student induction to allow for smoother transitions into school by means of home visits and literature especially written for new students
- Build and develop middle leadership capacity to ensure that Grafham Grange makes good and sustainable progress in providing high quality outcomes that benefit the learner (SDIP 2020-21)
- Engage in meaningful communication with all stakeholders with a focus on enhancing communication with parents and carers and the voice of student and staff (SDIP 2020-21)
 - Improve the attendance figure for all groups of student utilising the support of the Inclusions Officer and enhancement of the curriculum.

Personal development	Grade	2
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Strengths:

The school’s curriculum has been enhanced to support students in meeting their wide range of needs and to prepare them for their next steps after Grafham Grange. There is a focus on the work of therapy with a School Counsellor, Art Therapist, Speech and Language Therapist and Mental Health and Physical Well-Being Advisor and a new Vocational Curriculum running every afternoon. The Vocational Curriculum has been introduced to better meet the needs of the students and to be able to offer vocational opportunities without removal of the academic opportunities, thus giving the students a true broad and balanced education suitable for their needs. As a result the school believes it is increasingly meeting the needs of individual students by way of as improved self-esteem and increased self-confidence alongside improved literacy and numeracy.

For so many of our students, their educational journey prior to arriving at Grafham Grange has had a detrimental effect on their self-esteem, resilience and confidence. Effective pastoral care by staff and the liaison with a wide range of outside agencies is designed to support students in these areas. As a result of the work of the school there are strong and positive relationships with parents and carers evidenced in comments collected *‘We are amazed at the change in our boy; his self-esteem was at such a low point this time last year and he’s regained so much of his confidence. I write this on the eve of the first day of the Spring Term. In the past he’s been dreadfully miserable and anxious about returning to school after a fun Christmas; this year he’s so chilled! Whatever it is you’re doing for him, please*

continue!

Our students present with various mental health difficulties. A Mental Health and Physical Well-Being Advisor and School Counsellor were introduced into the school to focus on the well-being needs of the children and staff. A gym was installed over the summer break 2018-19 to offer staff and students opportunities to improve physical well-being. Fitness and meditation sessions are offered free to staff twice a week. The school acknowledges that working in a SEMH special school brings unique challenges to each member of staff and their well-being, both physically and mentally, is as important as the well-being of the students.

At the end of each half term there are opportunities for the students within the rewards afternoon to take part in activities such as bowling, swimming, ice skating, golf and trips to local farms, parks, cinema to name but a few. These afternoons also give the staff an opportunity to engage with students in a more social setting thus further strengthening the relationships. The school has joined the Surrey Special Schools Sports Association (SSSSA) with opportunities for students to compete in various sporting competitions – the school were due to host the SSSSA summer football tournament but this was sadly cancelled due to the pandemic. Students have greater opportunities to be supported in their mental health and in taking more responsibility in looking after themselves physically. This will impact on their self-esteem. One such example is of a student who for the first time in his school experience expressed an interest in representing the school in an external sporting competition. He was given this opportunity, supported by other students, within which he showed enjoyment, motivation and commitment. He has since experienced a personal trauma and the school have seen in him a resilience which has not been reported before.

Real efforts are made to support students with their particular interests, skills and talents. The Vocational Curriculum allows students to experience areas such as motor mechanics, cooking, gardening as well as supporting them with literacy and numeracy and how these skills are utilised in other areas. The interests and talents of staff are utilised in the running of the Vocational Curriculum. Links, such as the introduction of Business, allows students to see the relevance of literacy and numeracy on 'real life'. The school recognises that students need to be prepared for examinations within school but also need to be prepared for adulthood. Our students have 'invisible' disabilities and as such they will meet greater challenges once an adult and the school needs to ensure that academically, vocationally and therapeutically they are as prepared as possible to leave the security of the school confidently. Students earn the AQA Unit Award Scheme certificates through the Vocational Curriculum.

Students play an active role in their safety and well-being. Issues around tolerance of and respect for each other are openly discussed with students either individually or within groups. The school has developed the Pupil Parliament into a Student Leadership Team focusing on a greater expectation of student 'feed-in' to the school, as well as feed-back. Minutes from the Student Leadership Team are discussed in the Senior Leadership Team meetings and as a result the house competitions for Christmas week were suggested by students; new and additional end of term reward trips were introduced following the Student Leadership Team suggestions and research; other discussions around language and uniform have also been fed-back to the staff. In addition feedback from staff on issues such as issues school uniform have been fed-back to the Student Leadership Team.

Students learn how to stay safe when using the internet and social media. When issues arise with social media all students are spoken to as a whole school to alert them to the issues and the law surrounding the use of social media. There is strong communication via the form tutors and pastoral team and parents and carers in relation to keeping children safe. To try to address/tackle these issues the school has participated in the Eagle Radio e-safety workshop (September 2019) and invited Surrey Police to work with those students involved in e-safety/cyber bullying incidents/concerns (November 2019). Since these interventions, the school has seen a reduction in the number of e-safety/cyber bullying incidents as well as seeing them being less frequent. After consultation with families and staff in September 2019 the school became a mobile phone free school.

The school is proactive in engaging external services such as the school police liaison officers and visits from local police officers to speak to students, where appropriate, which has been effective in supporting students to understand the consequences of their chosen behaviours, as has the involvement of parents at early stage if we feel that there are issues causing concern.

At the core of the school's support to students is the development of their spiritual, moral, social and cultural development as many of these areas are particular challenges to our students. This takes numerous forms including educational visits, social and communication skills work, a range of opportunities to be supported in their reflection on various actions and behaviours and support to address and remedy consequences which may have arisen from their actions. Form tutors play a central role in this area with communication to home with expected weekly either via a phone call or e-mail. Some communication may be specific eg: an incident to be communicated home whilst other communication may be generic – just a 'touch-base' comment that the week has gone well. All these approaches are key to our students' development.

The school promotes and embraces diversity. The student body is predominately white with many students not engaging in social activities outside the school environment to allow them to experience, learn or accept diversity. As such the school takes seriously any views, comments or behaviours which are discriminatory. The school is able to identify that the peaks in behaviour reported as bullying coincides with new staff or students entering the school, and this is supported by the high number of children identified in their EHCPs

are having social anxiety challenges. This has been the main driver in securing the services of a 'School Counsellor' and the appointment of the Mental Health and Physical Well-Being Adviser. These roles compliment the vocational and academic focuses of the school, and by working as a team with the Art Therapist, Speech and Language Therapist and School Nurse, we are able to offer students a holistic, supported approach to the anxieties manifested through their behaviours and the underlying causes. This means the school are able to provide a holistic approach to the child.

Individual interests and talents of the children are known to staff and the school looks to bring these out and strengthen them via the Vocational Curriculum which supports in the strengthening of the students' self-esteem. By engaging in activities they do not see as 'teaching' they are also strengthening skills such as team work and problem solving – skills also required in the application process for colleges and apprenticeships.

The focus of the staff is consistently on the needs of the students. Two daily briefing sessions ensure that there are opportunities for information sharing and support around the child. As a result all staff supporting a child understands the core needs of that child, any external factors affecting that child's day and the schools' approach to supporting that child.

The school is grading itself as 2 (Good) in the area of Personal Development. This grade was agreed in the OFSTED inspection in February 2020.

Improvement Focus:

- To significantly improve the quality of the learning experience for all students; securing the average teaching of 2c or above in academic course and the embedding of appropriate vocational qualifications into a holistic education (SDIP 2020-21)
 - Continue to improve the 1:1 student support.
- Support student and staff physical and mental well-being (SDIP 2020-21)
 - Develop the therapy offered to students through the development of a substantial Therapy Team.
- Maximise opportunities for discussion around British Values, PREVENT and diversity through the development of the PSHE offer. School leaders are aware that PHSE and Careers, need further growth and are addressing this with appropriate resources to support the development of the students.
- Engage in meaningful communication with all stakeholders with a focus on enhancing communication with parents and carers and the voice of student and staff (SDIP 2020-21)
 - Develop the Careers offer to start at KS3.
- Build and develop middle leadership capacity to ensure that Grafham Grange makes good and sustainable progress in providing high quality outcomes that benefit the learner (SDIP 2020-21)
 - Develop the curriculum further to support students to understand how to keep themselves and others safe especially in relation to social media.
- To continue to develop the role of the Student Leadership Team in relation to their proactive involvement within the school.

Leadership and Management	Grade	2
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Strengths:

Due to the small size of the school, all teachers are subject leads and as such have responsibility for their subject area and know their specifications well. All teachers have to produce a subject report setting out the intention, implementation and impact of their subject area to ensure that they have 'thought-through' why students should be studying the topics within their subjects. This also supports the 'bigger picture' needed by students to help them to understand why they are learning what they are learning.

The school has a culture of inclusivity where every effort is made to meet the needs of students and to ensure that there are appropriate 'pathways' for each student with a focus on zero NEET. For the last three year, on leaver's day the school had zero NEET with all offers of placements at colleges or in apprenticeships. The support in Year 11 to ensure this, includes external support in interview techniques, work experience placements, Careers sessions including CV and application writing and dedicated support in the writing of college applications. The school will also offer support with a staff member accompanying students to college interviews if required. In 2019 a staff member attended a college interview with a student in North Wales.

The school proactively works with families and the Local Authority at the earliest opportunity if it becomes apparent that the placement of a child is not working. Where possible the school will support 'outreach' via the therapy farm and will carry out home visits for students refusing to attend school. The school works actively with parents and carers, the Local Authority and outside professionals to ensure a child's needs are met. For example previous non-attending students have had a placement secured both with a local college and Sporting Chances' (an alternative education provision); another has studied with a daily tutor, supplied by the school, to sit his functional skills exams whilst the local authority source another education placement.

The Safeguarding Team contains three members of the Senior Leadership Team with the Principal and Deputy Principal as Deputy DSLs and the Pastoral Manager as the DSL. The Safeguarding records demonstrate clearly the proactive approach in involving outside agencies to support both students and their families. The school endeavours to make parents and carers feel very much part of the 'solution' when difficulties emerge. This approach has led to strong relationships with these agencies and with the families of our students.

To support the safeguarding team and the procedures within school there is a safeguarding portfolio Governor who reports termly to the Full Governing Body and half termly within the portfolio meetings. The DSL attends termly DSL forums run by the academy trust and has weekly supervision from the regional safeguarding officer during a weekly face-to-face meeting which is also attended by the Principal.

Leaders are aware of the challenges and pressures that staff face including that of the behavioural challenges which can exist within the school, workloads and the increasing demands from the teaching profession. Daily afternoon debriefs are held to ensure concerns are shared and not taken home. Meetings after school during the week are not scheduled thus allowing time for report writing, planning and completion of required paperwork if an incident has occurred during the day along with parental contact. Staff also have access to, and support from, the School Counsellor and Mental Health and Physical Well-Being Adviser. As a result there is a very low turnover in staffing and staff absence is not reported as work related.

Governance is effective. The Local Governing Body consists of a Chair of Governors with overview of Grafham Grange, St. Dominic's and Brantridge Schools. The Governing Body are split into six portfolios which meet each half term with a full Governing Body for all three schools termly. The minutes of the Governors meetings demonstrate challenge to, and holding of the school to account, with regards to its performance.

Safeguarding is at the core of all that the school does. Each child on a plan is discussed each week in the Safeguarding Team Meeting as is any child who has caused a concern in any way during the week. The approach for staff in raising a concern is well understood and well established.

Children know what to do if they want to share/raise any concerns (external Health Check Report June 2019 '*The pupils said that they feel safe in school and know to whom they should turn if they need help*' and '*If they have concerns about work or anything happening in school, they said that they can go to KL or any other senior member of staff. They feel confident in approaching teachers*'). The OFSTED report of February 2020 states:

'The arrangements for safeguarding are effective. The leadership team has ensured that safeguarding arrangements are fit for purpose. Thorough systems are in place for checking on the suitability and recruitment of staff. Safeguarding training is comprehensive and up to date. Staff know what to do to raise concerns about a pupil and they follow the correct procedures diligently. Effective communication between parents, external agencies and the school ensures that any concerns are dealt with promptly. Pupils are taught how to stay safe online and in the community. Pupils who spoke to the inspectors all confirmed that they feel safe at the school.'

The school liaises closely with the LADO regarding any allegation involving an adult and as a result the school has established strong relationships with the Local Authority.

The Senior Leadership Team recognises very clearly the importance of the challenges facing the staff at a school catering for children with social, emotional and mental health (SEMH) difficulties and as such endeavour to support the staff body wherever possible. The Principal is acutely aware of the challenges in resourcing support and with the financial pressures on the education sector so ensures that additional funding streams such as the Pupil Premium have to have maximum impact throughout the school, For example the 'School Counsellor' and 'Mental Health and Physical Well-Being Adviser' are part funded by the PPG.

The Senior Leadership Team have worked proactively to address areas of the curriculum that require improvement: the nurture approach in Year 6 which supports students primarily in literacy, numeracy and social interactions giving them firm foundations to move up through the school with; the enhancement of the curriculum across all year groups and the introduction of the Vocational Curriculum to ensure that every child can be catered for educationally, primarily academically but also supported by vocational opportunities . In addition the leadership team are also focused on supporting and ensuring improvement across academic progress via the introduction of new systems and processes and through the Teacher Evaluation schedule (TES) which will see improvements not only in the quality of teaching and more in-depth planning but also with the 'bigger picture' emphasis to aid understanding for the students.

The school grades Leadership and Management at 2 (Good). This grade was agreed in the OFSTED inspection in February 2020.

Improvement Focus:

- Ensure that all staff are supported and engage in Appraisal supporting the School Development and Improvement agenda. The appraisal system to be supported by appropriate and high quality CPD opportunities (SDIP 2020-21)
- Support student and staff physical and mental well-being (SDIP 2020-21)
 - The overall well-being of staff and students, especially in relation to the continued expected raise in student numbers, by therapeutic support and diagnosis focused CPD.
 - Continued support of staff as the school continues to increase in student number
- Engage in meaningful communication with all stakeholders with a focus on enhancing communication with parents and carers and the voice of student and staff
 - Develop further links for students to engage within the local community.

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