



# HIDELOW GRANGE SCHOOL

Annual Report 2020- 2021

## PURPOSE OF DOCUMENT

A detailed guide of the school performance for learners, care workers, parents and Local Authorities

Becky Cooper  
Headteacher



Hidelow Grange School:  
Reflect Believe Develop Achieve

**Branas**  
Specialist care  
for complex  
needs **isaf**

## SCHOOL DETAILS

**Name:** Hidelow Grange School

**Address:** Hidelow House

Acton Green

Acton Beauchamp

WR6 5AH

**Telephone:** (01886) 883821

## PROPRIETOR DETAILS

**Name:** Lee Jones

**Address:** CareTech Community Services<sup>[L][SEP]</sup>

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Hidelow Grange School is registered with the Department for Education and opened on 4<sup>th</sup> September 2017. It operates within the Branas Isaf company, a subsidiary of CareTech Community Services. The school provides full-time, specialist education for up to 20 boys aged 11- 18. The school caters for Looked After Children who may have an Education Health Care Plan. All our learners present complex interpersonal, emotional and behavioural needs including Harmful Sexualised Behaviours (HSB); many of them also have additional learning needs and may have had a disrupted education, leading to many gaps in their learning. The school admitted its first pupil on 30<sup>th</sup> October 2017.

## Inspection information

The school had its first OFSTED inspection in May 2018. The school was judged to be *Requiring Improvement* in all aspects. These comments are recorded below in italics. The OFSTED monitoring visit in March 2019 judged that the school is now meeting all the Independent School Standards. These comments are included below in bold italics.

### The strengths identified were:

- *Staff have a good understanding of the social, emotional and personal needs of the pupils and provide effective pastoral support. This support develops pupils' self-confidence and self-esteem and their willingness to engage in learning.*
- *Pupils enjoy reading and develop their reading skills well. This is leading to improvements in writing and communication.*
- *The curriculum, including Personal, Social, Health and Economic Education (PSHE) is strong. The pupils learn how to keep themselves safe and healthy, and how to be responsible citizens.*
- *The Headteacher has established a safe nurturing learning environment for vulnerable young people. Although her vision has not yet been fully realised, she is committed to ensuring that all pupils are provided with the opportunity to become successful independent confident and responsible learners.*



**Monitoring Visit found that: The school has successfully implemented an appropriate Action Plan following the OFSTED Inspection and many of the actions are now complete.**

The recommendations were that the school:

**Improve the quality of leadership and management by ensuring:**

- *The school consistently meets all of the Independent School Standards*
- *The information gathered about pupils' performance is accurately analysed in order to evaluate the effect of actions designed to improve the provision for pupils*

**Monitoring visit found that: The Headteacher effectively monitors the effectiveness of teaching, learning and assessment (TLA).**

**Improve the quality of TLA and pupil outcomes by making sure that:**

- *Teachers use the assessments of pupils' learning to inform their planning and delivery of lessons to meet the needs, abilities and aptitudes of pupils*
- *Teachers manage pupils' behaviour effectively*
- *Teaching in mathematics enables pupils to develop their mathematical fluency, reasoning and problem-solving skills*
- *The schemes of work for science and mathematics are delivered effectively so that pupils develop their scientific and mathematical knowledge and understanding well.*

**Monitoring Visit found that: The school has appointed specialist teachers in Maths and Science who have effectively implemented schemes of work in these subjects.**

- ***Teachers use assessment information to meet the specified learning needs of pupils well.***
- ***Students make strong progress across the curriculum.***



### Improve pupils' behaviour by ensuring that:

- *The school's behaviour management policies and strategies are understood and consistently applied by all staff*
- *The systems designed to monitor pupils' behaviour are used and analysed more effectively in order to identify pupils in need*

**Monitoring Visit found that: *There is a comprehensive behaviour policy that is understood and reinforced consistently by all staff. There is a positive learning environment where pupils demonstrate tolerance and respect for others.***

### Admissions

The admissions register for the academic year 2020-2021 shows that Hidelow Grange School had eight learners on the school roll in total across the school year. Five of these students were already on roll in September 2020 and five of these students were still on roll at the start of the following academic year 2021-2022 (when this report was produced).



Pupil number	Year group	Enrolled	Off-roll	Destination
#1006	11	04.06.18	06.09.21	The Bridge Training, Malvern
#1009	9	18.7.19		
#1010	8	03.09.19	06.09.21	Pittville School, Cheltenham
#1011	11	25.02.20	16.09.21	Hereford and Ludlow College
#1012	10	15.05.20		
#1013	10	03.09.20		
#1014	9	10.09.20		
#1015	9	05.01.21		

With the exception of pupils who arrived in the school holidays, all pupils have been enrolled within a week of their arrival on-site at Hidelow House.

- The learners are all Looked After Children and live in residential care at Hidelow House. The Local Authorities placing the learners this year were: Devon, South Gloucestershire, Gloucestershire, Caerphilly and Nottinghamshire.



- Five learners are placed under Section 20 (voluntary care order); and three are under Section 31 (full-care order) of the Children’s Act 2004.
- Five of the eight learners have Education Health Care Plans (SEMH, Communication and Interaction, Cognition and Learning). The school has put in a request for one other student to have a statutory assessment.
- One Year 11 student moved into foster care in October. He was able to remain at the school as a day pupil and continue his education in order to gain his qualifications. He achieved three GCSE passes, two other Level 2 awards and two Level 1 awards.

### **Note regarding the impact of the Coronavirus Pandemic on life at Hidelow Grange School**



During this academic year, there have been two national lockdowns as a result of the Coronavirus pandemic. Hidelow Grange School has remained open to all pupils throughout these lockdowns and followed the normal school timetable. The school was able to do this because of the vulnerability of the pupils and because Hidelow House counts as a single household. At times all learning has taken place on-site due to national restrictions

on travel. As a result of this, for the spring term, Enrichment activities generally took place on-site. These included Forest School activities such as building shelters and cooking on camp fires; students opening a ‘café’ and cooking lunch for everyone on site; building go-karts; and the Fit 4 February Challenge where all students were challenged to run or walk a mile a day in February and raise money for the Charlie Waller Trust.



In November 2020, the site had to go into quarantine because of positive Covid cases among staff and students. The school issued Chromebooks to every student and lessons continued remotely through Google Classrooms. This was challenging because the internet connection on-site is not reliable. Some of the students found it difficult to learn this way. Everyone was relieved to be able to get back to face-to-face teaching again.



## Attendance

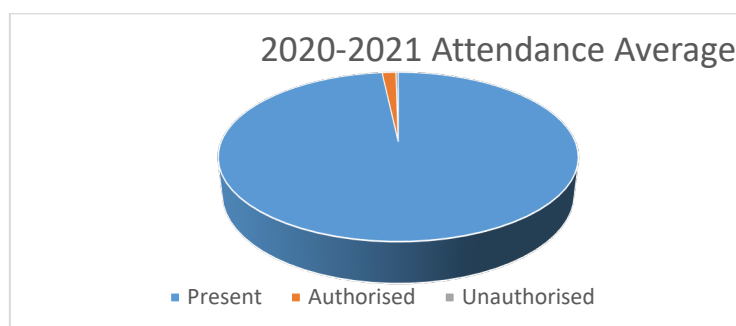
Term dates 2020- 2021

autumn	spring	summer
Teacher Training 2 Sept	Teacher Training 4 Jan	Pupils start 19 April
Pupils start 3 Sept	Pupils start 5 Jan	Half term 31 May- 4 Jun
Teacher Training 11 Nov	Half term 15-19 Feb	Teacher training 7 June
Half term 26 – 30 Oct	Teacher training 24 Mar	Pupils finish 21 July
Term ends 18 Dec	Term ends 1 April	Teacher training 22 July

This includes a sixth INSET day (4<sup>th</sup> Jan) which was given by the DfE for schools to set up on-site asymptomatic Covid testing.

**Overall Attendance: 98%**    **Authorised absence: 1%**    **Unauthorised absence: 1%**

The attendance for every pupil has improved since their arrival at Hidelow Grange School.



## Attainment

This year our two Year 11 students both sat GCSEs and other Level 1 and Level 2 qualifications. As a result of the Coronavirus pandemic, all Public Examinations were cancelled. However the school was able to gather the evidence required to submit Teacher Assessed Grades which were approved by the exam boards.

Pupil number	Year	Accreditation	Actual Grade
#1006	Y11	English GCSE	Grade 5
		Combined Science GCSE (2 GCSEs)	Grade 4 and Grade 5
		Maths Functional Skills Level 1 and Level 2	Pass
		English Functional Skills Level 1 and Level 2	Pass
		BTEC Home Cooking Level 2	Pass
		Sports Science Cambridge National Award Level 1	Pass with merit
		PSE Certificate Level 1	Pass



		Arts Award Bronze	Pass
#1011	Y11	Maths GCSE	Grade 4
		English GCSE	Grade 6
		Combined Science (2 GCSEs)	Grade 4 and Grade 5
		BTEC Home Cooking Level 2	Pass
		ICT Functional Skills Level 2	Pass
		Maths Functional Skills Level 1 and 2	Pass
		English Functional Skills Level 1 and 2	Pass
		Sports Science Cambridge National Award Level 1	Pass
		Arts Award Bronze	Pass
		PSE Award Level 1	Pass
#1012	Y10	Maths Functional Skills Level 1	Pass
		English Functional Skills Level 2	Pass
#1013	Y10	Maths Functional Skills Level 2	Pass
		English Functional Skills Level 2	Pass
#1009	Y9	Maths Functional Skills Entry Level 3	Pass
		English Functional Skills Entry Level 3	Pass
#1014	Y9	Maths Functional Skills Entry Level 1	Pass
		English Functional Skills Entry Level 2	Pass
#1015	Y9	Maths Functional Skills Entry Level 1	Pass
		English Functional Skills Entry Level 1	Pass

Between them, learners at the school have also achieved 55 AQA Unit Awards. These have been in a variety of subject areas including Outdoor and Adventurous Education, PSHE and English.

The school is committed to improving the literacy and numeracy skills of all students. We use the Fresh Start and Catapult Literacy intervention programme, supplemented by the School Reading Challenge, the Hidelow Grange Book Club and regular library visits for all students. We continue to develop the school library in line with the students' abilities and interests. These actions have all had a demonstrable





impact on the students' literacy skills with all students making progress in their reading and spelling.

### **Assessment**

All new learners completed the baseline assessment programme within their first six weeks at the school. This includes core baseline assessment of Numeracy and Literacy (Reading and Spelling); and assessment of social emotional development – using the Boxall Profile. The Clinical Psychologist also assesses their cognitive profile using the WISC- V.

This year the school introduced a dyslexia screening tool and all students have been screened for dyslexia. Any students identified as needing further assessment were assessed using the GL Assessment Dyslexia Portfolio to identify areas of difficulty and strengths.

Teachers use a Pupil Progress tracker to enable them to track the individual progress of all learners through the year. In line with DfE guidance, we carry out assessments without references to levels. Staff follow the *Flightpath to College* model. This is in line with GCSE grading 1-9.

### **School Improvement activities**

The priorities on the School Improvement Plan for the academic year were:

**Area 1: Quality of Education: Ensure the quality of education at our school is at least good by:**

- a) Ensuring that teaching is at least good in all lessons
- b) Introducing a mastery-based learning and thinking skills curriculum through all subjects to explicitly and coherently teach the skills that our learners need to be successful in school and beyond
- c) Developing and embed cross-curricular approaches to enable our learners to apply Skills Knowledge and Understanding across the curriculum and to make links in their learning
- d) Ensuring our teaching meets the needs of all our learners whatever they may be

**Area 2: Personal Development: Ensure that personal development in the school is at least good by:**



- a) Developing our Careers Education Programme to ensure it meets the Gatsby Benchmarks
- b) Developing our support for the mental health and wellbeing of our students and our staff
- c) Developing opportunities for our school to become involved in the local community

### **Area 3: Leadership and Management**

- a) Ensure all teachers are able to deliver high quality lessons including in subject areas that are not their specialism
- b) Leaders support the school to grow into a vibrant and dynamic learning community that is sustainable into the future

The school has a rigorous programme of monitoring activities. This includes termly formal lesson observations, monthly themed learning walks, paperwork audits, scrutiny of pupil work, supervision of all staff and reporting through the Head Teacher's Monitoring Report.

All teachers have been formally observed at least termly. All policies have been reviewed according to the Policy Review schedule.

Quality Assurance for the school is implemented by CareTech's Head of Education Quality (Declan Tuer) and the Regional Manager (Steve O'Gara). They also chair regular headteacher meetings which take place remotely. At these meetings, headteachers have an opportunity to share good practice, work together to resolve common issues and have CPD.

The Headteacher links closely with other headteachers of CareTech schools. The teaching staff joined staff at Oakwood School for an INSET day in June to look at curriculum.



## Looking ahead

The coming academic year will be a time for further consolidation. It is expected that we will have a growing cohort of students which should reach 14 by the end of the Summer Term. The core staff team of 4 teachers (1 full-time and three part-time) and one Head Teacher also remains stable. This allows the implementation of a curriculum offer which will remain unchanged throughout the year that covers all aspects of learning as required by the Independent School Standards, and meets the needs and aspirations of our students.



## Priorities for School Improvement 2021-2022

**Area 1: Quality of Education:** Ensure the quality of education at our school is at least good by:

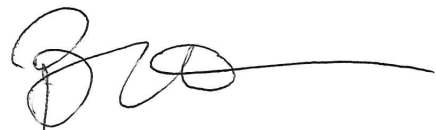
- Ensuring that teaching is at least good in all lessons
- Focussing on reading in school and at home
- Embedding a mastery-based learning and thinking skills curriculum through all subjects to explicitly and coherently teach the skills that our learners need to be successful in school and beyond
- Embedding cross-curricular approaches to enable our learners to apply Skills Knowledge and Understanding across the curriculum and to make links in their learning

**Area 2: Personal Development:** Ensure that personal development in the school is at least good by:

- Developing opportunities for our school to become more involved in the community on and off-site
- Developing our Careers Education Programme to ensure it meets the Gatsby Benchmarks

## Area 3: Leadership and Management

- Ensuring all teachers are able to deliver high quality lessons including in subject areas that are not their specialism
- Leaders supporting the school to grow into a vibrant and dynamic learning community that is sustainable into the future



Becky Cooper, Headteacher

July 2021



## Appendix

### Hidelow Grange School teaching team

#### **Becky Cooper (Headteacher)**

Qualifications: BA (Hons) Psychology and Sociology; PGCE; M. Ed (The Education of Children with Emotional and Behavioural Difficulties); NPQH; National Postgraduate Award for SEN Coordinators

Becky has an extensive experience of working with children and young people with social, emotional and mental health needs. Becky's previous role was Assistant Headteacher at a Pupil Referral Unit for secondary aged students in Gloucester. Many of the students had been permanently excluded from school and many were in care. Becky has taught in special and mainstream schools. She has many years' experience as a Local Authority advisor working with schools, children, parents and carers to reduce exclusion from school and to improve outcomes for disadvantaged and vulnerable children. Becky is particularly interested in finding effective ways to enable young people to develop the personal skills they need to become happy, healthy and fulfilled adults. Becky is responsible for leading on the delivery of LifeSkills – this includes Personal, Social, Health, Economic, Citizenship Education and Careers Information and Guidance. Becky is also the Special Educational Needs Coordinator (SENCO), the Designated Safeguarding Lead and the Designated Teacher for Looked After Children.

*Becky has been Headteacher of Hidelow Grange School since it opened in September 2017.*

#### **Samuel Goodchild (PE, Sports Science, PSHE)**

Qualifications: BSc (Hons) Sport Studies ; PGCE (Physical Education).

Sam teaches PE, Sports Science, PSHE and Project. He coordinates the whole school Enrichment Programme. He is also the Deputy Designated Safeguarding Lead and leads on staff wellbeing. He has wide experience of teaching in mainstream primary and secondary schools and some experience working in a CSS (Community Special School) working with pupils with behavioural and emotional challenges. Sam has also gained significant pastoral experience working as a form tutor, lead professional on a CAF and as the HSFA (Herefordshire Schools Football Association) Welfare Officer. Sam also works as a gymnastics teacher for a local club in his spare time. Sam has been at the school since September 2018.

#### **Charlotte James (Maths, ICT, Cooking and Art)**

Charlotte has a B.A. (Hons) Primary Initial Teacher Education: Later Years (5-11yrs) Upper Second Class (2:1), with a specialism in SEND.



During her course at the University of Worcester she completed and passed 4 placements over the three years: this included mainstream and special school placements. Charlotte has taught children with physical, emotional and behavioural needs with varying degrees of severity. At university Charlotte specialised in SEND and researched alternative communication strategies to support children with their speech development. Charlotte has been at the school since September 2018.

### **Bethany Fernihough (English, History, Music)**

Qualifications: BA (Hons) English; PGCE (Primary Education) with Masters Credits

Beth initially started her teaching career as a private tutor, supporting children and teenagers with their impending examinations and boosting their self-esteem and confidence in English. Bethany soon realised her passion for teaching and later completed a PGCE (Post Graduate Certificate in Education) with Masters level credits at the University of Worcester. Since then, Bethany has enjoyed teaching in a wide range of primary, middle and secondary school settings where she has taught children with diverse abilities and needs such as SEN, EAL learners and children with behavioural and emotional needs. As a Grade 8 pianist and clarinettist, Bethany teaches and plays piano, clarinet and flute to younger children and enjoys gardening, meditation, yoga and horse riding in her spare time. Beth has been at the school since February 2020.

### **Mark Maddock (Science, DT)**

Qualifications: B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice); Post-Graduate Certificate of SEN Coordination. He has an MA in Scriptwriting (Film).

Mark worked as a Science teacher for many years before moving in to Special Education in the 1990s.

He has worked enjoyed helping young people in SLD, EBSD and Care Home schools, teaching across the 7 to 19 age range. More recently he was a SENCO at a primary school in Hereford, where he taught a class of KS2 pupils with autism. He has recently returned from Abu Dhabi where he was part of the foundation team that set up the first Government funded Special School in the Middle East. Mark joined the school in September 2020.

