



HIDELOW GRANGE SCHOOL

Annual Report 2023- 2024



PURPOSE OF DOCUMENT

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

Sam Goodchild
Headteacher



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1. Purpose and Overview

Hidelow Grange School is registered with the Department for Education and opened on 4th 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 30th October 2017.



2. Important Contacts

PROPRIETOR DETAILS

Name: Andrew Sutherland & Declan Tuer

Address: CareTech Community Services
5th Floor

Metropolitan House

3 Darkes Lane

Potters Bar

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SCHOOL DETAILS

Head Teacher: Sam Goodchild
Name: Hidelow Grange School
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 Acton Green
 Acton Beauchamp
 WR6 5AH
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Email: sam.goodchild@branas.co.uk

Registered Manager: Kirsty Nelson
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Email: Kirsty.Nelson@branas.co.uk

**3. Inspection information**

The school had its most recent OFSTED inspection in December 2021. The school was judged to be *Good* overall and *Outstanding* in Behaviour and Attitudes; and *Outstanding* in Personal Development. OFSTED concluded that:

‘What the school does for the pupils’ personal development is exceptional. Staff plan and sequence experiences so that pupils build and develop self-esteem and resilience. Staff meet the individual needs of every pupil because they know them so well. This results in pupils gaining a wide range of knowledge, skills and qualifications’.

‘The support for pupils’ behaviour is excellent. In lessons, pupils are resilient and motivated to learn. ‘



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4. Admissions

The admissions register for the academic year 2022-2023 shows that Hidelow Grange School had seven learners on the school roll in total across the school year. All of these students were already on roll in September 2022 and two of these students were still on roll at the start of the following academic year 2023-2024 (when this report was published).



Pupil number	Year group	Enrolled	Off-roll	Destination
# 1009	11	18.7.19	05.09.23	Enrolled at Hereford & Ludlow College studying Level 1 Carpentry & Joinery
# 1012	12	15.05.20	04.09.23	Moved to Nottingham
# 1014	11	10.09.20	04.09.23	Moved into Foster Care
# 1015	11	05.01.21	04.09.23	Enrolled at Hereford & Ludlow College studying STaR (Sport, Travel & Tourism and Retail)
# 1017	11	28.04.22	04.09.23	Enrolled at the Isle of Man College – NVQ Level 1 & 2 in Food and Drink Service
# 1018	10	01.07.2022		Still at Hidelow
# 1019	10	18.07.2022		Enrolled at Hidelow (18.07.22) Moved back to the family home (28.06.2024)
# 1020	11 (2023/24)	04.09.2023		Enrolled at Hidelow
# 1021	10 (2023/24)	04.09.2023		Enrolled at Hidelow
# 1022	9 (2023/24)	04.09.2023		Enrolled at Hidelow
# 1023	7 (2023/24)	26.02.2024		Enrolled at Hidelow
# 2024	9 (2023/24)	24.06.2024		Enrolled at Hidelow

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, Bromley, Enfield, Worcester.



- 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. six of the seven learners have Education Health Care Plans (SEMH, Communication and Interaction, Cognition and Learning).



5. Attendance

Term dates 2023- 2024

Autumn	Spring	Summer
Teacher Training: 4-5 Sept	Teacher Training: 8 Jan	Pupils start: 8 April
Pupils start: 6 Sept	Pupils start: 9 Jan	Half term: 27 May- 30 May
Half term: 30 – 3 Oct	Half term: 12- 16 Feb	Pupils break up: 19 July
Term ends: 21 Dec	Term ends: 22 March	Teacher Training: 18 & 22 July

Pupil contact days: 190; Teacher Training Days: 5

Overall Attendance: 97.98% **Authorised absence: 1.61%** **Unauthorised absence: 0.41%**

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

Student	Year Group	Attendance Percentage	Autumn 2023	Spring 2024	Summer 2024
1018	11	100%	100%	100%	100%
1019	11	100%	100%	100%	100% (All timetables sessions)
1020	11	97.84%	98.62%	98.98%	96.1%
1021	10	99.73%	100%	100%	99.22%
1022	9	96.24%	97.22%	98.96%	92.97%
1023	7	100%	Pre enrolment	100%	100%
1024	9	100%	Pre enrolment	Pre enrolment	100%
Overall School Attendance	All	97.98%	99.31%	99.68%	95.56%



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6. Attainment

This year 6 out of the 7 pupils sat GCSEs and or other qualifications at Level 1 and Level 2.

Qualifications Breakdown

Candidate Number	Year	Qualification Type	Qualification Subject	Level	Grade Achieved	Date Achieved
1018	11	Bronze Award	Arts Award	Level 1	Pass	09/10/2023
1021	10	Functional Skills	English	Level 1	Pass	
1020	11	Functional Skills	English	Entry Level 3	Pass	
1020	11	Functional Skills	Mathematics	Entry Level 3	Pass	
1022	10	Functional Skills	Mathematics	Level 1	Pass	03/05/2024
1018	11	BTEC Award	Home Cooking	Level 2	Pass	08/05/2024
1019	11	BTEC Award	Home Cooking	Level 2	Pass	08/05/2024
1020	11	BTEC Award	Home Cooking	Level 2	Pass	08/05/2024
1021	10	BTEC Award	Home Cooking	Level 1	Pass	08/05/2024
1022	9	BTEC Award	Home Cooking	Level 1	Pass	08/05/2024
1020	11	Functional Skills	Mathematics	Level 1	Pass	30/05/2024
1018	11	GCSE	English Language	9-1	6 (with distinction speaking & listening endorsement)	22/08/2024
1019	11	GCSE	English Language	9-1	6 (with merit speaking & listening endorsement)	22/08/2024
1018	11	GCSE	Combined Science	9-1	7-6	22/08/2024
1019	11	GCSE	Combined Science	9-1	7-6	22/08/2024
1018	11	GCSE	Mathematics	9-1	5	22/08/2024
1019	11	GCSE	Mathematics	9-1	5	22/08/2024



1018	11	GCSE	History	9-1	6	22/08/2024
1019	11	GCSE	History	9-1	7	22/08/2024
1020	11	Bronze Award	Arts Award	Level 1	Pass	13/06/2024
1022	9	Bronze Award	Arts Award	Level 1	Pass	13/06/2024
1021	10	Bronze Award	Arts Award	Level 1	Pass	13/06/2024
1020	11	Functional Skills	Science	Entry Level 1-3	Passed Entry Level 2	22/08/2024
1022	9	Functional Skills	Science	Entry Level 1-3	Passed Entry Level 3	22/08/2024
1021	10	Functional Skills	Mathematics	Level 2	Pass	01/06/2024
1021	10	Functional Skills	English	Level 2	Pass	01/07/2024
1022	9	Functional Skills	Mathematics	Level 1	Pass	01/06/2024
1023	7	Functional Skills	Mathematics	Level 1	Pass	01/06/2024
1020	11	Functional Skills	English	Level 1	Fail (Passed writing paper and speaking and listening but failed reading)	01/07/2024
1018	11	Functional Skills	ICT	Level 2	Pass	01/03/2024
1019	11	Functional Skills	ICT	Level 2	Pass	01/03/2024
1020	11	Functional Skills	Mathematics	Level 2	Failed	01/07/2024
1020	11	Functional Skills	ICT	Level 2	Pass	01/06/2024
1021	10	Functional Skills	ICT	Level 2	Pass	01/06/2024





The school is committed to improving the literacy and numeracy skills of all students. Reading has been a priority for us this academic year. All pupils now read at home every night. We use Key Stage 3 Phonics programme and implemented 15 minutes whole school reading timetabled every day. All students attended regular Library Visits and helped 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.

As part of our One Planet Living initiative, we built a school allotment and have volunteered with several Wildlife Conservation Groups during Enrichment.

7. 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); BKSb and assessment of social emotional development – using the Boxall Profile and Motional. The Clinical Psychologist also assesses their cognitive profile using the WISC- V.

The school uses a dyslexia screening tool and all students are screened for dyslexia. Any students identified as needing further assessment are assessed using the GL Assessment Dyslexia Portfolio to identify areas of difficulty and strengths.

Those with no EHCP are also screened for Access Arrangements using the GL Assessment Exact program.

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.



8. School Improvement Plan

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) Continue to develop reading and writing in school and at home
- c) Develop 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) Ensure high quality assessment for learning is embedded throughout the school.

Area 2: Behaviour and Attitudes

- a) Develop and strengthen relationships between education, care and therapy, ensuring that we have a shared vision and clarity of roles and expectations.

Area 3: Personal Development: Ensure that personal development in the school continues to be outstanding by:

- a) Embedding the opportunities for our school to be involved in the community on and off-site
- b) Ensure that the Enrichment programme links to the curriculum
- c) Developing our Careers Education Programme to ensure it meets the Gatsby Benchmarks

Area 4: Leadership and Management

- a) The Head teacher and subject leaders will develop monitoring processes, holding staff to account for adhering to agreed actions and timings.
- b) Develop effective progress tracking and monitoring
- c) Ensure that all staff have access to impactful CPD

Summary of Hidelow Grange School Self-Evaluation:

<p>Quality of Education: Judgement GOOD</p> <ul style="list-style-type: none"> • All Y11 students leave with meaningful qualifications in Maths, English and Science plus the other qualifications they need for their next step. • All Y11 students go onto education or training and the school support them to make this transition smoothly. • Core subjects are led and taught by qualified subject specialists. • The school places a high value literacy and numeracy. Every student is assessed termly for reading and spelling and planned interventions are implemented for students who are falling behind. • Every student attends school full-time for the full curriculum. • The school develops cultural capital by providing a rich and varied enrichment 	<p>Personal Development: Judgement OUSTANDING</p> <ul style="list-style-type: none"> • The education team work collaboratively with colleagues in care and therapy to provide a consistent and individual approach for every young person. Formal planning meetings take place for every student once a half term. • The HT is the Designated Teacher for LAC- all PEPs are up-to-date and reviewed every term. • The school values Pupil Voice: every pupil is part of the School Council which is a genuine opportunity to be involved in school development. • The school promotes health and wellbeing for all through a structured framework – through the taught curriculum, pastoral structures and enrichment activities. The PSHE programme meets statutory and non-statutory guidance. • The Enrichment programme provides planned opportunities to develop a range of personal skills.
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<p>programme to give all students new experiences and broaden horizons.</p> <ul style="list-style-type: none"> • The SENCO ensures all teachers have a good understanding of how to meet the needs of every student they teach. • The school remained open and delivered F2F teaching during the national lockdowns 	<ul style="list-style-type: none"> • Every KS4 student has the opportunity to complete at least one work experience placement; careers advice and guidance is given in a timely way to meet individual need. The careers programme meets the Gatsby Benchmarks.
<p>Behaviour and attitudes: Judgement OUTSTANDING</p> <ul style="list-style-type: none"> • Behaviour in the school is outstanding: disruption to learning is tackled quickly; all staff are trained in strategies to de-escalate challenging behaviour and there is consistency across all teams. • Students score an average of 97.2% reward points each week meaning they show good learning behaviours in the classroom. This is an increase of 2.2% from 2022/23. • The school does not exclude or off-roll students and works creatively to include all pupils in every aspect of school life. • Attendance remains extremely high. For 2023/24 it was 98% this matches attendance figures for 2021/22 & 2022/23. • Any student who misses learning because of their behaviour makes up the learning missed 1-1 with the teacher concerned. • Behaviour around the school is good- 100% students report feeling safe all/most of the time and that when bullying happens in school it is dealt with quickly and effectively. • The Safeguarding and Child Protection policy is effective in keeping all children safe from harm. 	<p>Leadership and Management: GOOD</p> <ul style="list-style-type: none"> • The HT is well supported by leaders and senior managers within the wider education team in which the school sits. • The HT is challenged and supported by this team through a cycle of continual school development and is working towards a judgment of Outstanding. • CPD is valued for all staff- all teachers are members of subject networks and make links with teachers in other schools as a source of professional challenge and support. Teachers are able to evidence the impact this has on practice. • Leaders value staff wellbeing: every teacher has termly supervision as does the HT. • The school meets all the ISS: the HT audits this termly reporting to senior managers. • There is a clear monitoring schedule in place for teaching, learning, staff supervision/ appraisal and policy review. <ul style="list-style-type: none"> ○ <i>During the Summer Term 2024, the HT has been supporting Greenfields School while they recruit for a new HT. This has made increased workload and made it more difficult to stick to the monitoring schedule. However, he has completed lesson observations and supervisions for all staff.</i>

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 and regular supervision of all staff.

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 Regional Lead for Education (Declan Tuer). He also chairs 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.

9. 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 9 by Christmas 2024 and 12 by Summer 2025. The core staff team consists of 4 teachers (2 full-time and 2 part-time) plus the head teacher (full-time). 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.



In 2024-2025, Hidelow Grange School shall continue to fully embrace the One Planet Living programme in an effort to make the school more environmentally friendly. We shall also strive to achieve the Eco Schools and the Rights Respecting Schools by Summer 2025.



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Priorities for School Improvement 2024 – 2025

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

- e) Ensuring that teaching is at least good in all lessons
- f) Continue to develop reading and writing in school and at home
- g) Develop 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
- h) Ensure high quality assessment for learning is embedded throughout the school.

Area 2: Behaviour and Attitudes

- b) Develop and strengthen relationships between education, care and therapy, ensuring that we have a shared vision and clarity of roles and expectations.

Area 3: Personal Development: Ensure that personal development in the school continues to be outstanding by:

- d) Embedding the opportunities for our school to be involved in the community on and off-site
- e) Ensure that the Enrichment programme links to the curriculum
- f) Developing our Careers Education Programme to ensure it meets the Gatsby Benchmarks

Area 4: Leadership and Management

- d) The Head teacher and subject leaders will develop monitoring processes, holding staff to account for adhering to agreed actions and timings.
- e) Develop effective progress tracking and monitoring
- f) Ensure that all staff have access to impactful CPD



Sam Goodchild, Headteacher

September 2024



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Appendix

Hidelow Grange School teaching team

Samuel Goodchild (PE and Sports Science) – Headteacher from September 2022)

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

Sam teaches PE and Sports Science. He oversees the whole school Enrichment Programme. He is also the Designated Safeguarding Lead. He has wide experience of teaching in mainstream primary and secondary schools and some experience working in a CS School (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. He became Headteacher in September 2022 and has since completed the NPQH Program.

Charlotte James (Maths, ICT and Cooking) – SENCo since September 2022

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. Charlotte is also Hidelow's Exams Officer (since 2020), our Deputy Safeguarding Lead (since 2022) and our SENCo since September 2022. She has achieved the NASENCo Qualification.

Juliet Smith (PSHE, Humanities, Art)

Qualifications: BA (Hons) Humanities with History; PGCE (Secondary Geography)

Juliet started her teaching career after working for over a decade in the printed-packaging manufacturing industry. Juliet took the decision to pursue her passion for education and the Humanities and embarked upon a career change. She completed a PGCE (Post Graduate Certificate in Education) in Secondary Geography at the University of Worcester. Since then, Juliet has enjoyed teaching in a wide range of middle and secondary school settings, working for two years as a supply teacher. Juliet completed gained her QTS status at Hidelow Grange School (July 2023).



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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. He was a SENCO at a primary school in Hereford, where he taught a class of KS2 pupils with autism. He has since 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.

Victoria Cooper (English)

Qualifications: BA (Hons) English Literature and minor Religious Studies; PGCE Secondary English; Dip (HE) Community, Play & Youth Work; Institute of Leadership & Management Level 3; BTEC Professional Certificate in Counselling Skills.



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