

Report to Parents October 2018

Dear Parents/Guardians,

Welcome back to a new academic year. We will start this report with a massive well done to all of our students who took their GCSE exams in the summer term. We are delighted with the results that our students have achieved. You can find more details of those results in this report and also on the school website.

The Senior Management Team arranged several opportunities to meet with you as parents and carers to share the Vision of Grateley and our Action plan following the Ofsted Inspection in the summer term. We would like to thank those who were able to attend those meetings and those of you who provided us with some very valuable feedback. The progress against that Action Plan continues and the school is driving forward to achieve a GOOD outcome at the next inspection. We will be supported in continuing to improve the school when we have a visit from our School Improvement Partner, SIP, before we finish for the half term break.

One of our residential house bases, Fyfield, is currently closed while we have a full refurbishment of that environment. We look forward to seeing that work completed and an improved residential environment available for the young people that will live in Fyfield.

I am always available to talk to you about your child. You can contact me via my email mark.mcquillan@cambiagroup.com or during office hours, you can telephone 01264 889751 and leave a message.

Please see below key dates for examinations 2018/2019.

5th November 2018	First autumn exam – November 2018 Series
7th November 2018	GCSE Certificates will be issued – June 2018 Series
14th November 2018	Last autumn Exam – November 2018 Series
17th January 2019	Autumn exam series results to students
13th May 2019	First GCSE & GCE Exams – June 2018-19 Series
20th June 2019	Last GCSE Exams – June 2018-19 Series
25th June 2019	Last GCE Exams – June 2018-19 Series
15th August 2019	GCE results day – June 2018-19 Series
22nd August 2019	GCSE results day – June 2018 -19 Series

Please keep Wednesday 19th December free to come and enjoy our Christmas Pantomime, The Wizard of Oz which will take place at 11.00am at The Village Hall, Grateley. Students will be free to leave after the performance.

We look forward to welcoming the residential students back after Christmas on Tuesday 8th January 2019 from 2pm onwards and the day students on Wednesday 9th January 2019.

Best wishes,

Mark McQuillan

Principal **Teaching and Learning**

Secondary

The exam period is an extremely stressful time for the students and we are very proud of all their achievements.

13 students completed a total of 13 subjects, totalling 49 GCSE accreditations. There was an overall 100% pass rate in GCSE courses (A-G or 9-1) and 57% rate of A*- C or 9 - 4 in GCSE courses.

Subjects included: English Language and Literature, Mathematics, Science - Double Award, , Food Technology, Design Technology, History, Geography, Computing, PE, Art and Design.
75.5% of students met or exceeded their predicted GCSE grade.

We continue to ensure that all students have an increasing menu of academic opportunities as such we have looked to offer additional courses where we can match need and interest ensuring the at every student has the best opportunity to achieve. All students receive Careers advice and have 1-1 support with the Work Experience Co-ordinator helping them to achieve a work experienced placement which is unique to them in preparation for the world of work.

The college link programme with Andover College, based in Sparsholt continues to been an important part of the provision and also the Land Based studies course which runs from the Riverbourne Farm has provided further qualifications that students have achieved. They attend 1 day a week and mix with other students from mainstream schools and are expected to complete all set assignments and also to interact with the college staff. Students who have attended and completed the courses have been recognised by the college and awarded Certificate of Attendance and Certificate of Achievement.

Students have enjoyed a range of learning experiences using the local environment and museum attractions. There have been visits also to the Rain Forest and many Art and Historical exhibitions to give students a full exposure to enhance their learning opportunities.

We have also encouraged various physical activities outside of the curriculum such as taking part in the Hampshire Kwik cricket tournament. During the Autumn term all Key stage 3 students had the opportunity to attend Tidworth Leisure Centre and have a weekly swimming lesson.

In Term 6, thirty students went to Avon Tyrrell supported by bot care and education staff for a 4 night 5 day adventure week. Avon Tyrrell is an Outdoor Activity Centre run by UK Youth. It offers a range of activities for school groups and members of the public. People who chose to stay at Avon Tyrrell had the opportunity to either camp or stay in lodges within the grounds. They enjoyed a variety of activities including: high and low ropes, swimming, archery, raft building, pond dipping and bush craft followed by team building games, touch American football, ultimate Frisbee, rounders, zip wire, fishing, camp fire skills and general camp fun with BBQ.

Students who chose to remain on site during this activity week had the opportunity to take part in Music work shop, wheels project, crabbing, film making, Moors Valley, VR, Hawk Conservancy, GUL - Horse riding, stable management, Mottisfont - House and gardens and Danbury Hillfort.

Achievement of National Accreditation

All GCSE Examination results 2017/18

2018 GCSE Results by Grade			2017
Grade	No.	%	%
A or 7,8,9	2	4	6
B or 5,6	16	33	19
C or 4	10	20	58
D or 3	10	20	71
E or 2	9	18	84
F, G or 1	2	4	87
Unclassified	0	0	2

- 13 students completed a total of 13 subjects, totalling 49 GCSE accreditations.
- There was an overall 100% pass rate in GCSE courses (A-G or 9-1).
- There was an overall 57% rate of A*-C or 9-4 in GCSE courses.

Secondary GCSE Examination results 2017/18

8 out of 10 Students in year 11 sat a total 12 GCSE subjects.

(Key example: Student 1 attained one grade 5; two grade '4', two grade '3's (one of which was a short course qualification) and one grade 'D')

Grade	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
A or 7/8/9				●●				
B or 5/6	●			●●	●●●●	●●	●●●	●
C or 4	●●			●	●	●	●	●●●
D or 3	●●*	●●	●	●	●			
E or 2	●		●●●*			●	●●	●
F or 1					●			
G								
Unclassified								

Notes: Asterisks (*) denote a short course result.

Student 9 in Year 11 was withdrawn from examinations due to non-attendance.

Student 10 in year 11 only sat a Maths Functional skills level 2 due to their educational profile.

- There were 10 Year 11 students on roll at the end of 2018 that between them successfully completed GCSE accreditation courses in English Language,

English Literature, Mathematics, Science: double award, Geography, History, Computer Science, Art and Design.

Secondary English, Maths and Science GCSE results

subject	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8
English	2			3	3	2	5	5
Maths	4		2	7	6	5	2	4
Science	5,4	3,3	3,2	6,6	6,5	5,4	5,4	4,4

Secondary Functional Skills English and maths results

Subject	Student 1	Student 6	Student 10
English L1			
English L 2	Pass	Pass	
Maths L1			
Maths L2			Pass

- Of the 10 Year 11 students;
 - Two students achieved at least 5 GCSEs A*-C or 9-1 (including English and Maths),
 - Two students achieved 4 GCSEs A*-C or 9-1 grades (including English and Maths)
 - Six students out of eight entered for Mathematics GCSE achieved grade 4 or above.
 - 1,5,10 achieved passes in Functional Skills English level 2.

GCSE Predicted grades		
Above	Met	Below
19 out of 49	18 out of 49	12 out of 49
38.8%	36.7%	24.5%

75.5% of student met or exceeded their predicted GCSE grade and 24.5% achieved lower than their predicted grade.

Other Key Stage 4 Qualifications

No of Students	Qualification	Student attainment levels
1	BTEC Level 1 Cooking Skills	1 x Pass
3	English Functional Skills Level 1	3 x Pass (inc. one Year 10 student)
1	Maths Functional Skills Level 2	1 x Pass
2	English Functional Skills Level 1	3 x Pass
3	BTEC Level 1 Certificate in Land based Studies (Riverbourne Farm)	2 x Pass
1	Ingots IT User Skills, Level 2	1 x 'B' grade
4	Ingots IT User Skills, Level 1	2 x Distinction 2 x Credit

Other Considerations

- There is clear evidence that young people with Asperger Syndrome struggle with anxiety and the exam period can be an extremely stressful time, although generally the attendance of students at exams was very much improved at Grateley in comparison to previous years.
- All the Key Stage 4 pupils enrolling on college courses were accepted with the grades they achieved.
- All Key Stage 4 students achieved a qualification of some description; several were sitting formal examinations for the first time in their education.
- There was a significant improvement in exam attendance this year, with only isolated occurrences of students refusing to engage with their agreed examinations.
- Of the 8 Year 11 students sitting exams in the academic year 2017-18, 2 started at the school during Years 10 or 11 of their schooling. All students starting at Grateley House before their Year 10 sat GCSEs.
- Changes in teaching staff at the beginning of the academic year in both English, Design Technology, History and Computer Science presented a challenge to our AS students.

Key stage 4 and 6th form results combined

2018 GCSE Results by subject area				
Subject	Number of entries	% 9-4	%3-1	Overall pass rate %
Science (double award)	8	75	25	100
Maths	9	78	22	100
Eng. Lang	8	38	62	100
Eng. Lit	3	33	67	100
Geography	1	0	100	100
History	1	100	0	100
DT	2	0	100	100
PE (short)	2	0	100	100

2018 Functional Skills Results by subject area				
Subject	Number of entries	% Pass	%U	Overall pass rate %
English L2	4	50	50	50
English L1	2	50	50	50
Maths L2	2	100	0	100
Maths L1	2	50	50	50

6th Form

Students continue to make progress on their individual learning pathways both on-site and at local FE and 6th Form colleges.

Notable achievements this year included a student achieving the required grades at Peter Symonds 6th Form College to study for a degree in Medicine at Newcastle University. Another student completed the Access to Higher Education course at Andover College and after a successful interview is now studying for a degree in Palaeontology at Portsmouth University. Another student is now studying a BTEC level 2 in Art and Design at Chichester College after successfully completing a BTEC level 1 course in the same subject at Wiltshire College Salisbury. Students transitioning this year have gone to a variety of placements including supported internships, Sparsholt College to continue a level 3 Animal Management course, supported living, own Residential living and volunteering at a local community farm.

Last year, to meet students' career pathway expectations, the school worked with three FE colleges Andover, Sparsholt and Wiltshire College and one 6th Form college Peter Symonds, Winchester.

The school has supported students to study a range of courses:

- A levels including Maths, Biology, Chemistry and Film
- An Access to Higher Education Course (level 3)
- BTEC Awards (levels 2 and 3) in Music, IT, Animal Management and Creative Media Production
- Level 1 and 2 awards in Land Based Studies and Animal Management.

The school continues to use RiverBourne Community Farm in Salisbury where students successfully completed BTEC qualifications in Farming and Animal Husbandry.

The school has also developed its LASER (LEAP) Learning, Employability and Progression programme with several students gaining level 1 certification for the first time this year.

Ofsted Highlighted Sixth form provision Good

- With strong leadership and much better attendance rates, outcomes for 6th form students are good. Working in close partnership with a number of sixth-form colleges, the school supports students to achieve positive results, with some particularly impressive individual
- Leaders have successfully secured a number of very beneficial partnerships with a range of other providers of 6th form provision. Keen to support the interests, aptitudes and ambitions of each student, the particular links forged vary year on year. Tight management of these arrangements through written agreements and frequent liaison helps staff monitor closely students' attendance and punctuality, and how well they are applying themselves to their studies

Sixth form Examination results 2017/2018

Sixth form students completed studies across a range of qualification types from 'A' Levels through to Functional Skills and Vocational qualifications, both at Grateley House and at various colleges.

Student	Qualifications/Notable Achievements	Student attainment level
A	L2 Functional Skills English (Writing) LASER L1 Extended Certificate in Learning, Employability And Progression IT user skill Level	No Pass Pass Pass
B	L2 Functional Skills English (Writing) LASER L1 Certificate in Learning, Employability And Progression	No Pass Pass
C	GCSE English Language L2 Functional Skills Maths	1 Pass
D	L1 Functional Skills Maths BTEC L1/L2 Art & Design GCSE Drama LASER Entry 3 Introductory Award in Learning, Employability And Progression	Pass Merit 2 Pass
E	A Level Film Making BTEC Level 3 Creative Media Productions (Year 1) GCSE Mathematics	Pass 5
F	BTEC Level 3 Science – Access to Higher Education	Distinction
G	BTEC Level 3 Information Technology Subsidiary Diploma GCSE English (in college)	Pass 4
H	BTEC Level 2 Rock School Music Practitioners GCSE Mathematics (in college) LASER L1 Introductory Award in Learning, Employability And Progression	Completed 1 st year Pass
I	BTEC Level 3 Animal Management LASER L1 Introductory Award in Learning, Employability And Progression	Pass
J	A Level Mathematics A Level Biology A Level Chemistry	B A B
K	GCSE English Literature GCSE Geography GCSE History GCSE Drama GCSE Computing	3 3 4 N/A 3
L	LASER Entry 3 Award in Learning, Employability And Progression	Pass
M	LASER Entry 3 Award in Learning, Employability And Progression	Pass
O	GCSE English Language GCSE Mathematics GCSE Drama LASER L1 Award in Learning, Employability And Progression	6 5 N/A Pass

Sixth Form Destinations 2018

A number of students left Grateley House at the end of Year 11 or 6th Form, to go on to a variety of destinations:

Student	Destination	Pathway
A	Newcastle University	Medicine degree
B	Portsmouth University	Palaeontology degree
C	Home West Sussex	Chichester College level 2 course in Art and Design
D	Supported living (own flat with floating care package) Hampshire	Continue 2nd year of BTEC level 3 course in Animal Management at Sparsholt College
E	Home Dorset	Access to a level 1 course in Blacksmithing at Pulborough College (Chichester College) with view to attending full-time from September 2019
F	Home Surrey	Internship in Fabrication
G	Home Poole	Returned home and supported internship Poole as well as volunteer on local community farm
H	Home Monmouth	Supported living (Camphill Community/CMG) and supported employment back in home locality
I	The Fortune Centre of Riding Therapy New Forest	Horse riding qualification
J	Farleigh College of Further Education Frome	Personalised programme of level 2 study and access to FE college (Bath/Strode)
K	Home Hackney	Hackney autism transition team to work with the student to develop personalised programme for them
L	Home Twickenham	Part-time work in hospitality and catering and applying to college

Citizenship Programme – raising awareness by support for charities

We believe it is important that our students recognise their community responsibilities and I am pleased to report that last year we raised £693.11. The collections have been raised by staff and students.

Charity	Amount Raised
MacMillan	£27.29
Jeans for Genes	£120.00
Royal British Legion	£103.00
Children in Need	£59.32
Save the Children	£24.50
Motor Neurone Disease Association	£58.00
Wessex cancer	£301.00
Grand Total	£693.11

Student Progress

We currently measure student progress in a number of different ways as the withdrawal of National Curriculum (NC) Levels has prompted GHS to rethink how they assess and monitor their pupil's progress.

As a school we try to adapt to the changes in assessment, and to implement our own effective approaches to it focusing on supporting children's progress towards learning of knowledge, concepts and skills, promoting efficient use of effective assessment;

Assessment tasks provide teachers with meaningful, useful insight (assessment for formative purposes) in the form of information about a child's learning and ability to apply their learning to a broad range of contexts;

Assessments enable dependable claims to be made about children's learning (particularly when communicating with parents).

Specific tasks and questions are used to evidence students learning which require children to do things in order to demonstrate their learning. For example, pieces of writing or diagrams and pictures are used as a means to assess the security and depth of understanding a child has attained.

At GHS we have developed a progress tracking system that captures the small steps of progress within a subject. During termly check in IEP targets, achievement of National Accreditation, work experience and an analysis of behavioural incidents and social progress is also monitored and interventions actioned if required to support a student's social, emotion an and academic development.

IEP Targets

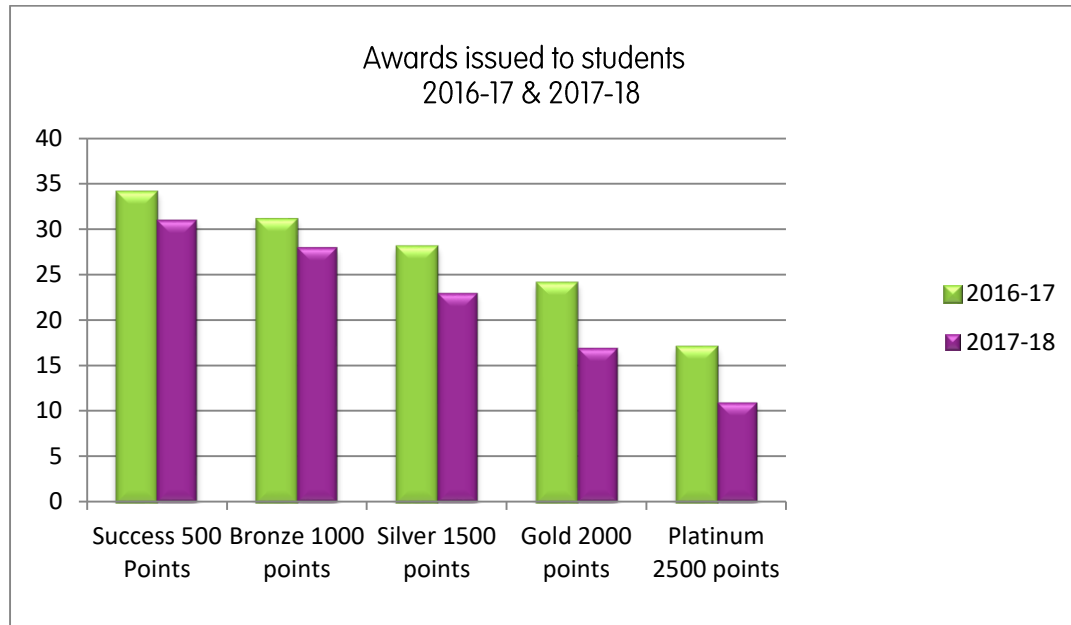
Once assessed, every child is given individual targets to work on over the next 12 weeks and these are reviewed 3 times a year by the tutor, therapy team and the key worker working together. These targets form their IEPs (Individual Education Plan). The targets are "SMART" (Specific, Measurable, Achievable, Resourced and Timed).

We measure the school's overall success and monitor carefully all pupils and their outcomes and where necessary put in place additional intervention programmes. Over the last year, the majority of pupils met their targets.

School Awards

These awards are specifically for following classroom rules and completing school work. Students can earn 2 points per lesson and this accumulates over the year towards gaining further awards.

The Rigg award, the highest accolade within the school, is awarded to one student each year for brilliant effort throughout the year. This year, the proud recipient was Logan Smith.



Teaching Observations

As part of the school's monitoring of Teaching and Learning and the Teacher's Performance Management all teachers have up to 3 hours of planned observations throughout the year. The observations are carried out by the Vice Principal (Head of Education) Principal and visiting School Improvement Partner. Formal lesson observations take place in the Autumn and Summer terms with Engagement profiles focusing on identified students in the Spring term.

Our internal inspections and Ofsted highlighted:

- When pupils successfully attend and take part in lessons, they benefit from strong teaching
- Established routines and well-prepared lessons contribute to a purposeful and productive atmosphere. Teachers keep pupils' SEN and/or disabilities at the forefront of their minds when setting up the environment, resources and additional support aimed at ensuring pupils' success
- Staff knows individual pupils extremely well and typically maintain high expectations of what they can achieve. Pupils' individual needs and best ways of learning are generally well catered for in lessons. Despite high ratios of staff to pupils, pupils are encouraged to make choices. Their independence is nurtured according to their individual needs and abilities. Life skills sessions in the post-16 provision are particularly personalised and focused
- Classroom relationships are strong, helpfully supporting pupils' learning and personal development. Teachers are adept at judging the right tone and approach to take with pupils. Very effective teaching in creative subjects complements regular opportunities across the curriculum for pupils to think, reflect and offer opinions. Classrooms are safe environments where pupils are willing to "have a go"
- Teachers' strong subject knowledge means that they are competent, confident and well respected by pupils. Carefully and logically planned sequences of work promote strong learning and progress for pupils who routinely attend lessons. This skilful and

knowledgeable teaching deepens pupils' understanding of concepts, and supports them to build, develop and refine their own ideas, for example in art

- The effective and proactive work of teaching assistants makes a significant difference to pupils' learning and the smooth running of lessons. Teaching assistants' own strong subject knowledge, especially in English, mathematics and science, is a particular asset.
- Adults combine their strong knowledge of both their subjects and each pupil to provide them with frequent and effective feedback. Teachers are watchful during lessons and judge carefully when to intervene to alleviate any building anxiety for pupils, tackle a misconception, or promote an important learning point
- Leaders evaluate the quality of teaching accurately. They have identified the small variability and relative weaknesses within a strong overall picture

Some of our identified areas for development are:

- providing sufficient training and support to improve staff confidence and competence in meeting pupils' increasingly complex needs
- improving the attendance of those who frequently miss lessons so that they sustain stronger progress over time
- using the information held about pupils' academic progress and personal development more effectively to evaluate the school's overall effectiveness

Work Experience Programme GHS 2017/2018

25 students across the school attended block and extended placements over the last academic year.

2017/2018 has been an exciting busy year. We are introducing more opportunities for students to gain essential skills in the working world, significant changes to the programme incorporating PHSCE and Hampshire careers. This has enabled the students to take a more in-depth look at what is involved within the working world and have a more realistic approach.

Each placement is tailored to meet the individual student's needs and interests. This has resulted in a more stable placement and a fully completed term of employment. This has resulted in several companies, asking students to extend their placement time.

YR 10 students had a very successful week, with all students fully completing their placement. This is a fantastic achievement. Some students were independent and some had graduated levels of support over their work experience period.

Our placement data base has been expanded so we had a wide variety of companies to coincide with the student's interest and incorporating realistic opportunities for future employment.

Over the summer term we have introduced a graduated transition to year 11 and 6th form students, with employability and work placements integrated within a 4 week period.

We have a mix of employment skills, CV writing, role play interviews, train travel, college visits, money management and job centre visits. This works well for our students, as they have finished their exams and are embarking on for some new adventures and beginnings. Several of our 6th form students have permanent work placements that have been running consistently for the past academic year.

We work closely with Hampshire careers. Each student has had the opportunity to have careers and college advice and guidance from Hampshire careers services. We performed informal interviews for each student to enable us to be able to meet the students' needs and ambitions and to ensure that the students have all the information they need to be able to follow their chosen path. They were also available on parents' day for parents to meet with us to discuss future plans.

For the second year running we have been invited, and attended the John Hanson's careers event. This is an opportunity for all yr11 and 6th form students to have an insight to college, work and increasingly popular Apprenticeship schemes.

We would like to thank Hampshire Careers Service for managing the risk assessment process and supporting us in a range of ways. We would like to extend our gratitude to all of the wonderful local employers who work with us to ensure our students have positive first experiences of employment, which include:

Gul, Cholderton Farm, Gentle Grooming, Stonehenge vets, Pappas dog walking, Puffins pre-school, Museum of Army Flying, Premier CX, GHS Kitchen/Maintenance Teams, Salisbury playhouse, CE Electrics, Ampert Cattery, Alaberay Trust, Enham Trust, Ugly Ducks, Multimedia Replications, Dogs Trust, GHS Maintenance, and Tritag.

Behaviour Support at GHS

Grateley House School operates a proactive behaviour support model with a focus on effective proactive strategies and an environment that incorporates indirect therapeutic support in all that it does. We are pleased to report that our dedicated staff team rely heavily on their ability to build strong, trusting, professional relationships with the children and young people we support and because of this we are able to reduce anxiety and resolve the difficulties that may arise with minimal use of physical intervention. Regular review of our support takes place in a number of ways and we ensure that all students are debriefed after any incident so that they can have a voice and they can take responsibility for their own behaviours and how they are supported.

Any young person who is experiencing particular behavioural or emotional challenges is discussed at our weekly 'High Priority Group (HPG) meetings' where staff discuss strategies for improvement. The HPG consists of members of the Senior Management Team, representatives from the Therapy Services Team and we now encourage house base Team Managers to attend when necessary to discuss student in their care and to ensure we have a full and rounded view on how best to support our young people. During these meetings we adopt a solution based approach identifying and taking responsibility for appropriate actions based on the young person's emotional and behavioural support needs.

As hopefully you are aware bullying is something that Grateley House School has always held with the upmost of importance, we are blessed in that our small residential setting has a strong inclusive culture and although disagreements between peers are unavoidable the feedback from our young people is that bullying is minimal at GHS. With this being said we cannot become complacent and are always trying to improve our practice, in September 2017 we created a new council within the school and this is the Anti Bullying Council. Students from around the school have applied to be an Anti-Bullying Rep and have taken part in regular meetings, workshops and art projects raising awareness and having an input into our bullying procedures. The Anti Bullying Reps are a huge part of Grateley House School's commitment to creating and maintaining a safe and secure environment for all.

Positive Behaviour Support remains embedded in the ethos at Grateley. Staff receive regular training sessions in understanding the different needs of individual students and positive planning of appropriate strategies, including, therapy clinics, Termly Check Ins, focus meetings and MAPA (Management of Actual or Potential Aggression). Positive planning, consistency and a person centred approach is key in ensuring that our students continue to develop and to understand the importance of managing their own behaviour with a focus on independence ready for life after Grateley.

Attendance and Absence

At Grateley we encourage all our students to strive for full attendance as this will give them the best opportunity to do well academically as there is a direct link between attendance and achievement. Research shows that where attendance falls below 92% it will affect exam performance in Year 11. Grateley staff are committed to helping the students achieve attendance in school above this level are working tirelessly to increase engagement in lessons.

We aim to reduce absences further, especially the small percentage that is unauthorised. Using the Student Services Hub within the school education block, reward incentives and curriculum plus opportunities with further interventions such as the Wheels project, Impact programme, Music workshop PAT therapy are all crucial interventions used at GHS to support the students in achieving the best attendance and outcomes possible.

Future Development

In the last report we informed you of our plans to set up a specialist nurture provision for some students. The plans have been drawn up for a new education building to be built on site for the continued development of the specialist nurture provision for some students and also an improved environment for the Post 16 provision. When we have further updates on the progress of the planning application then you will be informed. We continue to offer both of those provisions in the buildings that we have but are excited about the opportunity to have a purpose built education building in the future.

Exclusions

We will always give a great deal of consideration to the circumstances of any given situation before a fixed term, temporary exclusion is used. From time to time students need time to reflect on their behaviours and sometimes that reflection is more effective when undertaken away from the school environment. There have, over the years been a number of fixed term, temporary exclusions. Last year, there were 7 fixed term, temporary exclusions. We will always consult with the company directors before any decision is made regarding exclusions.

Achievements of the Student council

- Equal time spent by education staff with all students
- TVs to be replaced when needed with freeview/freesat ability
- Trees from the Woodland Trust have been planted onsite
- Students are able to ask for homework/additional work if they would like it to help with exams
- Team building trip to the Sky Gardens/ Loose Women in London
- 6th form students now able to join assemblies on a Wednesday morning
- Summer the therapy dog available for all students to benefit from
- Wider variety of clubs set up through Motiv8 including Hobby Club
- The Stables have new locks so only day students and house bases doing cook nights can use it
- Kimpton have had their shower room updated
- Class sizes to be reviewed/reduced in September 2018
- Several open day/evenings held at Stratford Lodge for prospective students next year
- Emergency Protocol discussed with input from the Representatives taken into account
- Hall is now open at break and lunch times for students to use the instruments
- New garden furniture ordered for house bases with gardens
- Two students raised £301 for charity by completing a 'fire walk'
- Some representatives have taken part in anti-bullying day, which was a great success
- Fiddle toys donated to the Friend Finder Charity
- More scooters have been brought to allow more students to play on them
- The Stables have received a new sofa as theirs was broken