

Report to Parents 2018-2019

Dear Parents/Guardians,

We started this academic year with a positive return to school 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 are continuing to drive forward improvements to the school with our Action plan following the Ofsted Inspection in the summer term. 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 regular visits from our Regional Leads and support from the wider Cambian Group.

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 2020.

15 th January 2020	Autumn exam series results to students
11 th May 2020	First GCSE & GCE Exams – June 2019-20 series
18 th June 2020	Last GCSE Exams – June 2019-20 series
23 rd June 2020	Last GCE Exams – June 2019-20 series
13 th August 2020	GCE results day – June 2019-20 series
20 th August 2020	GCSE results day – June 2019-20 series

On Thursday 19th December, we will be holding our Carol Service at the local Church in Grateley. The service will start at 11am and students will be free to leave after the service. It will be a wonderful opportunity to end this term.

We look forward to welcoming the residential students back after Christmas on Tuesday 7th January 2020 from 2pm onwards and the day students on Wednesday 8th January 2020.

Best wishes,

Mark McQuillan

Principal

Teaching and Learning

Secondary

All of the school are very proud of all the student achievements in 2018 - 2019. The exam period is an extremely stressful time for the students and 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. 75.5% of students met or exceeded their predicted GCSE grade. Students should be highly commended for this achievement and be very proud of themselves. This will have a far reaching impact on their post-16 education choices that the school will support students with.

Subjects taught and assessed throughout all year groups in the secondary school included: English Language and Literature, Mathematics, Science - Double Award, , Food Technology, Design Technology, History, Geography, Computing, PE, Art and Design. This school has an ethos of engaging lessons taught by highly specialist subject teachers, a stringent marking and feedback policy, as well as teaching staff being ably supported by highly skilled teaching assistants. All education professionals in the school spend time getting to know the students understanding barriers to learning as well as the skills sets to potentially build upon.

We currently measure student progress in a number of different ways as the withdrawal of National Curriculum Levels has prompted GHS to rethink how progress is measured. One of these methods, 'GL Assessments', an assessment tool we have in use is designed to measure ability and cognitive function and in turn it omits the best way to assess our students. As a school we adapt to these changes in assessment, resulting in the implementation of our own effective approaches, focusing on supporting children's progress towards learning, concepts and skills as well as promoting the use of effective assessment. Assessment tasks provide teachers with meaningful and useful insight (for formative purposes) reporting a child's learning and ability to apply their learning to a range of contexts. Assessments enable dependable claims to be made about the learning taking place (particularly when communicating with parents). Specific tasks are used to evidence demonstrable learning in the classroom environment such as writing and diagram production to check for learning and absorption. At GHS we have developed a tracking system that captures progress within a subject. This includes references to IEP targets, achievement of National Accreditation, work experience, behavioural incidents and social progress leading to relevant interventions being actioned to support a student's social, emotional and academic development.

Once assessed, every child is set individual targets to work on over the next 12 weeks. These are reviewed each term by the tutor, therapy team and key worker. These targets form IEPs (Individual Education Plan). The targets are "SMART" (Specific, Measurable, Achievable, Resourced and Timed). We measure the school's overall success by thoroughly monitoring pupils' outcomes and apply additional intervention programmes. Over the last year, the majority of pupils met their targets.

We continue to ensure that all students have an increasing platform of academic opportunities, with a particular focus on the attendance and engagement of all students (which can lead to multiple rewards for students if targets are met), as such we have looked to offer additional courses where we can match need, interest and abilities ensuring that every student has the best axis to achieve. All students are in receipt of independent Careers Advice (from Hampshire Careers) and have 1-1 support with the Work Experience Co-ordinator helping them to be offered (and

more latterly) achieve a work experience placement or a work-related learning study programme which is unique to them in preparation for the world of work as well as looking at options for post-16 education.

The college link (14-16) programme with Sparsholt College continues to be an important part of the provision creating a link to Animal Management and Mechanic courses. The Land Based Studies course which runs from River Bourne Farm has also provided further opportunities to gain achieve in a work-like environment in a vocational context. Students attend 1 day a week and mix with other students from schools and are expected to complete all tasks as well as interact with other staff and visitors alike. Students who have attended and completed the courses have been recognised by the School and awarded Certificates of Attendance and Certificates of Achievement.

Students have enjoyed a range of learning experiences using the local environment, community areas and visitor attractions. There have been visits to the Living Rain Forest, theatres and many Art and Historical exhibitions have been visited to give students full exposure to enhance their learning opportunities. We continue to encourage physical activities inside and outside of the curriculum such as taking part in the Hampshire Kwik cricket tournament. During the Autumn term all students had the opportunity to attend Tidworth Leisure Centre and have a weekly swimming session. Physical activity helps students to meet needs in reference to their social, emotional and mental health.

Close to the culmination of the academic year, during activity week, 30 students attended Avon Tyrrell supported by all staff teams (care, education and therapy) in the school for a 4 night, 5 day adventure visitation. Avon Tyrrell is an Outdoor Activity Centre run by UK Youth which offers a range of activities primarily for school groups. Grateley students had the opportunity to camp or stay in lodges within the grounds. They enjoyed multiple activities, designed to increase their social skills, confidence and self-esteem, 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 followed by a BBQ.

Students who chose to remain on site during 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 and stable management, Mottisfont House and gardens and Danebury Hillfort. Ultimately, they gained both skills and enjoyment from these activities.

Achievement of National Accreditation

All GCSE Examination results 2018/19

2019 GCSE Results by Grade			2018
Grade	No.	%	%
7,8,9	6	16	4
5,6	13	34	33
4	3	8	20
3	8	21	20
2	3	8	18
1	4	10	5
Unclassified	1	3	0

- 10 students completed a total of 11 subjects, totalling 38 GCSE accreditations.
- There was an overall 97% pass rate in GCSE courses (9-1).
- There was an overall 58% pass rate in GCSE courses (9-4).

Secondary GCSE Examination results 2018/19

All students in year 11 attempted GCSEs and sat a total 11 GCSE subjects.

(Key example: Student 1 attained one grade 7; three grade 5/6, two grade 4, two grade 3)

Grade	Students									
	1	2	3	4	5	6	7	8	9	10
7/8/9	●	●		●●● ●						
5/6	●●●	●●● ●●		●●				●●●●		
4	●●							●		
3	●●		●	●		●	●		●	●
2						●●●				
1					●	●			●●	
G										
U							●			

Notes: Student 7 in Year 11 was disqualified from one examination due to leaving the exam room early, without invigilator permission, breaking exam rule regulations.

Secondary English, Maths and Science GCSE results

Subject	Student							
	1	2	3	4	5	6	7	8
English	4	6	8	1	3	4	3	n/a
Maths	6	7	7	2	x	5	1	3
Science	7, 6	6, 6	7, 6	2, 2	n/a	5, 5	n/a	n/a

GCSE outcomes against predicted grades		
Above	Met	Below
6 out of 38	22 out of 38	10 out of 38
16%	58%	26%

Notes: 74% of students met or exceeded their predicted GCSE grade.

Secondary Functional Skills English and Maths results

Subject	Level 2	Level 1	Entry Level 3	Entry Level 2
English	●●	●●	●●●	●

Entry Level Certificate Examination results 2018/19

Subject	Student 1	Student 2	Student 3
Science	Level 2	Level 3	Level 3
Step up to English	Level 1	n/a	n/a

Other Key Stage 4 Qualifications

No of Students	Qualification	Student attainment levels
2	BTEC Level 2 Cooking Skills	1 x Pass
3	Ingots IT User Skills, Level 2	2 X A-C 1 X Pass
1	Ingots IT User Skills, Level 1	1 X Pass

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 Andover College (A and Distinction) to study for a degree in Game Design at the University of Portsmouth. Another student completed the AS levels (equivalent) in Politics, Philosophy and Creative Writing (EPQ) at Andover College with a view to studying for a degree in Politics in 2020/2021. Another student is now looking for an apprenticeship in Engineering after completing a BTEC Level 3 Subsidiary Diploma in Engineering at Basingstoke College of Technology (BCoT). Students transitioning this year have gone to a variety of placements including supported internships, supported living, own Residential living and volunteering at a local community farm. Two students are following vocational programmes at agricultural colleges nearer their home locations. Another student has continued his education in a 19-25 provision at Lufton College.

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

The school / 6th Form department has supported students to study a range of courses:

- A levels including History, Politics, Philosophy and Creative Writing
- GCSE qualifications in Maths, English and History
- Rock School (UAL) Level 2 and Level 3 Courses
- 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.
- LASER (Learning Awards South East Region) Award, Certificate and Diploma courses in Learning, Employment and Progression (LEAP)

The school continues to use River Bourne Community Farm in Salisbury where students successfully completed BTEC qualifications in Farming, Animal Husbandry and access for therapeutic reasons.

The school has also further developed its LASER (LEAP) Learning, Employability and Progression programme with another several students gaining level 1 certification this year after its first year of being on the education platform in 2017/2018 with a view to gaining Direct Claims Status (DCS) for the qualification in the next academic 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
- After a 'monitoring' visit (June 2019). Ofsted maintained their findings from above

Sixth form Examination results 2018/2019

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	A level in Film Making BTEC level 3 Creative Media	A Merit
B	AS Level Philosophy AS Level Politics EPQ in Creative Writing	D (Permitted to continue) D (Permitted to continue) Pass
C	LASER (LEAP) Level 1 Certificate in Life and Practical Living Skills	Pass
D	LASER (LEAP) Level 1 Certificate in Practical Employability Skills Functional Skills English Level 1 Functional Skills Maths Entry Level 3	Pass Pass Pass
E	BTEC Level 3 Engineering	Subsidiary Diploma - Pass
F	Functional Skills English Level 1 Functional Skills Maths Entry Level 3 LASER (LEAP) Entry Level 3 Introductory Certificate in Practical Employability Skills	Pass Pass Pass
G	RSL Level 3 RockSchool Subsidiary Diploma	Pass
H	UAL Level 2 Course in Creative Media English GCSE Re-sit (November 2018)	6 Unit Passes – Full Qualification NOT awarded '5'
I	No Accreditation	
J	No Accreditation	
K	No Accreditation	

Sixth Form Destinations 2018/2019

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 (day student)	Portsmouth University	Degree in Computer Games Development
B	Cambian Lufton College	Foundation work related learning programme
C (day student)	Home	2 nd Year of BTEC level 3 course in Engineering and paid employment at a local garden centre through school work experience programme
D	Home	Accepted Ruskin Mill to do Foundation work related learning programme (pending funding)
E	Home	Queen Mary's College Basingstoke, Level 3 Art & Design programme
F (day student)	Home	Peter Symonds College X 3 A level programme
G (day student)	Home	Accepted Ruskin Mill to do Foundation work related learning programme (pending funding)
H	Cambian Wing College	Continue level 3/A level studies

Citizenship Programme – raising awareness by support for charities

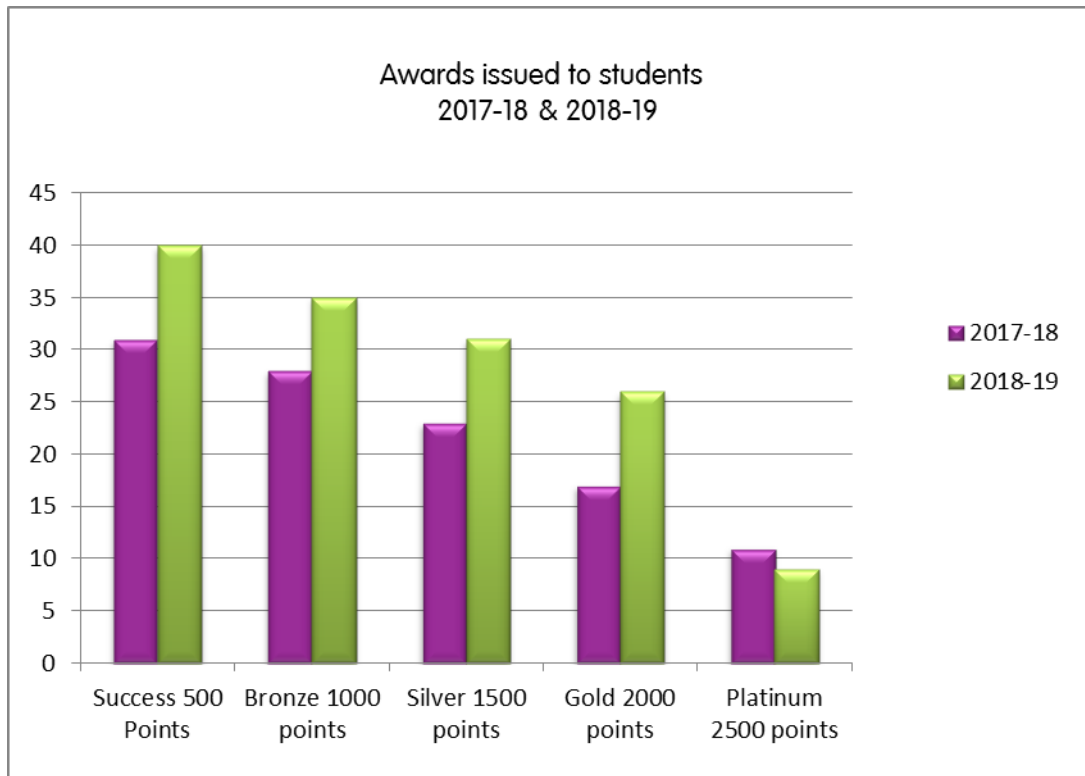
We believe it is important that our students recognise their community responsibilities and I am pleased to report that last year we raised £1402.29. The collections have been raised by staff and students.

Charity	Amount Raised
MacMillan	£71.32
Jeans for Genes	£100.00
Children in Need	£191.83
Save the Children	£29.84
Red Nose Day	£186.78
Stand up to cancer	£87.95
Mental Health awareness week	£21.50
Garden project for Monxton house base	£483.57
Alzheimer's society	£61.00
Cancer research	£50.00
British Heart Foundation	£118.50
Grand Total	£1402.29

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 Carlos Solebo.



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 can be carried out by the Regional Director, Principal, Vice Principal (Head of Education), 6 Form Manager and Senior Teachers with teaching and learning responsibility. Formal lesson observations take place in the Autumn, Spring and Summer terms.

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 2018/2019

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

2018/2019 has been a busy year exploring the opportunities that we can make available to our students, introducing new companies and options for the world of work. We are working across the curriculum with 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.

By ensuring that we meet all student's requirements, 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. Building strong relationships within our community. This has resulted in several companies, offering part time jobs and extensions to their placement time.

YR 10 students had a very successful week, bar the weather, which when the snow came down we had to cut short our planned week, but all students completed their placement to the best of their ability. Some students were independent and some had graduated levels of support over their work experience period.

Over the past 4 years we have been working to expand our placement data base, encouraging new companies to be part of our journey in the world of employment, this has enabled us to offer a far wider range of options and job opportunities. By having the chance to use a wide variety of companies to coincide with the student's interest and future pathways incorporating realistic opportunities of employment.

Over the summer term we implemented our graduated transition from 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.

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 hold annual careers 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 are also available on parents' day for parents to take a copy or to meet with us to discuss future plans.

October is careers fair month, we attended the John Hanson's careers event. This is an opportunity for some of our yr11 and 6th form students to have an insight to college, work and increasingly popular Apprenticeship schemes also looking at the options available at our local universities.

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:

Bespoke Furniture making, Winchester coffee roasters, The Plough Pub, Wyvale garden centre, Combat Fuel Fitness, Gul, Cholderton Farm, Progressive – Technology, Gentle Grooming, Stonehenge vets, Pappas dog walking, Puffins Pre-school, Museum of Army Flying, Premier CX, GHS Kitchen/Maintenance Teams, Salisbury playhouse, CE Electrics, Ampport Cattery, Alaberay Trust, Enham Trust, Ugly Ducks, Multimedia Replications, Dogs Trust, GHS Maintenance, and Triteg.

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. As a school we are focused on a person centred approach and each young person has an individualised support plan in place. They have a bespoke Individual Risk Assessment which works alongside their Behaviour Support Plan to document all the proactive, active and reactive strategies that are best used to support each young person. We recognise that no two young people are the same and whilst there are agreed school expectations in place that we ask all students to respect we acknowledge the need for flexibility and expertise in our approach in order to give each young person the best possible chance of success.

Strong, trusting, professional relationships with the children and young people we support are still key in reducing anxiety and improving the plans in place to support and encourage positive behaviour. Transparency and honest communication with all other agencies is also key in how we respond and work together for the best interests of the individual. We hope that as parents, carers, social workers or any other agencies involved that the communication lines are always kept open and we can all work consistently and effectively together in supporting our communal goals. As a school there is always someone here to pick up the phone or answer an email so please do not hesitate to get in touch if you have any information or concerns that may help us support the young people placed with us.

Physical Intervention to manage challenging situations is still kept to a minimum and used only ever a last resort in order to keep everyone safe. The staff are kept fully trained and receive regular updates and refreshers from onsite and external trainers. Although all staff receive MAPA (Management of Actual and Potential Aggression) training as a standard it is important to recognise that the main focus is on implementing the correct proactive strategies and creating a supportive environment so that anxieties are kept as low as possible and the correct support is in place to prevent crisis development.

Post crisis we look towards adopting a restorative approach, there is a focus on ensuring the young people always learn from the difficulties and challenging situations they have been involved in. Our aim after a crisis is always to support the young person to learn from the experience, to reflect and have input into what has happened and how it could be managed differently in the future. Our Behaviour Support Plans are regularly updated and kept as a live document always ensuring that the young person themselves has had an opportunity to input into any changes is always central to moving forward.

Tackling bullying remains at the forefront of our practice at GHS as we try to ensure that we are proactive in the day to day support of our young people and protect them where possible from bullying. As a school we recognise that bullying is no longer restricted to the classroom or the playground and with the internet bullying is both harder to escape from and harder to identify. Key workers, tutors, PSHCE lessons, therapy services and the Anti Bullying Council are all committed to raising awareness, understanding and up skilling our young people on the dangers of cyber bullying and how to avoid it and keep yourself safe online.

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, 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

We currently have one of our house bases closed for refurbishment. We are expecting the same quality of refurbishment for Thruxton that happened for Fyfield. I will update you further when we have more information about the refurbishment.

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 6 fixed term, temporary exclusions. We will always consult with the company directors before any decision is made regarding exclusions.

Achievements of the Student council

- “Ticky” clocks around the school have been replaced with noise free alternatives
- Meditation club was set up on Monday evenings
- Various new items ordered for house bases at the request of students
- Recycling in the school has been encouraged
- Fyfield has been refurbished and this had been suggested by students previously
- New Art supplied ordered as requested
- New items have been ordered for the stables as requested by students
- Recycled over 1400 crisp packets with terra cycle to stop them going to land fill sites
- Gateley House School vision shared to all students via student council reps
- Gateley House School statement of purpose shared to all students via student council reps
- Mr Lynch met with individual students to discuss education concerns they raised in student council meetings.
- New items ordered for the OT room
- Some student council reps participated in the BHF London to Brighton bike ride.
- Student council reps reviewed the student positive behaviour booklet and feedback their views on it.
- Suggestion of school trip abroad to Iceland which is being arranged for next year
- Students in group A and B now have equal time in the science lab
- Student councillors have met with and given there feedback to governance throughout the year.
- House base refurbishments added to the school development plan
- Student concerns about the student services environment addressed