

enjoy learn succeed



'PUPILS SAY THEY FEEL SAFE AND ARE WELL CARED FOR...THAT THEIR VIEWS ARE VALUED. THIS IS A RESULT OF THE STRONG CARING ETHOS THROUGHOUT THE SCHOOL AND RESPECTFUL RELATIONSHIPS BETWEEN PUPILS AND STAFF.'

OFSTED 2019



Prospectus for Entry 2022



'PUPILS MAKE EXCEPTIONALLY STRONG PROGRESS AS A RESULT OF TEACHERS' EXCELLENT SUBJECT KNOWLEDGE, THE PERSONALISATION OF THE CURRICULUM, DETAILED ASSESSMENTS AND THE VERY EFFECTIVE TEAMWORK BETWEEN TEACHERS AND SUPPORT STAFF.'

OFSTED 2019

'I LIKE GOING ON TRIPS AND VISITS BECAUSE YOU GET TO SPEND TIME WITH FRIENDS AND FIND OUT ABOUT OTHER PLACES.'

FAISA, YEAR 12



OUR SCHOOL

At Hazelbeck we believe that students thrive and they excel when they enjoy learning. If they are happy, have great relationships with staff and always know that they are safe and cared for, we know that they will succeed. Our school motto is 'Enjoy - Learn - Succeed'. It sums up everything we believe in.

Hazelbeck is an outstanding secondary special school for students with a severe learning difficulties, profound and multiple learning difficulties and autism. We are part of the Beckfoot Trust, which is a family of ten schools including special primary and secondary schools, aiming to create remarkable learning environments for all young people. We share a campus with Beckfoot School, an outstanding secondary school.

We want our students to have the very best outcomes, in order to prepare them for their future lives in the community.

At Hazelbeck we focus on three key priorities:

Firstly, we focus on great teaching that excites our learners and ensures that they make progress academically and socially.

Secondly, we provide an exciting personalized, student led curriculum to engage and challenge students. We extend their learning experiences and prepare them with skills and qualifications needed for life in the community once they leave school. We ensure that every moment is seen as a learning opportunity, be that to learn to better interact with friends, apply learning to functional situations or through more formal lessons.

Thirdly, we have an exciting leadership culture where students are challenged constantly to make a contribution to the wider life of the school. Everything they achieve is celebrated through display and rewards.

The Impact

Hazelbeck students achieve in many ways, with all groups of learners making outstanding progress in assessed subject areas. Equally importantly they develop confidence and independence during their time in our learning community. Every student follows a personalised learning pathway through the school which means that we can help them to develop their specific skills and interests.



**'WE FEEL LIKE
OUR SON IS
UNDERSTOOD AT
SCHOOL.'**

PARENT



A PASSION FOR TEACHING

We know that to create great learners you need great teaching. The progress of learning is liberated by teaching that inspires and rewards the learner. We free our teachers to be creative, to take risks and to learn from each other. They share collective goals to see the skills of the Hazelbeck Learner develop and key skills flourish.

Our teachers know that individuals thrive with specific and detailed feedback from which they gain encouragement and focused direction.

The success of our teaching can be judged by the progress of our learners.

The Action

- Our expectations of teachers are absolutely clear and we trust them to develop their own style within the Hazelbeck model. Teachers know each student's level of understanding at the start of every lesson and each student has individual learning intentions they will be working towards across lessons.

The school has an obsession with the quality of teaching and learning and we constantly monitor its impact on the progress of learners over time. The system for monitoring teaching quality is led by the Senior Leadership Team and involves every teacher and teaching assistant in the school.

- A whole-school approach is adopted for evaluating progress, marking books and giving feedback to students. Student self-reflection is encouraged so that they begin to understand how to improve. Homework is set according to the needs of the student, and may take different forms such as reading, researching or practicing a skill at home.
- Hazelbeck is a member of two 'School Direct' teacher training programmes - one with our partner school, Beckfoot, and one with the Shanidar Teaching School programme. These initiatives provide us with a ready talent pool of teachers for the next generation of students.

The Impact

- The achievement of students is graded as 'Outstanding' by Ofsted.
- The quality of teaching and learning is graded as 'Outstanding' by Ofsted.
- 100% of teaching is judged to be good or better against criteria defined by Ofsted and there is no inadequate teaching in the school.
- Students at Hazelbeck make outstanding progress based on their starting points and prior attainment.
- 97% of parents feel that their child makes good progress at school (Parents' Survey, 2019).

A MEMORABLE CURRICULUM

THE CURRICULUM CHALLENGE

A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally, socially and culturally. We deliver an exciting curriculum which encourages students to develop independence, life and leadership skills, both in and out of school. It is personalised to each individual student and it acknowledges their growing maturity as they progress through the school.

The Action

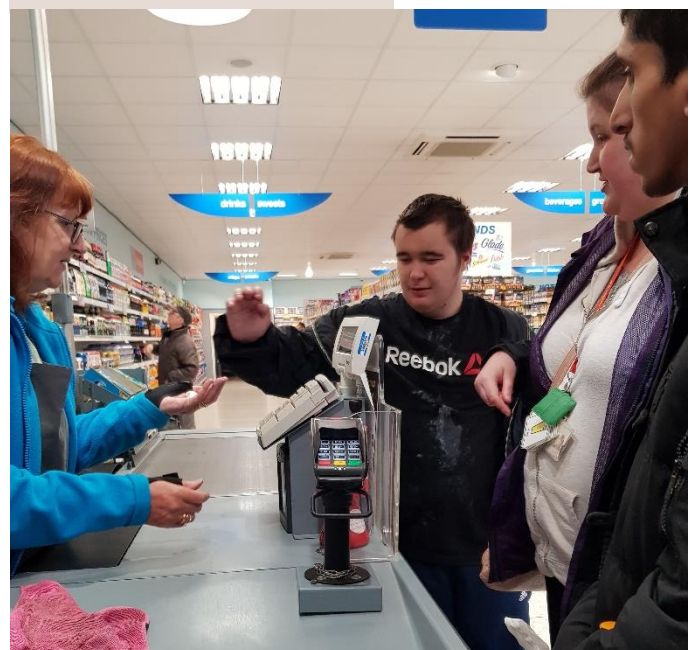
The key drivers that underpin the curriculum for all learners are communication, independence, meaningful skills and preparation for next stages. Students are encouraged to work as independently as they can, gaining functional skills that can then be applied in real life settings within the school and in the wider community. There are several aspects of our curriculum that make it so effective and they are described as follows:

- Our curriculum is exciting and engaging because we personalise it to meet the interests and learning styles of our students. We provide appropriate learning opportunities for our sensory, supported and independent learners. Students take part in a broad range of subjects at an appropriate level.
- For sensory learners the curriculum is divided into four key areas - Cognition, Communication, Physical and Sensory. Learning is personalised so that students can develop skills through carefully planned activities.
- For supported and independent learners learning intentions are set which focus on key skills such as English, Maths, Communication, Understanding the World and Personal and Social Development. These intentions are linked to the Education and Health Care Plan outcomes so work towards students achieving their aspirations for future life. These intentions are delivered through a variety of methods and ensure a broad curriculum delivery.
- Students who have a particular skill or talent are encouraged to develop this further and in some cases they visit Beckfoot School for specific lessons.



**'I LIKE COOKING
BECAUSE WE GET TO
MAKE THINGS ON OUR
OWN.'**

SHAMZA, YEAR 13



- In the Sixth Form we give students opportunities to make informed choices and to access personalised learning linked to specific interests such as the Arts or cooking. Our Sixth Form curriculum prepares students for their transition to college and their lives in the community. The Sixth Form Programmes of Study all contain elements of enterprise and community links which create opportunities for students to learn essential life skills that they will need in later life. Students receive careers guidance and take part in work experience to support them in making choices about their future.

The Impact

- All students leave school prepared for the next stage in their life, whether this is college, a resource centre or an apprenticeship.
- All students participate in extra-curricular activity that takes place at lunchtime each day, while many students access after school clubs such as horse riding, art D fo E and sport.

- Behaviour for learning is outstanding because learning is matched to students' abilities and they are interested and engaged in lessons.



'THERE IS A STRONG FOCUS ON THE DEVELOPMENT OF PUPILS' COMMUNICATION SKILLS, THEIR PERSONAL INDEPENDENCE AND THE PRACTICAL USE OF LITERACY AND NUMERACY SKILLS.'
OFSTED 2019



PERSONAL AND SOCIAL DEVELOPMENT

An environment that recognises diversity and respects difference is a wonderful place in which to learn the spiritual, moral, social and cultural lessons of life. A school where students can explore the excitement of leadership and take risks in a supportive environment will prepare young people for their future lives.

The Action

Hazelbeck is a value driven school and this is seen in our motto 'Enjoy-Learn-Succeed' which we share with all Beckfoot Trust schools. Our co-location with Beckfoot brings great rewards to both schools and gives our students the chance to interact with a wider community from the moment they join the school.

Some of the ways in which we promote personal and social development are noted as follows:

- We celebrate the contributions of our students on our website, through displays and in whole school assemblies.
- Student leadership is embedded in the way we work across all aspects of school life. More than half of our students take part in regular leadership activities, either within their base or across school.
- Students are involved in shaping the ethos of the school, its rules and its priorities.
- Students are enabled to explore the belief systems and values of other religions through R.E. We have a variety of events which bring the school community together to celebrate. These formal events are underpinned by a curriculum that promotes and encourages the celebration of diversity.
- National and international trips and visits, residential visits, sporting and artistic activity feature strongly in the life of the school. These give our students a chance to experience something different and to gain in confidence.
- Our rich variety of cross curricular events, charity work and pastoral time all help to shape our understanding of moral issues and our place in the world.

The Impact

- Students and their parents are proud of our school. In our most recent Parents' Survey (January 2019) 97% of parents confirm that their child is happy at school and 100% would recommend the school to another parent.

- The levels of achievement for all groups of learners and the quality of behaviour indicate that students feel happy and safe at school.
- The effectiveness and the range of student leadership activities throughout the school indicate that active citizenship exists at the school.

BECKFOOT TRUST

Beckfoot Trust is an organisation that links a group of Bradford schools together so they can benefit from shared values and student-centred strategies for success. By collaborating across primary, secondary and special schools, the Trust ensures young people flourish in their school years and leave prepared to thrive in later life. Each school in the Trust is in a different place on its journey towards becoming a remarkable learning environment. Some are already outstanding; in time they all will be.

The Trust is driven by a desire to improve the life chances of young people in Bradford:

- In Beckfoot Trust schools young people always come first and expect to achieve great things. They lead and shape the progress of their school community. School life is enriching and purposeful for everyone and parents engage fully in supporting their children to achieve great things.
- The Trust believes in great leadership that inspires staff to achieve more for their young people. The Beckfoot Teaching School provides teacher training programmes to ensure staff are always at their best in the classroom.
- Beckfoot Trust schools are well led by effective headteachers supported by the Trust's Central Improvement Team. Each school is systematic, accountable and extremely aspirational.



'THE SCHOOLS' MOTTO OF 'ENJOY, LEARN, SUCCEED' IS EVIDENCED BY PUPILS POSITIVE ATTITUDES IN LESSONS AND THEIR STRONG BEHAVIOUR. THIS IS BECAUSE TEACHERS MAKE LEARNING RELEVANT AND LESSONS ENJOYABLE.'

OFSTED 2019



'I LIKE MUSICAL THEATRE CLUB BECAUSE I GET TO WORK AT BECKFOOT AND MAKE NEW FRIENDS.'

HAFSAH, YEAR 9



‘THE STAFF GO ABOVE AND BEYOND TO PROVIDE A RICH, CHALLENGING AND EFFECTIVE CURRICULUM FOR MY CHILD, THEY ENCOURAGE HIM TO BE THE BEST THAT HE CAN BE BY PROMOTING INDEPENDENT THINKING AND LEARNING. MY CHILD HAS MADE INCREDIBLE PROGRESS ACADEMICALLY AND WITH HIS BEHAVIOUR.’

PARENTS’ SURVEY 2019

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Headteacher: Beth McPhail

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Chair of Academy Trustees: John Winkley



Artsmark
Gold Award
Awarded by Arts
Council England

Beckfoot Trust

Beckfoot School is delighted to be co-located with Hazelbeck Special School, the first school to join the Trust.



enjoylearnsucceed