

enjoy learn succeed



'STAFF ARE HIGHLY SKILLED IN HELPING ALL GROUPS OF STUDENTS OVERCOME THEIR LEARNING DIFFICULTIES, PARTICULARLY IN THE AREAS OF COMMUNICATION. AS A RESULT, STUDENTS TRUST THE STAFF IMPLICITLY, FORMING STRONG RELATIONSHIPS.'

OFSTED 2015





'ALL GROUPS OF STUDENTS, INCLUDING THOSE WITH THE MOST PROFOUND LEARNING DIFFICULTIES AND THE MOST ABLE, MAKE EXCEPTIONAL PROGRESS. THEIR ACHIEVEMENTS ARE OUTSTANDING.'

OFSTED 2015



'I LIKE MATHS AND ENGLISH BECAUSE I LIKE TO WORK HARD.'

NAZIM, YEAR 7



'THE QUALITY OF TEACHING IS OUTSTANDING, AS A RESULT OF THE CONSTANT DRIVE FOR IMPROVEMENT BY THE SENIOR LEADERSHIP TEAM AND THE BOARD OF TRUSTEES.'

OFSTED 2015



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 range of learning difficulties. We are part of the Beckfoot Trust which is led by Beckfoot School, an outstanding secondary school, with whom we share a campus. Both Beckfoot and Hazelbeck have been judged by Ofsted as Outstanding in all categories in 2014 and 2015 respectively. This justifies the Trust belief that all young people have talent and that great schools free them to fulfil it.

We want our students to have the very best outcomes, regardless of economic background or level of need, 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 curriculum to engage and challenge students, with enrichment activities such as lunchtime and after school clubs. These extend their learning experiences and prepare them with skills and qualifications needed for life in the community once they leave school.

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.

A PASSION FOR TEACHING

THE TEACHING CHALLENGE

We know that to create great learners you need great teaching. The progress of learning is liberated by teaching that inspires, measures, intervenes 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 literacy and numeracy flourish. They know that individuals thrive with specific and detailed feedback from which to gain encouragement and to focus 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 an individual learning objective for that lesson.
- The school has a relentless 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 Deputy Headteacher 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 practising 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 Yorkshire Special Education School Direct 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, 2016).

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 core subjects include English, Maths, Science, Computing and PSHE*. They also access subjects such as Creative Arts (Music, Art, Dance), Cooking and, for independent learners, Geography and History. These subjects are linked by a theme, or topic, for that term. The topic is launched by a 'Wow' event, which sets the scene for the topic and finished with a 'Celebration'.
- 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.

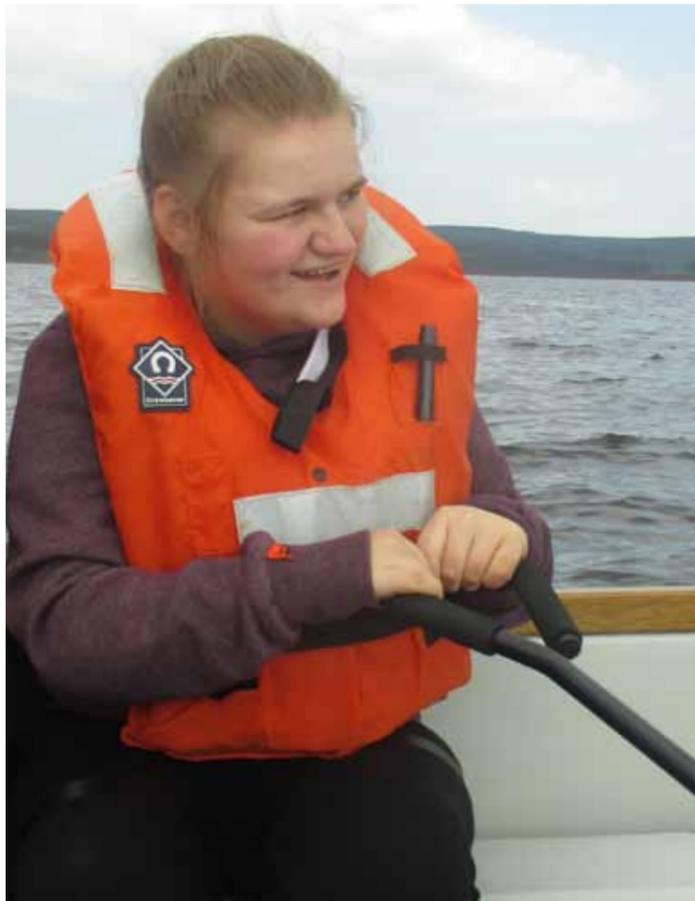
- Vocational Options in the Sixth Form give students opportunities to make informed choices and to access personalised learning linked to specific interests such as dance or cooking. Our Sixth Form curriculum prepares students for their transition to college and their lives in the community. The Sixth 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.

*PSHE - Personal, Social, Health Education.

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 and sport.

- Behaviour for learning is outstanding because learning is matched to students' abilities and they are interested and engaged in lessons.
- In 2015, the school received an outstanding external audit of its Social, Moral, Spiritual and Cultural curriculum completed by the Schools Linking Network.



'I LIKE COOKING BECAUSE WE GET TO MAKE THINGS ON OUR OWN.'
SHAMZA, YEAR 11



'STUDENTS FROM DIFFERENT BACKGROUNDS GET ON VERY WELL TOGETHER AND THIS PLAYS A GOOD PART IN STUDENTS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT, WHICH IS OUTSTANDING.'
OFSTED 2015



PERSONAL AND SOCIAL DEVELOPMENT

THE SOCIAL CHALLENGE

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 Beckfoot School. 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 do this 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. Days, and to participate in cultural opportunities through Cultural Awareness Days. These formal events are underpinned by a curriculum that promotes and encourages the celebration of diversity.
- National 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 2016) 98% of parents confirm that their child is happy at school and 97% 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.
- Schools in the Trust educate Bradford's young people, are co-educational, comprehensive in status and ethos and closely grouped around the Trust's founding school, Beckfoot.



'STUDENTS ARE VERY HAPPY IN CLASS AND THIS CAN BE SEEN BY THE SMILES AND APPRECIATION THAT THEY DEMONSTRATE WHEN WORKING WITH THE ADULTS. THEIR ATTITUDES TO LEARNING ARE SUPERB.'
OFSTED 2015



'I LIKE COMING TO SCHOOL BECAUSE THE TEACHERS MAKE LEARNING FUN AND MY FRIENDS HELP ME OUT.'
FARHAAN, YEAR 9



**'MY SON HAS MADE GREAT
PROGRESS SINCE STARTING IN
SEPTEMBER. THE STAFF ARE
OUTSTANDING AT HELPING HIM
AND ME WITH THE CARE AND
ANY CONCERNS I HAVE.'**

PARENTS' SURVEY, JANUARY 2016

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Chair of Academy Trustees: **John Winkley**

**Beckfoot
Trust**



**Artsmark
network**

National Support School
designated by

National College for
Teaching & Leadership

