



HAZELBECK SCHOOL – THE SELF EVALUATION HEADLINES

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- In 2015 Ofsted described leadership and management as **outstanding**; this has been sustained through a clear strategic focus which is shared across the school and has exceptional staff commitment.
- The success of the strategic vision is underpinned by robust systems which triangulate information and sustain excellent teaching and learning and continual drive for the best outcomes for learners.
- A rigorous but manageable whole school Monitoring and Evaluation process is embedded that ensures accurate progress judgements and feeds into the Beckfoot Trust Boards scrutiny.
- The curriculum is continually being developed and is exciting and engaging – personalised to meet the interests and learning styles of students and prepares them well for the next stages of their life.
- Distributed leadership engages and motivates staff while supporting succession planning. Staff members are proactive in working collaboratively with other schools

*‘The leadership and management of the school at all levels are outstanding. The very high expectations of the board of trustees and executive headteacher are put into practice on a daily basis by the headteacher and senior leadership team’
Ofsted February 2015*

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- In 2015 Ofsted judged the overall quality of teaching and learning throughout the school as **outstanding**; this has been maintained by collective high expectations and a shared understanding of what makes highly effective teaching and learning environments.
- Careful analysis of quality assured observation evidence, drop ins, walk throughs and planning scrutiny demonstrates increasingly innovative teaching.
- Judgements about teaching over time are closely linked to the teaching standards and include evaluation of all the elements of the Ofsted inspection framework.
- Quality of Teaching is a central feature of the strategic vision. Staff skills are developed through an on-going programme of CPD activities. The use of evidence based enquiry research develops collaborative practice.
- The school is part of a School Direct Partnership led by Beckfoot.

*‘The quality of teaching is outstanding, as a result of the relentless drive for improvement by the senior leadership team and board of trustees.’
Ofsted February 2015*

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- In 2015 Ofsted judged Behaviour, Safety and Safeguarding as **outstanding**; this continues due to highly effective pastoral support where each individual is challenged to achieve and meet our high expectations for behaviour and attendance.
- Whole school systems of positive behaviour management continue to minimise serious incidents and optimise behaviour for learning
- Pupil safety continues to be a key aspect of the school. Excellent links with external agencies along with increased student voice ensures students development is nurtured and they have the confidence to share their views and communicate any worries and concerns.
- E Safety and a comprehensive PSHCE and SMSC strand that underpins the curriculum and ethos of the school forms part of the holistic support programme of safeguarding both in the classroom as well as through parent/carer workshops, / annual reviews/ parents evenings
- Attendance is good when figures are recalculated for keystage 3 & 4.

*‘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 February 2015*

OUTCOMES FOR LEARNERS

- In 2015 Ofsted rated achievement as **outstanding**; this is sustained through accurate and detailed assessment processes, an appropriate curriculum to meet individual needs and the identification of potential barriers to learning are overcome.
- The introduction of a new assessment tool – iASEND, has meant that both new skills and a student’s ability to become a functional learner is monitored. The impact is students are prepared for the next stage of their life.

	June 2018	
	Making expected progress	Making better than expected progress
English	92% (82)	66%(59)
Maths	92% (82)	56% (50)
Science	82% (73)	53% (47)

- No group makes faster or slower progress than others. Pupils in the sixth form continue to make outstanding progress. Pupil Premium money is used effectively to target areas of need; disadvantaged students have made more progress (+1%) than their peers.

*‘All groups of students, including those with the most profound learning difficulties and the most able, make exceptional progress. Their achievements are outstanding’.
Ofsted February 2015*

OUR CONTEXT

- We are a generic special school for students aged 11-19 years with a diverse range of needs, including MSI and Autism. We are a member of the Beckfoot Trust.
- We have a clear view of where we are heading, all underpinned by our Trust motto: ‘Enjoy-Learn-Succeed’ and 2015-18 Strategic Vision document.
- Our curriculum is personalised so that it is tailor made to suit the diverse needs and varying starting points of all students. The impact of this is evident in the % of students making better than expected progress across the curriculum.
- The school shares its campus with Beckfoot School. We work in partnership with other special schools in the DAP and Beckfoot Trust to achieve the best possible outcomes for our students.
- We hold awards for NFER research Mark, World Class School Quality Mark, Artsmark and Investors in Health.

School Improvement Priorities 2018 – 2019

- Plan and trial a student centred, purposeful curriculum which is focused on preparing young people for life after school.
- Improve whole school approaches to wellbeing and mental health within the school community.
- To develop a Trust-wide Assessment tool for Reading, Writing and Maths that is meaningful to learners and can be used to demonstrate smaller steps of progress.
- To improve attendance by creating a culture in which being at school is valued and celebrated by the whole school community.
- All staff will understand what a 'Total Communication' approach looks like and there will be evidence of this happening in all classrooms (2 year vision).