

SSSAB Peer to Peer Review

School: Hazel Oak

Review Date: 30th March 2017

Reviewers: Clair McNeill, Jacqui Nicholls, Amanda Mordey

Head Teacher: Andy Simms

Key line of Enquiry:

- How well do pupils behaviour in school?
- Does the behaviour of pupils ensure that they can access the curriculum, how engaged are they in their learning?
- Do the interventions by staff lead to pupils managing their behaviour better
- Do the behaviour systems in the school support staff and motivate pupils
- Does the behaviour and anti-bullying policy reflect in the practice across the school

Context:

- The school was inspected in 2014
- The school were judged to be outstanding in its previous inspection

It was agreed that the following activities will take place as part of the review:

- Joint lesson observations / Learning walks
- Scrutiny of Behaviour Data – Sleuth, including number of physical interventions over time
- Interviews with the well-being team/ SLT to discuss case studies
- Pupil discussion regarding bullying/ pupil behaviour
- Parent/ Carers / Governor discussions regarding behaviour
- Observations of pupils arriving in school, during transition times and break times

Review of how well do pupils behaviour in school?

- Behaviour in school was excellent – no incidents of negative behaviour were observed in classrooms, on playground or in school corridors
- The start of the day was purposeful and bearing in mind the day had a wet start the pupils were calm and talked with other pupils of all ages
- The pupils engaged in conversations with visitors and one young man described how since being the school he had ‘turned himself around’
- Pupils are clearly proud of their school and say they do not see much negative behaviour – but if they do then staff are there to support them – they know who to go to if there is a problem “Staff help me”
- The pupils can clearly articulate the behaviour systems within school and feel involved in the reward systems – they are able to make a choice of end of term reward as a class
- Within a range of contexts – class based, pupil discussions, break, transition times & fashion show rehearsal we only saw focussed engagement. They know expectations and are able to self-regulate their behaviour well.

- Pupils illustrated a calm and respectful approach to each other and to adults
- Several case studies were shared, these illustrated that the pupils had issues regarding behaviour, during the review day the pupils showed positive approaches to the learning situations offered to them, they exhibited no challenging behaviour or disengagement from their learning
- The pupils are actively engaged in their learning – the challenge based curriculum supports this as does the very positive attitudes of staff
- Staff managed the environment and resources very effectively whilst building a culture of independence for the pupils
- Pupils are very respectful of their peers and listen to each other and are supportive
- Behaviour in lessons was exemplary, pupils are engaged and motivated
- Examples of interventions from HOW team showed breadth of approaches to support young people to self-regulate and manage their own behaviour
- Pupils describe behaviour within the school to be good
- There are positive systems in place to support behaviours and help pupils understand them
- Parents and carers speak highly of the support gained from the school and felt that behaviour was good across the school, managed well and where issues do arise dealt with effectively
- Attendance is below special school expectations – 93.1%, persistent absences is 39 pupils (6 in 6th form)
- Governors are well informed as the SLT provide thorough data about pupil behaviour and they provide suitable challenge to ensure that the school continues to improve the quality of provision
- Governors have very high expectation of behaviour in the school

Strengths

- The focus on Mental Health and Well Being of pupils has had a positive impact on pupils and their families
- Personalised approaches to learning and challenging behaviour
- Very high expectations of pupil behaviour by the whole school community
- Staff knowledge of pupils and what motivates them. Staff show they know the pupils well and care about their progress and well being
- The multi professional approaches to meet the needs of pupils, in particular the engagement of the Educational Psychologist
- CPD and training for staff

Next steps;

- Review paperwork to ensure it efficiently reflects the work of the school and provides staff with easy to access essential information such as mapping of interventions and impact across the school and consistency of class files – overview to red flag pupils, signed documents, add 'so what' to the analysis of behaviour and personalise
- HOW team to provide updates for parents
- Address the persistent absences within school – Pupil Premium pupils attendance is below that of other pupils (90.8%) and provide case study evidence of interventions and impact on attendance