

# Adviser Report Autumn 2016

<b>School:</b> Hazel Oak		<b>Date:</b> 30.01.2017	<b>Present:</b> SA, HT, Data lead, AHT, Maths Lead
<b>Date and outcome of last Ofsted:</b> 27/02/14 Outstanding	<b>No. of NQTs:</b> 0	<b>Visit Length:</b> 180 mins	

**Matters Arising:** The new headteacher took up post at the start of this term and is already successfully implementing his vision for the school. The senior leadership team has been restructured and all posts successfully recruited to. There is a new addition to school, the Hazel Oak dog who is currently being trained as a therapy dog. He is already proving to be a huge hit with the pupils and staff.

Overall attendance rate for the Autumn term was 94% which is above the national figure for special schools. Unauthorised absences (5.5%) are above the national figure. This is because of a number of term time holidays. The school are continuing to address this with a minority of parents. Authorised absence (0.5%) is significantly below the national figure. Persistent absence rate is higher than the school would like at 19%. The school attributes this to term time holidays and are confident it will improve in the Spring term. There are no permanent exclusions and three fixed term exclusions for the same pupil.

**The joint evaluation activity** was a review of outcomes data, meeting with the data and maths lead, and a discussion about the school's assessments systems. The evidence indicates impact is outstanding. The school are currently working with a new assessment system FROG. Senior leaders are setting aspirational targets for all pupils based on prior achievement and detailed knowledge of the pupils. The data lead has used the 2010 progression guidance to set targets and identify expected and better than expected progress for all pupils. The school identify, monitor and track pupil's progress regularly and the overall provision is highly effective. During this time of transition with assessment the school use pupils work and lesson observations to monitor pupil progress. Hazel Oak caters for pupils with moderate learning difficulties, aged from four to sixteen years old. The school also has a 6th Form for students aged 16-18 years. The school acknowledge that the diverse range of pupil needs is growing in recent cohorts. All pupils have a statement of special educational needs. The school work with various Local authorities; Solihull, Birmingham, Warwickshire, Coventry sharing good practice and moderating pupils work. This ensures that leaders are supported by other special schools and moderation is accurate.

**Pupil outcomes** are outstanding. This is because of excellent leadership and management and continued excellent teaching across the school. Achievement is outstanding for all groups of pupils. Disadvantaged pupil outcomes are at least in line with their peers in school and for some, better. The sixth form provision is very effective with pupils gaining an increasingly wide range and level of vocational qualifications. Due to changes in national qualifications the school are having to completely re-design their Key stage 4 and 5 offer. Currently the phase leader is researching the best possible qualifications and courses that are available with ASDAN being the current favourite. This new offer will be in place ready for the beginning of next academic year. The school document KS1/KS2 comparative data, 6<sup>th</sup> Form Accreditations, Progress, and Achievement data on their school website. Outcomes for 2016 are outstanding in the Prime and Specific Areas of learning and the school have developed a bespoke assessment system to track this accelerated progress against starting points and national comparative values for SEND pupils. The school baseline pupils at the start of each academic year. They also use HOPPIES (which are in line with National expectations) to track performance standards. Progression Quartiles in English, Science, and Mathematics from KS1 to KS2 are used to track emerging, secure and mastery progress. At the end of KS2; 75% of cohort in English achieved upper quartile or above, 75% of cohort in Maths achieved upper quartile or above at the end of KS3 2016; 100% of cohort achieved or exceeded their target in English with 100% in the upper quartile or above. At the end of KS3 in mathematics, 90% of pupils achieved their target with 90% of the cohort in the upper quartile or above. KS4 progress scores were also excellent. Those pupils who are eligible for pupil premium funding make accelerated progress from very low starting points.

**SEND provision** in this school is outstanding; The health and well-being team lead a lot of work with pupils and their families based on social and emotional needs. Pupils, staff and their families can refer to the team for support. Although there is not a Special Educational Needs co-ordinator, a team of people currently take on this shared role. The headteacher is looking to formalise these roles. Pupils have access to an extensive range of additional support. Personalised, individual support provision plans, aligned with carefully planned interventions ensures that pupils needs are being met. The Pupil Premium supports the disadvantaged; spending and impact can be clearly demonstrated by the school. The headteacher will ensure the SEND representative on the Governing body aids senior leaders to oversee finances, and quality assures impact of interventions, behaviour support and restorative practice. Regular monitoring of teaching and learning across all classes ensures each pupil is differentiated and accounted for and resources are matched appropriately. This ensures high quality

teaching of all pupils is consistent and high expectations are set amongst all staff. Assessment systems are still being developed; staff are becoming more confident in making accurate judgements against the new criteria. This enables the school to identify any specific areas of development and raise standards quickly for all groups of pupils. The SEND Local Offer is in place, with clear and direct links to the Solihull local offer. The Special educational needs and disability (SEND) policy is in place; dated 2016.

**Progress towards 2017 targets.** The data lead has set all pupils aspirational targets based on the 2010 progression guidance as this is the only guidance available. All pupils are tracked against their progress milestones. Pupils who are off track are identified quickly and specific support can be put into place. Predictions for Key stage 1 and 2 are positive and staff are much more familiar with the new curriculum in its second year. Data for Key stage 2 is less robust due to the extensive changes that have taken place this year. The school have an extensive knowledge of their pupils and are using this to predict outcomes in the first year of a brand new national assessment. See data on following pages.

**School priorities including any Ofsted key issues for 2016/2017**

- The school priorities are grouped under four headings: Achievement, Quality of Teaching, Behaviour, Safety and Attendance and Leadership and Management. Each area has a series of sharply focussed targets.

**Progress update on these priorities**

Education Provision Data	Autumn	Spring	Summer
Attendance Overall (%)	94%		
Unauthorised Absence (%)	5.5%		
Authorised Absence (%)	0.5%		
Persistent Absence (number/%)	19%		
Fixed Term Exclusions (number/%)	3 (1.83%)		
Permanent Exclusions (number/%)			

# Adviser Report – Autumn 2016

SCHOOL SELF-EVALUATION	SCHOOL'S JUDGEMENT	ADVISER COMMENT
<b>OUTCOMES FOR PUPILS</b> (starting points, groups, disadvantaged, most able, test/exam results, progress targets in literacy and maths, phonics, 3 years of data, value added, SEND, current standards and progress in all year groups)	The school judges achievement and progress to be outstanding	The adviser agrees with the school judgement (CM 30.01.2017)
<b>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</b> (expectations, challenge, engagement, planning, differentiation, MA, disadvantage, progress, homework, feedback, pupil views, work scrutiny, literacy and numeracy skills, teachers' standards)	Outstanding	The adviser supports this judgement across all Key Stages (14.06/16)
<b>PERSONAL DEVELOPMENT, BEHAVIOUR &amp; WELFARE</b> (procedures and policies, conduct, pupils' attitudes to behaviour, risk and learning, bullying, attendance, exclusion, risk assessments, logs, careers guidance)	Outstanding	The adviser agrees with the judgement (CM 14/06/16)
<b>LEADERSHIP &amp; MANAGEMENT</b> (vision, values, ambition and culture, M&E, curriculum, assessment, careers guidance, middle leadership, governance, pupil premium, sports funding, PM, CPD, intervention and alternative provision, parental engagement, safeguarding)	Outstanding	The adviser agrees with this judgement (CM 14/06/16) The school is compliant with safeguarding procedures.
<b>SMSC</b> (enjoyment, reflection, respect, tolerance, British values, participation, appreciation of own and others' culture)	Outstanding – The school regards this as a significant strength	The adviser supports this judgement (CM 14/06/16)
<b>EARLY YEARS</b> (provision, achievement, leadership, behaviour and safety, parental engagement)	6 <sup>th</sup> form provision is outstanding. There are no pupils in EY.	See report on 6 <sup>th</sup> form
<b>OVERALL EFFECTIVENESS</b>	Outstanding	The adviser supports this judgement (CM 30.01.17)

Actions:	Who:	When:
<ul style="list-style-type: none"> <li>Send current pupil data</li> <li>Update performance data on website</li> <li>Complete SEND data collection sheet</li> </ul>	Data lead HT HT	ASAP ASAP ASAP

School Comments