

Adviser Report Summer 2017

School: Hazel Oak		Date: 29/06/2017	Present: SA, HT, DHT, safeguarding governor, Attendance lead
Date and outcome of last Ofsted: 27/02/14 Outstanding	No. of NQTs: 0	Visit Length: 180 mins	

Matters arising: It should be noted that a significant amount of the headteacher's time is currently being taken up with tribunal cases. The school is oversubscribed. The resulting tribunals are requiring a lot of information and evidenced to be provided by the school. This has been extremely frustrating and very time consuming. HOSTA continues to develop and the teaching school alliance is growing and developing. The school are part of a Solihull school improvement fund bid, and if successful will be key partners in supporting schools and the development of maths across the authority. Another round of SLE interviews are taking place next week and the school are hoping for successful specialist leader recruitment to build capacity.

Required activity on anti-bullying: A review of the schools approach to anti-bullying policy, practice and procedure was carried out with the headteacher, deputy headteacher and safeguarding governor. The schools approach to dealing with any incidents of bullying is firmly rooted in the behaviour policy. There is a very clear process which has been communicated to the whole school community. The school use the 'sleuth' system to log all behaviour incidents; this is effective used to analyse behaviour of a particular pupil or behaviour of a certain type. The senior leaders would investigate any incidents of bullying. The school are pro-active and identifying potential situations before they arise. The staff knowledge of the pupils and their behaviour informs intervention work that is carried out by the Hazel Oak Wellbeing Team (HOW). This has had a positive impact on pupils' behaviour and is partly responsible for the outstanding behaviour evidenced in a very recent peer review. Pupil responses are overwhelmingly positive and parents believe that school deal with bullying effectively. The PSHE curriculum has been developed. This curriculum supports pupils understanding of bullying and some of the potential risks to pupils through online activity. This area of the school curriculum is a real strength. The HOW team support with aspects of PSHE, this is at the heart of the school and supports everything the school are trying to develop in their pupils.

Safeguarding: The school is compliant to section 157/174 of the Education Act 2002. The A3 management of safeguarding sheet has been completed and is currently being signed off by the chair of governors and other relevant governors and staff. The child protection policy, safeguarding policy, safer recruitment policy, managing allegations policy and attendance policy were discussed during the visit and have been updated as required. There are a couple of areas which the school want to improve. The risk assessments for the school site are in place, however the headteacher is implementing a new approach to coaches entering and exiting the car park and pupils embarking and disembarking coaches. This will ensure the safety of all pupils at a very busy time of the school day.

Another area for further development is supervision of staff who are leading on aspects of safeguarding. There are regular child protection meetings when all safeguarding staff meet and discuss cases, this offers a level or peer supervision. The headteacher is going to explore whether one of the governors who has a social work background can provide some additional supervision for key members of staff, and complete termly safeguarding visits focusing on a different aspect of safeguarding each time. The lead DSL has attended the recent annual conference and is very familiar with the CSE and Domestic Abuse screening tools although there has not yet been an occasion to use them. The whole school staff need to have up to date training around specific aspects of safeguarding, CSE and FGM. Pupils feel safe in school and there is clear evidence of this through staff and pupil feedback. The single central record was found to be compliant. This needs to be checked regularly by the safeguarding governor during her visits. A personal file that was checked revealed that only one reference had been obtained and the second one had not arrived, as this was a recent appointment the leadership team will chase up this reference and check other recent appointments to ensure references have been obtained

Personal development, behaviour and welfare is outstanding

Behaviour A recent peer review with a focus on behaviour found strong evidence of outstanding behaviour across the school. The schools approach to behaviour management is used consistently and effectively. The HOW team work with individual pupils to support their behaviour and self-regulation. The impact from this intervention is strong and clear.

Attendance data shows that overall attendance is above the figure for special schools and in line with the national figure for secondary schools. Persistent absence is high; however the figure provided by the school includes the sixth form. The school have been advised to recalculate the figure without the sixth form students. Attendance is analysed by the assistant headteacher and specific pupils are tracked. Term time holidays are still having an impact on overall attendance despite the school operating a zero tolerance approach to holidays. Attendance of free school meal pupils is a concern and below that of their peers. Attendance is analysed regularly and there are a significant number of pupils who have medical needs which mean they are absent for

parts of or full days at a time. There is one pupil who is missing from education now and the attendance lead will be notifying the officer from the local authority.

Education Provision Data	Autumn	Spring	Summer
Attendance Overall (%)	94%	92.4	94.8
Unauthorised Absence (%)	5.5%	0.6	0.2
Authorised Absence (%)	0.5%	7	0.6
Attendance of SEND (%)			94.8
Attendance rate FSM pupils %			89.15
Attendance of Disadvantaged (%)		89.62	
Attendance of LAC (%)		95.24	96.3
Persistent Absence (number/%)	19%	23.93	28.19
Fixed Term Exclusions (number/%)	3 (1.83%)	1	9.5 days (4 pupils)
Permanent Exclusions (number/%)			0

Personal development and welfare are outstanding. Parents are very positive about the school and its happy, welcoming atmosphere where children feel safe. The curriculum is focused on personal development with a broad life skills programme which focuses on wider development. There is a strong focus on pupil and staff well-being, including mindfulness and self-help strategies. The arrival of Gandalf the school therapy dog is already having a positive impact on the pupils.

Progress towards the 2017 targets TBC

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

- Good progress has been made towards the schools improvement priorities.
- This document has been redeveloped and will consist of shorter sharper targets next academic year linked to staffs performance management.

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SCHOOL SELF-EVALUATION	SCHOOL'S JUDGEMENT	ADVISER COMMENT
OUTCOMES FOR PUPILS (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)
QUALITY OF TEACHING, LEARNING AND ASSESSMENT (expectations, challenge, engagement, planning, differentiation, MA, disadvantage, progress, homework, feedback, pupil views, work scrutiny, literacy and numeracy skills, teachers' standards)	Outstanding	The adviser agrees with the judgement (CM 13/03/17)
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE (procedures and policies, conduct, pupils' attitudes to behaviour, risk and learning, bullying, attendance, exclusion, risk assessments, logs, careers guidance)	Outstanding	The adviser agrees with this judgement. Further analysis of the schools attendance data will help to support interventions with pupils. (CM 29.06.17)
LEADERSHIP & MANAGEMENT (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 the judgement (CM 13/0/17) The school is compliant in safeguarding. (CM 29.06.17)
SMSC (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)
EARLY YEARS (provision, achievement, leadership, behaviour and safety, parental engagement)	6 th form provision is outstanding. There are no pupils in EY.	See report on 6 th form
OVERALL EFFECTIVENESS	Outstanding	The school adviser agrees with this judgement (CM 29.06.17)

Actions: <ul style="list-style-type: none"> Update personnel file with references 	Who: School	When: ASAP
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School Comments
