



Inclusion Quality Mark (UK) Ltd

30th June 2017

Mr Andy Simms
Headteacher
Hazel Oak School
Hazel Oak Road
Shirley
Solihull
West Midlands B90 2AZ

Assessment Date: 26th June 2017

Hazel Oak is an all-age (4-18yrs) community special school designated for students with moderate learning difficulties. The school currently has 163 students on roll. The school has an Early Years' provision and a Sixth Form.

Forty eight per cent of the students have a diagnosed autistic spectrum condition and increasing numbers have emotional and social difficulties and/or communication needs. Eighty per cent of students are of White British heritage. Thirty per cent of students are girls. The school has specialist status for Business and Enterprise and the school was designated a Teaching School in September 2015.

Hazel Oak is a hugely impressive and inclusive school and where they genuinely 'Place the child at the heart of our approach to education'. Parents confirm their unequivocal support of the school by stating, 'The school goes above and beyond to support the children and families'. The school ethics and ethos of the school is the rock that ensures that children get the very best which permeates through everything they do as a school. There is a real purpose and drive across the school where all stakeholders strive to be inclusive and are willing to go the extra mile for the children – no matter how big or small.

Children who attend this school are extremely polite, articulate, focused, sociable and grateful. Many start the school with poor mainstream experiences and Hazel Oak staff nurture, support and reflect on all aspects of provision so that children say 'The teach me-push me forward, they let me learn in my own way. They help me understand and they know that I am learning even though it may not look that way.' This articulate response is a direct impact of the quality of teaching from all staff, that has a huge impact on the life opportunities of the children in their care.

There is a strong cohesiveness in this school community and everybody supports each other. The Head and Deputy Head Teacher are extremely driven and the teaching staff are extremely committed. The unreserved dedication of the 'HOW' (Hazel Oak Well-being) team is commendable. They actively support and lead the high-quality staff in the holistic support of individual children. All staff are focused on the same objective, wanting the best for all children regardless of difference or barrier.

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At Hazel Oak, the school reaches out in many ways to share its expertise and knowledge. The school is a Teaching school and from this it has created HOSTA (Hazel Oak School Teaching Alliance). This is an active and innovative resource that allows the school to continually reflect on developing educational practice, using current research, practices and theories working with outside agencies to enable the children in many settings to benefit from this best practice.

Governors and senior leaders have driven forward improvements in all facets of the school's work and they have ambitious plans for the school and children. The Governors are actively visible around the school and have encouraged strategic self-reflection and review with external validation to ensure that the quality of provision meets the expectations. All children are very well supported through careful analysis of need by developing a Hazel Oak Indicators that allow the school to personalise and tailor the assessment of children to deliver extremely well-planned intervention and support.

Inclusion is an embedded feature of daily practice in this school and the children are aware of how they and their peers are valued and supported. Children in the school exude confidence due in part to the quality of teaching and nurture support, but also the engaging curriculum, use of the outdoors and business innovation that allows children to stretch themselves academically and emotionally. For example, by the philosophy 4 children approach where children are happy to put their point of view across very eloquently! All children from reception to 6th Form are consistent in that they all say they enjoy school. The programmes of transition and opportunities for children to develop life skills have a major impact on the children over time. Career aspirations are impressive, resulting in post 6th form students returning to Hazel Oak, with other past students, as role models to inspire current students across the school.

I am pleased to report that the evidence presented for the assessment suggests that the school meets the criteria for Inclusion Quality Mark. I also recommend that the school consider applying for Centre of Excellence status, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Ian Lowe

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Element 1 - The Inclusion Values and Practice of the School

The tour around the school and the folders provided the evidence that demonstrated inclusion values and practices. These included displays on WOW awards, assemblies, displays and even a video of Hazel Oaks got Talent! Other evidence included social stories and the impact of them on behaviour and how staff currently share good practice. Documentation and conversations indicated that a safeguarding culture was strong and consistent within the whole school.

Areas of Strength:-

- Ethos and values of the school are a determining factor in supporting outcomes for all children at Hazel Oak.
- Relationships between staff are excellent and pupils feel cared for and supported in their learning.
- There is an unfailing priority placed upon personal and emotional development, behaviour and welfare throughout the school. This supports children academically and in their next stage of development.
- There is a consistency in practise across the school. The school and children are articulate, focused and purposeful.
- There is, from all staff, a secure and caring environment. Children appreciate the emotional support. This enables them to enjoy the learning challenge given by teachers and consequently learning is a strength of the school.
- Individual difference is valued and appreciated by the children and demonstrated by displays, inclusive practise and policies.
- Good planning and assessment procedures accompanied by good tracking of pupil progress which ensure pupils are well supported and make at least good progress.
- Senior Leaders, teachers, TAs and HOW team all work as one and as a result, parents said, 'All staff know the children really well we work together...', 'Staff have excellent relationships with the children'.
- Disadvantaged children progress well and the school uses its pupil premium funding to good effect.
- The work of the Deputy Head and HOW lead mentors ensure that parents and staff are well informed of the inclusion agenda.
- The leadership of the Head Teacher, DHT and SMT are ensuring all staff have high expectations and inclusive aspirations for the school.



IQM Self-Evaluation Report



Areas for Development:-

- To further develop and share good practice in school strategically.
- To develop on the research undertaken within school and develop links with Universities.



Element 2 - The Learning Environment, Resources and ICT

The learning environment is developing with the support of the children at the school, with the development of the library and sensory provision and the new school garden as part of a business innovation initiative. Displays of working walls and the personalised visual timetable and working areas meets children's needs. In observing lessons, the HOW team explained how examples of initiatives such as emotion Thermometers have had an impact on self-reflection and behaviour.

Areas of Strength:-

- The environment provides support for learners to ensure they have access to a strong and carefully planned curriculum and as a result, make progress academically and socially and Emotionally.
- The excellent school website that provides visitors and parents with effective information about the school.
- The redevelopment of the outside provision provides children with the opportunities to personalise their learning and as a result, feel valued and succeed.
- The high quality personalised visual timetables, personalised working areas, resources and 'Skills for Life' displays provide a focus for supporting learning.
- Teaching is very strong across the school and meets the needs of all children.
- Parents are unequivocal about their support for the school and how they are appreciated and involved in the hugely active school life. The use of the outdoor space is effective and is appreciated by staff, pupils and parents. It has a strong impact on the children.
- The wide range of resources and interventions are used to enable all learners to make progress.
- Teaching Assistants are a strength of the school. They are highly trained and valued. The invaluable dedication of the HOW team allows them to support academic and emotional needs of the children across the school.
- The innovation and use of ICT, music and maths supports learning experiences for the children and is highly recommended by parents and pupils.

Areas for Development:-

- Develop school library and sensory spaces for children to access independently.
- To continue to use the outdoor space to develop learning opportunities with the children, for example, building on the ethos of the school by building allotments to support the cooking and business innovation within the school.



Element 3 - Learning Attitudes, Values and Personal Development

Children and parents confirm that they enjoy Hazel Oak and that they feel safe and make progress. The P4C lessons and displays as well as the Skills curriculum were evident in classrooms and in conversation with all stakeholders. The overview of the curriculum and development of the outdoor area, including the kind and friendly welcome of the school, allows for children to learn the Hazel Oak way.

Areas of Strength:-

- Children are supported and challenged both in their learning and personal development. Learning behaviour is excellent.
- Children are confident, articulate and extremely polite. The Philosophy 4 children and mindfulness has had a huge impact on how children speak and conduct themselves in debate.
- From Early Years through to the 6th Form, there are systems and processes in place to enable children to think and reflect on their behaviour, learning and attitudes to one another. This crucial aspect of the school's work is extremely well embedded and is evidenced through talking to the children and the strong ethos across the school.
- Communication systems are effective that enable staff to know their children extremely well and seek support and advice from others effectively when needed. Staff share good practice and learn together.
- The aspirations through the curriculum experiences, work experience and business innovation throughout the school enables children to be understanding themselves, and develops resilience determination and a positive mind-set.
- Life Skills enables children to reflect on their progress and develop a depth of independent learning.
- The staff offers support activities that meet the needs of children such as, relaxation classes and personalised sensory plans.
- There is effective targeting of pupil premium funding to support vulnerable children of all abilities.
- There is an overwhelming commitment set though high expectations of all staff to ensure that children have a positive learning experience.
- The good provision mapping ensuring children are given every opportunity to succeed.
- Transition is individually tailored and managed throughout the school to meet the needs of children.



IQM Self-Evaluation Report



- Staff have developed and researched personalised resources to support children including the 'Anger Thermometer' and tailored HOW provision.
- Inclusive behaviour is woven into the DNA of the school. Children understand difference and appreciate that all members of the school community have a voice that is valued.
- Children accept all that is different and the school community celebrates difference.
- Children have an in-depth understanding of the behaviour policy and appreciate the opportunities given to them to improve.

Areas for Development:-

- Reflection time and feedback on in developing children's learning.
- Develop challenge based curriculum into key stage 4 - particular focus on cultural development.



Element 4 - Learner Progress and the Impact on Learning

The development of the assessment procedures and curriculum linked to learning ladders in books with the whole school action plan to provide tailored approach to learning, corresponds with triangulation of books and observations. The evidence of School advisors report secures the schools judgments in ensuring high quality outcomes for all children.

Areas of Strength:-

- There is a strong focus on marking, differentiation, personalised learning and feedback which has provided children with excellent opportunities to grow and develop academically and emotionally.
- The tracking procedures for all children are excellent and enable staff to understand and plan for their next stage of development.
- Children start well in the EYFS and make outstanding progress throughout the school using a wide variety of stimulating learning activities.
- There are good systems in place to improve the quality of children's learning.
- There is a continual focus and drive on children's independent learning that supports all learners to achieve.
- Teaching Assistants are accountable for individual pupil progress and have excellent systems to ensure individual needs are being met.
- Skills for life and new curriculum allows for children to independently reflect on their progress.
- Learning ladders allow children to clearly focus on their next steps for learning.

Areas for Development:-

- Cognitive based approach to class grouping across the school.
- Bespoke accreditation to meet the needs of all children.



Element 5 - Learning and Teaching (Monitoring)

The appraisal process is thorough and linked to the SDP. This is linked in to the consistent practice of the teaching and learning policy on the website. In conversations with staff they clearly indicated that staff are held accountable for their children and that systems were in place to support and share good practice as required. Individual CPD was discussed and staff reiterated that this was a core element in them feeling valued and made a difference to the children.

Areas of Strength:-

- The good and outstanding teaching ensures that children present their work to a high standard. School teaching and learning policies are consistent across the school.
- Disadvantaged children achieve well due to excellent use of additional funding.
- There is a huge and varied use of resources to provide a practical approach to learning that children enjoy and are fully engaged in.
- The monitoring procedures which are embedded, ensure that lessons are sufficiently challenging and consistent in approach.
- Additional adults are hugely effective in supporting learning and supporting individual children.
- The HOW team enable constructive, focused and supportive relationships between staff and pupils. The staff are constantly reflecting on how to support individual needs.
- Safeguarding procedures are good and effective in ensuring children are safe.
- The school uses all of its available space well to meet learning needs including 'chill out' zones and personalised work stations.
- Clear appraisal systems are in place that are linked to the School Development Plan.
- The school effectively supports other schools with teaching and learning and inclusion through the Hazel Oak School Teaching Alliance (HOSTA). This has had a huge impact on how good and outstanding practice can support local schools in meeting individual needs.

Areas for Development:-

- Strategically utilise the speech and language/communication expertise to further embed good practice and staff knowledge in school.



Element 6 - Parents, Carers and Guardians

Many communication systems were mentioned by the school and confirmed by parents as being effective, including the school website. Parents felt informed by the curriculum maps and reports that demonstrated the progress made by children. Evidence of reports and ECH plans and the support of the HOW team were confirmed by parents and documentation in how they make an impact on children.

Areas of Strength:-

- The school's ability to respond effectively to family and children's needs is highly appreciated by all parents. Parents feel that they are supported individually and the school goes above and beyond expectations.
- There is a high level of engagement with parents to improve the chances of all children.
- The work of the HOW team in developing highly effective relationships between school and families and make a huge impact on the outcomes of children and support the wellbeing and life opportunities of those they work with.
- Parent workshops have brought many parents into school giving them a better understanding of school expectations/strategies and how they can use these to support their children at home.
- There are good communication systems which give parents and carers confidence in the school and in its support for their child's needs.
- Parents have been actively engaged developing an e-safety working party to provide better knowledge and understanding for all stakeholders.

Areas for Development:-

- To work with parents closely in supporting their anxiety about post 18 provision.
- To continue to embed workshops for hard-to-reach parents.



Element 7 - Governing Body and Management

Documentation of the HOSTA work and the conversations with staff particularly the maths lead backed up documentation and evidence in the HT/school advisor reports. There was clear evidence through the reports and conversations that Governors were visible and known.

Areas of Strength:-

- The determined leadership of the Head Teacher, DHT with the support of the strong governing body have a clear commitment to inclusion and improving the opportunities for all children.
- There is clear and focused leadership for inclusion. The IQM process is articulated by everyone and is putting inclusion at the centre of the school's agenda.
- The excellent leadership by HOW is ensuring that the school is reflective, supported and challenged.
- CPD is at the core of inclusive practice across the school and staff feel valued.
- The Hazel Oak School Teaching Alliance is a real strength of the school and enables outstanding practice to be shared effectively.
- There is a strong Governing Body which ensures that there is a high quality of education and they are actively involved in the life of the school.
- Inclusion is a priority with the school investing in extensive Educational Psychologist, OT and other outside agency support, to develop systems and case work.

Areas for Development:-

- To take an active role in the raising of Inclusion across the LA in developing good practice.



Element 8 - The School in the Community

The development of the curriculum seen in learning walks and the changing environment, related to the work experience documentation and feedback provided shows how the school works effectively in engaging the community in the curriculum at all ages. The evidence of HOSTA documentation, press coverage and conversations with staff clearly demonstrate the good practice that is being shared with schools and in the community.

Areas of Strength:-

- The school is hugely respected within the local community and its work is appreciated by parents. Hazel Oak offers diverse means of engaging parents and others through its annual programme of events, workshops, celebrations and support for vulnerable members of the community.
- The school has developed links with ex-pupils who have come back into the school to enhance provision and aspiration for its children.
- The school has numerous links with outside agencies including faith groups, local businesses and sports organisations that supports British Values and the holistic curriculum delivery.
- The schools' work as a Business and Enterprise Collage has developed strong links with the community that has aided its provision, from developing a new garden area for a community and school festival to enhancing the curriculum.
- The children are actively involved in supporting charities.

Areas for Development:-

- Develop the role of the community and enterprise liaison/work experience officer in further developing pathways for the pupils.
- Further embed Pupil Voice in developing the school.
- Continue to develop and share good inclusive practice with schools across the LA.
- Further develop and share in-house research. Look into research with outside bodies/universities.