

HAWKSWOOD PRIMARY PRU & SEMH PROVISION

SELF EVALUATION SUMMARY



Date: Autumn Term 2019/20

PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT

1. Develop the role and skills of senior and middle leaders and teacher assistants to ensure a high performing team.
2. To develop programmes of support and professional development to benefit other provisions within the HWG and schools locally and nationally to become securely good.
3. To ensure that the primary curriculum successfully enables learners to strengthen and master age appropriate goals in their academic and personal development.
4. Implement the Nurture principles across the whole school to further promote holistic development and emotional and behavioural rapid progress.

KEY ISSUES IN PREVIOUS INSPECTION

KEY ISSUE

- Ensure that assessments and the tracking data of pupils' progress more clearly depict the achievement pupils are making.

PROGRESS

- Introduced a bespoke School Progress and Curriculum Expectations assessment model (S.P.A.C.E). Following this *all* pupils made deep, embedded progress against their baseline in English and Maths by the end of the academic year 2017/18.
- Assessments clearly inform planning and the curriculum has developed to enable pupils to deepen their knowledge and understanding, and promotes academic and personal development.

JUDGEMENT **1** EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Strengths

- Headteacher has strong vision and drives the school forward with infectious positivity, enthusiasm and relentless determination.
- Robust safeguarding procedures and practices are immersed within the schools systems and processes.
- Staff are held accountable and there is dispersed leadership.
- Strong emphasis and a genuine willing to share good practice and support colleagues in schools locally and nationally in acquiring good outcomes for SEND pupils.
- Unwaveringly high aspirations and focused ambition has seen a significant increase in pupil progress and personal development over the course of the last academic year to the present time.
- Stakeholder voice is held in high regard.

Areas for Development

- Embed middle leadership across our small school.
- Expand our network of local school partnerships, for rigorous quality assurance, support and challenge.

<p>JUDGEMENT 1</p> <p>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Regular quality assurance from the Executive SLT for the Hawkswood Group. • Secure understanding of quality first teaching and learning, where teachers work harmoniously to support and challenge one another, including the support assistants. • Targeted CPD that is relevant, up to date and reflective of our borough's current areas of need. • Bespoke assessment model (S.P.A.C.E) that clearly depicts the achievement that pupils are making and informs planning and targeted interventions. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Continually revise and remodel the curriculum offer to enable learners referred throughout the year to strengthen and master age appropriate goals in their academic and personal development. • Embed our bespoke School Progress and Curriculum Expectations assessment model.
<p>JUDGEMENT 1</p> <p>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Safeguarding is paramount in all that we do at Hawkswood. • Attendance is significantly high at 90% for this last academic year. • 96% reintegration success for the last academic year. • An effective behaviour modification programme. • A strong ethos of growth mindset by both adults and children alike. • Behaviour for learning is exemplary. • SMSC is weaved seamlessly throughout our curriculum offer and timetabled school day. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Strive to increase our attendance to be in line with the National primary <i>mainstream</i> benchmark of 96%. • To be used as a model of excellence within the Hawkswood Group to support secondary colleagues to embed growth mindset within their provisions.
<p>JUDGEMENT 1</p> <p>OUTCOMES FOR CURRENT STUDENTS</p>	<p>Strengths</p> <ul style="list-style-type: none"> • <i>All</i> groups of pupils make progress against their baseline, regardless of individual high level need. • Curriculum offer is inclusive and aspirational promoting life skills, growth mindset and British Values alongside academic achievement. • All pupils, including SEMH, aspire to reintegrate back into mainstream school. • All pupils develop a growth mindset during their intervention at Hawkswood Primary. 	<p>Areas for Development</p> <ul style="list-style-type: none"> • Embed the Nurture principles across the whole school to further promote holistic development and deep emotional and behavioural progress.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

JUDGEMENT 1

Strengths

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- Strong emphasis and a genuine willing to share good practice and support colleagues in schools locally and nationally, in acquiring good outcomes for SEND pupils.
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Areas for Development

- Embed middle leadership across our small school.
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Driving outcomes

- Irrespective of a change in management in April 2017, leadership and management remains outstanding. The current Headteacher was the First Deputy Headteacher within the old management structure, so there is fluidity and consistency in practices and expectations, which is underpinned with a relentless determination for continual improvement, and a drive to assure that all children achieve and have the opportunity of a 'fresh start' following their intervention.
- The Head and two deputies are a dynamic team and have created a culture of aspiration and respect for all. They rigorously quality assure all aspects of the provision on a very regular basis effectively.
- On-going coaching model for staff. PM links directly into the schools/groups priorities.
- Underperformance is effectively tackled.
- Support staff support both behaviour and learning.
- Robust assessment leads to personalised planning and targeted intervention.

Impact

- Motivational leader who is invested in taking the school from strength to strength and sets ambitious targets in order to ensure that each and every individual makes deep academic and personal progress.
- Primary SLT leads by example and has a very strong, professional working relationship which filters all the way down to the pupils as a model of positive interactions.
- There is high morale. Staff and pupils are happy and develop a growth mindset which makes for a pleasant environment to work and learn in. The 'nice feel' within the school is regularly commented upon by visitors, and ensures that pupils feel safe and contained at Hawkswood Primary in order to thrive.
- The ethos of the school means that staff, pupils and parents work in conjunction towards individual and whole school targets that develop skills that can be applied upon reintegration back into mainstream school, the wider community and beyond.
- All individual need is continually met.
- Pupil outcomes are at an all-time high.
- 96% of pupils successfully reintegrated back into mainstream school last year, including 5 with EHCP's.
- Parents/carers, the LA and stakeholders hold Hawkswood Primary in high regard and values the work that we do. Schools are keen to work collaboratively with us in the best interests of the children.

Culture of Safeguarding

- Safeguarding is extremely paramount and permeates thorough all that we do at Hawkswood.
- Hawkswood Primary has strong links with external agencies and often form close professional relationships with external professional colleagues.
- Safeguarding is discussed in daily debriefs weekly.
- Training is continually up to date and all staff are accountable for safeguarding.
- The Primary SLT are the DSL's and there is always a member of SLT onsite at all times.

Developing high quality teaching and learning

- New staff are dynamic and highly motivated.
- Local links with our borough schools is developing for rigorous quality assurance, support and challenge.
- Teaching and learning is all encompassing, with an equal emphasis on academic and personal development.
- Systematic approach to the quality assurance of teaching and learning.
- Marking is detailed but accessible to the pupils.
- Expectations are high and behaviour is *not* an acceptable reason for a lack of pupil progress.
- Records of pupil progress are detailed and personalised intervention support further promotes deep, embedded learning.
- Funding is used effectively for CPD and resources.
- Visits and visitors enrich children's learning experiences.

High expectations of behaviour and well being

- All staff members go above and beyond for our pupils. They are genuinely invested in promoting *very* high expectations of behaviour ensuring the wellbeing of not just the pupils but of each other also.
- We are in the process of developing our school council, of which pupils will need to evidence a growth mindset in order to be elected.
- Head teacher tea parties!
- All pupils move out of a fixed mindset and into a growth mindset over the course of their intervention at Hawkswood.
- SMSC is weaved seamlessly throughout the curriculum.

Impact

- Behaviour for learning is exemplary.
- Pupils want to learn and feel emotionally and physically safe and contained within the school environment.
- Good communication with external professionals ensures that measures are put in place to safeguarded pupils both in and out of school.
- Pupils feel safe and will often disclose to a trusted adult at Hawkswood.
- Each cohort is looked at independently and the curriculum offer is continually revised. The primary SLT monitor pupil progress and the quality of teaching extremely well.

Impact

- *All* pupils groups make outstanding academic and personal progress against their baseline irrespective of need, their starting point and background.
- Pupils see Hawkswood as a school and not a 'unit for behaviour,' which in turn supports pupil's readiness for reintegration, as they understand that Hawkswood's school expectations are in line with their mainstream school expectations.
- Pupils are maintaining sustained reintegrations, at 96% last academic year.
- Pupils have a variety of opportunities available to them to master new skills and knowledge and build upon existing skills and knowledge. There is no discrimination, just equal opportunities and high aspirations for all.
- Pupils feel safe to express themselves and build upon areas of strengths and develop in areas of development.
- Pupils self-assess regularly and become independent learners. .
- Pupils are motivated to learn, develop a love for learning and want to be in school.

Impact

- Pupils move around the school safely and happily. Pupils are polite and welcoming and will hold a door open for visitors and have good manners when speaking or are spoken to.
- Pupils *very rarely* physically hurt their peers or the staff when angry or upset.
- School property is hardly ever damaged when pupils are angry or upset.
- Children can practically apply a growth mindset in situations that previously led to behaviours which resulted in their referral to the PRU.
- Pupils feel valued and live up to the expectations held for them.
- Pupils develop empathy, respect and compassion, which help them to view the world, people and situations in a more positive light.
- Pupils value their immediate and wider community, developing employability and life skills.

Attendance

- Attendance is high profile at Hawkswood profile, starting from the discussion about the importance of attendance with parents/carers at the admissions meeting, to the celebration of good attendance throughout pupil's intervention via assemblies, newsletters and displays.
- Persistent absence is rigorously tackled, procedures are followed and systems are in place to safeguard pupils and raise attendance.
- Case studies on poor attendance demonstrates the rigour and emphasis on attendance as a safeguarding concern, as well as demonstrates a relentless drive to improve.

Governance

- The Management Committee meet no less than 3 times a year and receive reports from the Associate Head on matters such as pupil progress, reintegration and performance management of teachers.
- Email communication is maintained between meetings to ensure that relevant information is shared and current.
- Governors hold senior leaders to account for pupil outcomes.
- A range of sub-committees have been developed and meet between Board Meetings. The Headteacher is currently a member of the premises committee group and the Deputies are currently part of the staffing and policy review committees. These groups meet regularly and feedback to the Board.
- Governors provide support and challenge and understand the operational functioning of the school, as well health and safety and safeguarding.

Impact

- Pupils and staff will verbalise their want to be at school!
- Pupil attendance for the last academic year was *significantly* high for PRU at 91%.
- Staff attendance is also good and has improved in comparison to previous years.

Impact

- Hawkswood Primary not only maintains a high quality provision, but has significantly built upon outstanding practices since the change in management and ensures sustained reintegration and outstanding academic and personal pupil outcomes for *all* pupils.
- The primary provision has clear vision and direction that will withstand changes both locally and nationally, and can flexibly move with the times to ensure that pupil need is continually met.
- The primary SLT is vibrant, dedicated and focused in driving up standards across the school.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

JUDGEMENT **1**

Strengths

- Regular quality assurance from the Executive SLT of the Hawkswood Group..
- Secure understanding of quality first teaching and learning, where teachers work harmoniously to support and challenge one another, including the support assistants.
- Targeted CPD that is relevant, up to date and reflective of our borough's current need.
- Bespoke assessment model (S.P.A.C.E) that clearly depicts the achievement that pupils are making and informs planning and targeted interventions.

Areas for Development

- Continually revise and remodel the curriculum offer to enable learners referred throughout the year to strengthen and master age appropriate goals in their academic and personal development.
- Embed our bespoke School Progress and Curriculum Expectations assessment model.

- Teachers have high expectation of the pupils and are well supported by learning support assistants.
- Coaching walk about is carried out fortnightly.
- Book and planning monitoring is carried out weekly.
- Formal lessons observations.
- Learning focus meetings and teachers meetings weekly.
- PM is recorded on BlueSky and updated half termly.
- Baseline assessments are carried out within two weeks of a pupil starting at Hawkswood and formal assessments are done half termly, that clearly informs planning and personalised interventions for the following half term.
- Marking policy was reviewed in line with our bespoke assessment model in September 2018 and marking is thorough and meaningful.
- Support staff skills audits in Maths and English have ensured that CPD is tailored to meet staff individual and group need.
- The promotion of quality first teaching.
- Support staff undertake two pupil observations per week in lessons that feeds into teachers assessment and planning.
- Support staff support learning and not just behaviour.

Impact

- Staff are open to scrutiny to improve practices and ensure personalised planning, teaching and learning.
- Pupils take pride in their books/work and have high expectations of themselves.
- Staff remain driven and motivated to continually improve their practices and support each other.
- Staff are invested in the progression of the school as a whole and feel part of decision making in the best interest of the pupils.
- Individual pupil need is quickly identified and met following referral to Hawkswood.
- Support is targeted and promotes deep, embedded learning and progress.
- The results from support staffs' skills audits in July 2018 were excellent overall, ranging from a 6% increase in their results following CPD after the initial audit in January 2018, up to a 38% increase. This has had a positive impact on the confidence and accuracy in how the support staff support learning and in raising standards.
- Marking is meaningful and promotes self and peer assessment from the pupils. Pupils know their next steps and how to improve and develop.
- Children *rarely* leave the classroom during lessons.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Strengths

Areas for Development

JUDGEMENT 1

- Safeguarding is paramount.
- Attendance is significantly high at 91% for the last academic year.
- 96% reintegration success for the last academic year.
- An effective behaviour modification programme.
- A strong ethos of growth mindset by both adults and children alike.
- Behaviour for learning is exemplary.
- SMSC is weaved seamlessly throughout our curriculum offer and timetabled school day.

- Strive to increase our attendance to be in line with the National primary *mainstream* benchmark of 96%.
- To be used as a model of excellence within the Hawkswood Group to support secondary colleagues to embed growth mindset within their provisions.

Behaviour:

- Hawkswood Primary is a happy, harmonious place and pupils begin to modify their behaviour in just a few weeks after starting at Hawkswood.
- Behaviour is understood as communication by all staff and unmet needs are quickly identified.
- Clear behaviour modification programme, ensures consistency in effectively managing pupils behaviour.
- There were no incidences of bullying at all last year and to date.
- Safeguarding is robust with secure processes and systems firmly in place.
- All staff are Team Teach trained which is refreshed every 2 years.
- Behaviour is tracked every 15 minutes on pupil 'tick charts.'
- Growth mindset is heavily promoted and the adults are exemplary role models to the pupils and build secure professional attachments with the children very quickly.
- British Values are heavily promoted.
- SMSC is paramount.
- We actively celebrate world/National events and days.
- Speech and language therapist weekly.
- Educational psychologist weekly.
- Pupil voice is collated half termly and pupils know how to keep themselves healthy and safe online.

Impact

- Pupils feel emotionally and physically safe at Hawkswood. They feel listened to and understood and the management of pupils is outstanding.
- All pupils achieve and make deep progress at Hawkswood.
- The boundaries are very clear to pupils and on the rare occasions when there is high level disruption from pupils, it does not affect the learning of the rest of the cohort.
- Patterns of behaviour and triggers are quickly identified and modified.
- Pupils begin to modify their behaviour within just weeks of starting at Hawkswood.
- Pupils begin to develop from a fixed to growth mindset within weeks of starting at Hawkswood.
- Pupils see beyond their behaviour and how it impacts on those around them, promoting them to change and break old patterns of behaviour.
- Pupils understand about community and what positive contributions they can make within a community.
- Pupil's confidence and self-worth increases significantly at Hawkswood.
- Pupils are respectful to each other.
- Pupils learn to communicate using their words and not via their behaviour.

OUTCOMES FOR STUDENTS

JUDGEMENT 1

Strengths

- All groups of pupils make outstanding academic and personal progress against their baseline, regardless of individual high level need.
- Curriculum offer is inclusive and aspirational promoting life skills, growth mindset and British Values alongside academic achievement.
- All pupils, including SEMH, aspire to reintegrate back into mainstream school.
- All pupils develop a growth mindset during their intervention at Hawkswood Primary.

Areas for Development

- Embed the Nurture principles across the whole school to further promote holistic development and deep emotional and behavioural progress.

Whole School Progress Data

Terms	English Key Stage 1 percentage of children making expected or more than expected progress (support needed)	English Key Stage 2 percentage of children making expected or more than expected progress (support needed)	Maths Key Stage 1 percentage of children making expected or more than expected progress (usually can do)	Maths Key Stage 2 percentage of children making expected or more than expected progress (usually can do)
Autumn Term 1	Baseline assessments	50%	Baseline assessments	83%
Autumn Term 2	100%	86%	100%	64%
Spring Term 1	100%	77%	50%	77%
Spring Term 2	100%	75%	75%	75%
Summer Term 1	88%	88%	75%	75%
Summer Term 2	86%	88%	100%	75%

Whole school taught stages mastered range against the National age related expectations (taught stages mastered, mastered and exceeded)

Terms	English Key Stage 1 percentage of children taught stage mastered and mastered	English Key Stage 2 percentage of children taught stage mastered and mastered	Maths Key Stage 1 percentage of children taught stage mastered and mastered	Maths Key Stage 2 percentage of children taught stage mastered and mastered
Autumn Term 1	Baseline assessments	17%	Baseline assessments	33%
Autumn Term 2	100%	43%	100%	71%
Spring Term 1	100%	100%	100%	100%
Spring Term 2	100%	100%	100%	88%
Summer Term 1	100%	100%	100%	100%
Summer Term 2	100%	100%	100%	100%

SEMH Progress Data

Terms	English percentage of children making expected or more than expected progress (support needed)	Maths percentage of children making expected or more than expected progress (usually can do)
Autumn Term 1	0%	50%
Autumn Term 2	86%	57%
Spring Term 1	86%	100%
Spring Term 2	88%	63%
Summer Term 1	100%	67%
Summer Term 2	88%	88%

SEMH taught stages mastered range against the National age related expectations (taught stages mastered, mastered and exceeded)

Terms	English percentage of children taught stage mastered and mastered	Maths percentage of children taught stage mastered and mastered
Autumn Term 1	0%	0%
Autumn Term 2	43%	86%
Spring Term 1	100%	100%
Spring Term 2	100%	100%
Summer Term 1	100%	100%
Summer Term 2	100%	100%

Pupil Premium Progress Data

Terms	English percentage of children making expected or more than expected progress (support needed)	Maths percentage of children making expected or more than expected progress (usually can do)
Autumn Term 1	0%	50%
Autumn Term 2	89%	67%
Spring Term 1	89%	64%
Spring Term 2	87%	60%
Summer Term 1	87%	69%
Summer Term 2	79%	100%

Pupil Premium taught stages mastered range against the National age related expectations (taught stages mastered, mastered and exceeded)

Terms	English percentage of children taught stage mastered and mastered	Maths percentage of children taught stage mastered and mastered
Autumn Term 1	0%	0%
Autumn Term 2	67%	78%
Spring Term 1	100%	100%
Spring Term 2	100%	93%
Summer Term 1	100%	100%
Summer Term 2	100%	100%